

Course: Visual Arts

Updated 2-8-2022

Grade Level: 6 *Students are seen every other day on a rotating AB schedule.*

Instructional Materials: **Visual Arts Mediums:** *(List includes many visual arts materials, not all will be used, though may be part of the classroom discussion.)*

Painting: Oil, Acrylic, Watercolor, Gouache, Tempera, Murals, etc.

Drawing: Graphite, Pencil, Color pencils, Markers, Pen and Ink, India Ink (with brush), Oil pastels, Chalk, Chalk pastels, Charcoal, etc.

Printing: Mono-printing, Block printing, Etching, Lithography, Spray Paint, Screen-printing, etc.

Sculpture: Pottery, Ceramics, Terracotta, 3D printing, Wood carving, Balsa wood, Found objects, Assemblage, Installation art, Earth Art, Jewelry, Mosaics, Polymer clay, Paper, Plaster, PVC piping, Resin, Glass, Stained glass, Blown glass, Metal, Silver, Nickel, Copper, Wires, Aluminum Foil, Bronze, Fiberglass, Wax, Stone, Soap, Marble, Concrete, Gelatine, Styrofoam, Relief sculpture, etc.

Photography/Film/ Technology: Black and White, Digital, Photoshop/Pixlr, Graphic design, Video art, Animation, Clay animation, Stop Motion Photography, etc.

Other: Mixed media, Collage, Paper cutting, gold leafing, glues, transparencies, etc.

Technology: Chromebooks using Google Classroom, Artsonia, Google Education Suite, Quizlet.com, Kahoot.com, Videos and Worksheets, etc.

Not All Visual Arts Units May Be Explored. Materials, Time Constraints, as well as Class Size & Available Supplies may alter unit plans.

Month	Unit/Topic	Assessments and Activities	Curriculum Standards
September	Expectations Sketchbook	Activities: PRIDE in Visual Arts, Google Classroom intro, Pretest, Sketchbook creation/expectations. Formative: Teacher/Student Observations, Planning & Development will be documented in Google Classroom, Sketches in Sketchbook. Summative: Sketchbook/sketchbook, Google Classroom Log-in, and Expectations.	<p>Creating Conceiving and developing new artistic ideas and work.</p> <p>NAEA Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>NAEA Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>NAEA Anchor Standard</p>
	Name Project 4 Symmetrical Names (Mandala Names)	Activities: Mini-Color Wheel using Colored Pencils. Warm-up Vocab: Line, Shape, Space, Repetition, Radial balance, Symmetrical balance Formative: Teacher/Student Observations, Planning & Development will be documented in Google Classroom, Sketches in Sketchbook, Reflection of final projects on Artsonia, Summative: Symmetrical Names (min. 4) Success Criteria: <ol style="list-style-type: none"> 2 folds (Triangles) 4 reflected names Each letter of each reflected name should be the same color. Full color background Crisp Colors Approval from teacher before uploading 	
	Artsonia Intro	Activities: Demonstrate how to upload to Artsonia. Formative: Written Reflection of final projects on Artsonia. Summative: Successful crisp image upload to Artsonia.	

