

Red Bank Charter School

Grade 6 Art Curriculum

Recommended Pacing Guide	
Unit 1: Intro to Art Class <ul style="list-style-type: none"> ● Safety ● Expectations ● Set up Elements booklet 	Marking Period 1
Unit 2: Color Theory and Equal Housing poster <ul style="list-style-type: none"> ● Collaged paper and watercolor ● Color mixing ● Monmouth County Equal Housing annual poster contest ● Elements booklet 	Marking Periods 1 and 2
Unit 3: Volume and Shape <ul style="list-style-type: none"> ● Pastel drawing techniques ● Cardboard relief ● Elements booklet 	Marking Period 3
Unit 4: Space, Atmospheric, and Linear Perspective <ul style="list-style-type: none"> ● Watercolor techniques ● One point perspective ● Two point perspective ● Complete elements booklet ● End of Year Review 	Marking Period 4

<u>ACCOMODATIONS</u>	<u>MATERIALS</u>	<u>INTERDISCIPLINARY STANDARDS</u>
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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress ● Quizzes ● Exit Slips ● Running Records 	Benchmark Assessments: <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO

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| <ul style="list-style-type: none">• Class Observation• Think-pair-share | |
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Units 1-5

Throughout the Year

2020 New Jersey Student Learning Standards Visual and Performing Arts: Standard 1.5 Visual Arts

Anchor Standard 1: Generating and conceptualizing ideas.

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard 2: Organizing and developing ideas.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Anchor Standard 3: Refining and completing products.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Anchor Standard 4: Selecting, analyzing and interpreting work.

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Anchor Standard 6: Conveying meaning through art.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Anchor Standard 7: Perceiving and analyzing products.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 7: Perceiving and analyzing products.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Unit 1: Intro to Art Class

Marking Period 1

Summative Assessments	Objectives
Set up Elements booklet	Students will be able to: <ul style="list-style-type: none"><li data-bbox="1015 514 1425 583">• Discuss classroom rules and expectations.<li data-bbox="1015 625 1484 766">• Discuss the elements of design (shape, color, space, form, line, value, and texture) and how they influence art making.

Unit Materials
<ul style="list-style-type: none"><li data-bbox="165 911 656 940">• Folders, scissors, crayons, markers

Unit 2: Color Theory and Equal Housing Poster Marking Periods 1 and 2

Summative Assessments	Objectives
Color wheel EYE	Students will be able to: <ul style="list-style-type: none">• Discuss the aspects of the color wheel.• Successfully mix colors to make secondary colors.• Design a booklet to illustrate each aspect of the elements of art, beginning with color.
Homemade crayons	
Equal Housing Poster Contest	
Fill in the color element in the booklet.	

Unit Materials

- Paper, watercolor, pencil, glue, compass, ruler, old crayons, baking cups, toaster oven

Unit 3: Volume and Shape

Marking Period 3

Summative Assessments	Objectives
Candy cane	Students will be able to: <ul style="list-style-type: none"> ● Identify the elements of design: specifically value and line. ● Know how to use shading techniques to imply that an object has mass. ● Discuss the element of "Shape", both geometric and organic, and develop a three dimensional object from an original drawing. ● Know the significance of masks to the African tribal cultures.
Luchador mask	
Elements booklet	

Unit Materials
<ul style="list-style-type: none"> ● Dark colored construction paper, pastels, erasers, paper, card stock, cardboard, scissors, glue, paint

Unit 4: Space, Atmospheric, and Linear Perspective Marking Period 4

Summative Assessments	Objectives
Atmospheric Landscapes	Students will be able to: <ul style="list-style-type: none"> ● Discuss the element of space and will be able to use degrees of color to show simple atmospheric perspective (space/depth). ● Discuss the components of the color wheel and utilize one point perspective to create a composition. ● Contrast linear perspective and atmospheric perspective. ● Follow directions to make simple drawings in one and then two point perspectives. ● Know the terms Linear Perspective, vanishing point, and horizon line.
Cityscapes	
Graffiti Walls	
Complete elements booklet	

Unit Materials
<ul style="list-style-type: none"> ● pencil, color pencil, water color, watercolor paper, Drawing paper, erasers, rulers