

Unit 1: Ancient Cultures

Objectives:

Students will be able to:

- View various examples of a specific ancient culture within artwork.
- Identify cultural artwork after learning about the culture.
- Develop potential design ideas by brainstorming.
- Create a visually successful work of art using cultural references.
- Critique cultural artwork in a constructive manner.

Big Idea:

- Ancient cultural Art

Essential Questions:

- What is culture?
- How can artwork represent a culture?
- How might you identify a specific culture when viewing artwork?

Other Resources:

- Art Reproductions

Technology:

- Computer Cart
- LCD Projector
- Teacher Webpage
- Interactive Whiteboard
- Digital Text

Teaching Activities:

- Lesson ideas: Name project, Mayan face, Foil Coin, Cultural Background, Greek Vases, Egyptian Neckband
- Students will view various examples of culture in artwork.
- Students will learn the culture background behind the artwork.
- Students will create successful work of art using cultural references.
- Students will critique works of art containing culture in a constructive manner.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: Varies depending on culture and project selected by instructor.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will take a closer look at the culture highlighted. Using the internet for research, students will create a brief timeline of that culture.

Sample Assessment:

- Project Rubric & Artwork Critique
- True or False: Culture can have an impact on artwork.

Unit 2: Drawing

Objectives:

Students will be able to:

- View various examples of drawing.
- Generate their own form of drawing using the elements of shape, line and color.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful drawing using the proper materials.
- Critique drawings in a constructive manner.

Big Idea:

- Exploring Drawing

Essential Questions:

- What is a drawing?

Art Scope and Sequence: 6th Grade

- How does an artist create a drawing?
- How might a drawing be used to convey a meaning or message?

Other Resources:

Cross Curricular Connections:

- Math

Technology:

- Computer Cart/ LCD Projector
- Interactive Whiteboard
- Websites:
 - <http://www.drawingcoach.com/how-to-draw-caricatures.html>
 - <http://www.alifetimeofcolor.com/main.taf?p=3,1>

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: Elements of Art, shape, line, color, metamorphosis, caricature

Teaching Activities:

- Lesson ideas: 3-D Pyramid of Art Elements, Metamorphosis, Caricature, Chinese Dragon
- Students will view various examples of drawings which correlate to one of the above lesson ideas.
- Students will learn about the drawing process from the website references.
- Students will brainstorm and create a page of thumbnail sketches.
- Students will create a successful drawing by using line, shape and color.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

Art Scope and Sequence: 6th Grade

- Students will view and interact with the website listed below:
 - <http://www.alifetimeofcolor.com/play/lineshape/flash3page.html>

Sample Assessment:

- Project Rubric & Artwork Critique
- Is drawing considered to be a two-dimensional or three-dimensional form of artwork?

Unit 3: Printmaking

Objectives:

Students will be able to:

- View various examples of both woodblock and linoleum printmaking.
- Identify the works of well-known printmaking artists: Francisco Goya, Kate Kollowitz, Max Beckmen and Hokusai woodblock prints.
- Compile personal design ideas through the use of brainstorming.
- Create a visually successful print design using the proper materials.
- Critique prints in a constructive manner.

Big Idea:

- Intro to Printmaking

Essential Questions:

- What is printmaking?
- How does an artist create a print?
- How might a print be used to convey a message?

Other Resources:

- Art Reproductions

Technology:

- Computer Cart/LCD Projector
- Teacher Webpage
- Website:

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Woodblock print, linoleum print, repetition, brayer, monoprinting, relief printmaking, Francisco Goya, Kate Kollowitz, Max Beckmen, Hokusai

- <http://www.brooklynmuseum.org/exhibitions/online/edo/>.
- YouTube videos

Teaching Activities:

- Lesson ideas: Monoprinting, relief printmaking
- Students will view various examples of both woodblock and linoleum printmaking.
- Students will learn about the printmaking process from the videos and website references.
- Students will brainstorm and create a page of thumbnail sketches.
- Students will transfer their final design onto foam to create a stamp.
- Students will use a brayer to apply ink and produce a print.

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/Enrichment:

- Students will internet search for printmaking artwork and list five images that they enjoyed viewing.

Sample Assessment:

- What is the difference between woodblock printing and linoleum printmaking?

Unit 4: One Point Perspective

Objectives:

Students will be able to:

- View various examples of perspective artwork.
- Recall information about perspective from previous years.
- Produce perspective correctly using a vanishing point and orthogonal lines.