	<p>Abstract Art Op Art-Cones</p> <ul style="list-style-type: none"> -Markers -Colored Pencil -Shading -Shape 	<p>Activities: Practice in Sketchbook Warm-up Vocab: Value, Contrast, Movement, Color Wheel, Primary, Secondary, Intermediate, Warm & Cool, Complementary, Analogous Colors, Abstract Art, Repetition Formative: Teacher/Student Observations, Planning & Development will be documented in Google Classroom, Sketches in Sketchbook, Reflection of final projects on Artsonia, etc. Summative: Abstract Art/OP Art Success Criteria: Students will be successful if they demonstrate they can create an OP Art project that makes an illusion by using straight lines, curved lines, and different values in the colors using markers, and colored pencils.</p>	<p>#3. Refine and complete artistic work.</p> <p>Presenting Interpreting and sharing artistic work.</p> <p>NAEA Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.</p> <p>NAEA Anchor Standard #5. Develop and refine artistic work for presentation.</p> <p>NAEA Anchor Standard #6. Convey meaning through the presentation of artistic work.</p>
Month	Unit/Topic	Assessments and Activities	
October	<p>Impressionism Post-Impressionism PAINTING UNIT Local Landscapes</p> <ul style="list-style-type: none"> -Realism/ composition -Find local image -Scaled enlargement sketch -Paint/Oil Pastel 	<p>Activities: Mini -Color Wheel - Painted; Intro to Impressionism; Discussion about locations, Museums, etc. Formative: Teacher/Student Observations, Sketches in Sketchbook, Planning & Development will be documented in Google Classroom, Reflection of final projects on Artsonia, etc. Summative: Final Local Landscape Painting using small brush strokes. Success Criteria: Students will be successful if they demonstrate they tried to develop a painting using an Impressionistic style of brushstroke (visible brush strokes) of a local landscape they picked, using a grid method for scale and proportion. To be successful: Students must clean up the work area, clean the paint brushes used, paint must be cleaned.</p>	
Month	Unit/Topic	Assessments and Activities	
November	<p>Day of the Dead - SKULLS</p> <ul style="list-style-type: none"> -Ceramics Worksheet/plan -Clay, Paper Mache, -Final Design & Color 	<p>Activities: Intro of the Day of the Dead, Watch Movie 'Book of Life' or 'Coco' to inspire the celebration known as Dia de Los Muertos (Day of the Dead) Formative: Teacher/Student Observations, Planning & Development will be documented in Google Classroom, Sketches in Sketchbook, Reflection of final projects on Artsonia, Summative: Students will develop a Dia de Los Muertos project with authentic details. Success Criteria: Students will be successful if they demonstrate they tried to develop an art project based on the Mexican celebration of Day of the Dead. To be successful: Students must clean up the work area, clean all the materials and tools.</p>	
Month	Unit/Topic	Assessments and Activities	<p>Responding Understanding and evaluating how the arts convey meaning.</p> <p>NAEA Anchor Standard #7. Perceive and analyze</p>
December	<p>Hour of Code</p> <ul style="list-style-type: none"> -Coding computer games and learning to write computer code. 	<p>Activities: Explore Computer Science Formative: Planning & Development will be documented in Google Classroom, Reflection of experience. Summative: Students will Summarize the experience in a Google Form.</p>	
	<p>Ceramic Ornament</p> <ul style="list-style-type: none"> -Fabricate-Design small ornaments -Glaze Practice/Application 	<p>Activities: Explore Ceramic material and tools Formative: Planning & Development will be documented in Google Classroom, Verbal Reflection of experience. Summative: Students will produce at least 2 ornaments, demonstrate ceramic skills, strung with string, and upload with reflection.</p>	

		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to identify basic ceramic terms. 2. The student was able to develop finished ceramic ornaments, complete with glaze that will have a way to hang from a string, hook or stand on its own. 3. Students uploaded Leatherhard & Glazed Ornament photographs to generate a written reflection on Google Classroom. 4. DAILY: The student placed ornaments as directed. Cleaned up and DRIED their work area. The student was able to properly maintain all glaze brushes, clay materials, and tools. 	<p>artistic work.</p> <p>NAEA Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>NAEA Anchor Standard #9. Apply criteria to evaluate artistic work.</p>
	<p>Printmaking/Seasonal -Design Christmas Cards</p>	<p>Activities: Explore Christmas Cards, Draw design, Positive/Negative review, Print Images/Practice</p> <p>Formative: Planning & Development will be documented in Google Classroom, Reflection of experience.</p> <p>Summative: Students will upload a clear photograph of their final project and generate a written reflection on their Artsonia Gallery. The student has consistently Cleaned up and DRY their work area daily. The student returns all materials and tools.</p>	
Month	Unit/Topic	Assessments and Activities	
January	<p>Perspective Drawing -Perspective terms -1, 2, 3 pt perspective review -1 pt Final</p>	<p>Activities: Review of 1,2,3 point perspectives.</p> <p>Formative: Teacher/Peer Observations during class. Planning & Development will be documented in Google Classroom, Sketches in Sketchbook.</p> <p>Summative: 1 or 2 point perspective drawing complete with shading and outlined if needed.</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to identify PERSPECTIVE vocabulary. 2. Students developed a TWO-POINT PERSPECTIVE DRAWING by practicing on perspective handouts and adding them into a sketchbook and using unit examples on Google Classroom before using the final paper. 3. Students created a final 9x12 <ol style="list-style-type: none"> a. One-Point Perspective Letters; or b. One-Point Perspective City 4. Students added color values to images to show light sources or understanding of perspective. 5. Students uploaded a clear photograph of their final project and generated a written reflection on their Artsonia Gallery. 6. The student has consistently Cleaned up and DRY their work area daily. The student returns all materials and tools. 	
	<p>Tessellations -Patterns - Shapes - Color Contrasting</p>	<p>Activities: Mc Escher Introduction, Patterns, Repetition, Balance, Review of tessellation styles, relevant Vocabulary.</p> <p>Formative: Teacher/Peer Observations during class. Planning & Development will be documented in Google Classroom, Sketches in Sketchbook.</p> <p>Summative: Tessellation will be created and shared.</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Students can identify some basic tessellation vocabulary. 2. Students develop tessellation by practicing shape tracing into a sketchbook. 3. Students will create a final 9x12 <ol style="list-style-type: none"> a. Tile shapes must be traced as modeled. b. Add Details to compose a pattern in the tiles (Such as faces, animal parts, etc.) 	
			<p>Connecting Relating artistic ideas and work with personal meaning and external context.</p> <p>NAEA Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>NAEA Anchor Standard #11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>

		<ul style="list-style-type: none"> c. Begin to add color, to help develop the pattern with more depth. d. Apply details to each tile of the project that displays your understanding of the pattern. <ul style="list-style-type: none"> 4. Students will upload a clear photograph of their final project and generate a written reflection on their Artsonia Gallery. 5. Students will Clean up and DRY their work area daily. Students will return all materials and tools. 	
Month	Unit/Topic	Assessments and Activities	
February	CERAMIC UNIT Functional Ceramics	<p>Activities: Revisit Ceramic terms: Slip, Plastic, Leather Hard, Bone Dry, Bisque Fire, Glaze, Glazeware. Experiment and develop functional ceramic projects in Sketchbook prior to having clay in hands. Develop a container to house coins and release coins or hold /release items. How is sound projected?</p> <p>Formative: Teacher/Student Observations, Check for understanding, Sketches in Sketchbook, Reflection of final projects on Artsonia.</p> <p>Summative: Present Functional Ceramics in a display case. Upload image to Artsonia & Reflect.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> 1. Students are able to identify basic ceramic terms. 2. Students were able to develop a functional ceramic piggy bank, complete with glaze that has a coin slot and coin retrieval opening and it must stand on its own. 3. Students uploaded Leatherhard & Glazed Ornament photographs to generate a written reflection on Google Classroom. 4. DAILY: Students placed projects as directed. Responsibly Cleaned up their work area. Students were able to properly maintain all clay materials and tools. 	
	Personal Medallions - Ceramic pendant - Lines, Shape, Pattern	<p>Activities: Review of clay expectations.</p> <p>Formative: Teacher/Peer Observations during class.</p> <p>Summative: 1 or 2 Medallions per student will be produced. These medallions may also be magnets.</p>	
Month	Unit/Topic	Assessments and Activities	
March	Watercolor Calligraphy - Watercolor practice - Calligraphy practice	<p>Activities: Students will practice watercolor techniques. Practice sheets will dry and be used as practice for Calligraphy writing.</p> <p>Formative: Teacher Observations/Peer sharing.</p> <p>Summative: Students will develop one final watercolor image with Calligraphy combined into one project. The project will be uploaded to Artsonia and Reflected on in the artist statement.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> 1. Students will identify some unit vocabulary. 2. Students will use their developing calligraphy writing skills. 3. Students will use Calligraphy pens, inks and watercolors properly, as instructed. 4. Students will create 1 (one) project with a watercolor background and use calligraphy writing skills to write a quote, song verse, poem, etc. over the dry watercolor. 5. Students will upload a photograph using 10 of their final project and generate a written reflection on their Artsonia Gallery. 6. Students will Clean up and DRY their work area daily. Students will return all materials and tools. 	
Month	Unit/Topic	Assessments and Activities	

<p>April & May</p>	<p>Independent Project Choice #1, 2, 3 (4, 5 & 6) -Use Elements of Art and Principles of Design -Proposal/sketch -Choice materials</p>	<p>Activities: Sketchbook/Sketchbook proposals to demonstrate ideas or processes of the plan before materials are used. Students develop self-management skills to deal with deadlines. Planning & Development will be documented in Google Classroom. Formative: Teacher/Peer Observations during class. Summative: Students will develop, create, present, and respond to their Independent Visual Arts Project at Art Show at the end of May. The artwork will have been Uploaded and reflected on Artsonia Gallery. Printed Artist Statement may be displayed with Artwork. Success Criteria:</p> <ol style="list-style-type: none"> 1. Had A CLEAR ORIGINAL PLAN! 2. Project details were completely written down in your sketchbooks on a WOW worksheet, add it to your sketchbook using tape or staples. 3. EVERY DETAIL was clearly presented in the proposal! Size estimate - How large you intended to make it, give the measurements in the sketchbook. 4. Had Thumbnail sketches (detailed small sketches/samples showing that you have practiced your idea/technique/medium) 5. THEME/IDEA planning to represent... Used for your artist statement about this project. 6. MEDIUMS/MATERIALS worked together 7. Students will upload a photograph of their final project and generate a written reflection on their Artsonia Gallery. 8. Students will Clean up and DRY their work area daily. Students will return all materials and tools. 	
<p>Month</p>	<p>Unit/Topic</p>	<p>Assessments and Activities</p>	
<p>June</p>	<p>Printmaking Monoprints -Positive/Negative review -Print Images/Practice</p>	<p>Activities: Explore Christmas Cards, Draw design, Positive/Negative review, Print Images/Practice. Formative: Teacher/Peer Observations during class. Summative: Artwork may be Uploaded and reflected on Artsonia Gallery.</p>	