Art Scope and Sequence: 6th Grade

- Create a visually successful work of art with perspective using the proper materials.
- Critique perspective works of art in a constructive manner.

Big Idea:

- Exploring One Point Perspective

Essential Questions:

- What is perspective? What is one point perspective?
- How does an artist create perspective?
- How does the correct use of perspective create depth?
- What is a vanishing point and how does relate to orthogonal lines?

Other Resources:

Cross Curricular Connections:

- Math

Technology:

- Computer Cart?LCD Projector
- Teacher Webpage
- Websites:
 - <http://www.alifetimeofcolor.com/main.taf?p=3,1,1>

Teaching Activities:

- Lesson ideas: Flying Planes, Digital Perspective
- Students will view various examples of both one and two point perspective.
- Students will learn about perspective from classroom discussions and website references.
- Student will create a successful and accurate work of art using perspective.
- Students will critique and analyze perspective works of art in a constructive manner.

Differentiation:

- Hands-on demonstrations

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: linear perspective, depth, directional line, vanishing point, horizon line and orthogonal lines

Art Scope and Sequence: 6th Grade

- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs

Expansion/Enrichment:

- Students will look through an art history book or view art reproductions and identify the vanishing point and orthogonal lines.

Sample Assessment:

- What is a vanishing point and how do you create one?
- How do you find a vanishing point?

Unit 5: Value

Objectives:

Students will be able to:

- View various examples of value within artwork.
- Recall information about value from previous years.
- Develop design ideas by brainstorming.
- Create a visually successful work of art using value.
- Critique value in a constructive manner.

Big Idea:

- Value Revisited

Essential Questions:

- What is value and how is it created?
- What is a tint/shade and how are they created?
- How might value create a mood?

Technology:

- Computer Cart/LCD Projector
- Teacher Webpage
- Interactive Whiteboard
- Online Resources

Teaching Activities:

- Lesson ideas: Tints and Shade painting
- Students will view various examples of value in artwork.
- Students will learn how to create value by teacher demonstration and website references.
- Students will create successful work of art using value.
- Students will critique works of art containing value in a constructive manner.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: value, value scale, shading, highlight, contrast, tints, shade, monochromatic

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs

Expansion/Enrichment:

- Students will make their own value scale. Student will make a monochromatic scale using one color and adding black or white to make tints and shades.

Sample Assessment:

- Project Rubric & Artwork Critique
- Did students incorporate tints and shades in their values?

Addendum: Collage

Objectives:

Students will be able to:

- View various examples of collage artwork.
- Identify the use of overlapping and composition within famous works of art.
- Compile potential personal design ideas through the use of brainstorming.
- Create a visually successful collage using the proper materials.
- Critique collages in a constructive manner.

Essential Questions:

- What is collage?
- How does an artist create a good composition?
- How might collage be used to express an emotion?

Other Resources:

Cross Curricular Connections:

- Current Events

Technology:

- Computer Cart/LCD Projector
- Interactive Whiteboard
- Collage PowerPoint
- Website:
 - <http://www.nga.gov/kids/zone/collagemachine.htm>

Reading/Writing Connection:

- "Write about Art"- Collage, p. 270

Teaching Activities:

- Lesson ideas: Magazine Mosaic, Profile Collage, Faberge Eggs, ArtRage Digital Collage
- Students will view the Collage PowerPoint with various examples of collage artwork.
- Students will learn about composition and overlapping from the text and website references.
- Students will brainstorm and create a page of thumbnail sketches.

Teaching Time: 6 Class Periods – 40 minutes each

Assessment: Performance observation, critique assessment, and teacher observation.

Standards: 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.E; 9.1.8.H; 9.2.8.D; 9.3.8.A

Bloom's Level: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

Vocabulary: Collage, mixed media, overlapping, balance, composition, symmetry, asymmetry

Art Scope and Sequence: 6th Grade

- Students will create a successful collage using a strong composition and overlapping.
- Students will critique collages in a constructive manner

Differentiation:

- Hands-on demonstrations
- Both oral and written directions, repetition of all instructions, one-on-one instruction as needed.
- Student examples displayed in room, artist examples displayed in room
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs

Expansion/Enrichment:

- Students will use the website below to create various collages that portray different emotions. Students will produce one collage for each of the following emotions- happiness, sadness and confusion.
- <http://www.nga.gov/kids/zone/collagemachine.htm>

Sample Assessment:

- Project Rubric & Artwork Critique
- What are the main components of a collage?