



Grade 6 Art

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **October 21, 2021**

COURSE OVERVIEW

Title:	Grade 6 Art
Grade Level:	Grade 6
Level:	N/A
Length:	Electives Rotation (21 - 22 classes)
Duration:	83 Minutes
Frequency:	5 Classes Per Week
Pre-Requisites:	None
Credit:	N/A
Description:	The 6 th grade visual arts course focuses on the exploration of mediums, personal interests as inspiration for art making, and designing art for a specific user and function. Students will create artwork from observation, design narrative art and illustrations, develop art within the community, and make pinch pot sculptures. Student artists will interpret art, develop studio habits, prepare art for presentation, and focus on planning and processes.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Tools and equipment • Art studio 	Ongoing
2	Presentation	<ul style="list-style-type: none"> • Presentation methods • Preparing artwork for display • Choosing artworks for display 	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> • Art criticism • Interpretation of art • Evaluating art 	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> • Plan and develop • Revise and refine 	Ongoing
5	Exploration of Mediums	<ul style="list-style-type: none"> • Experimentation • Craftsmanship • Practice • Technique 	Ongoing
6	Drawing from Observation	<ul style="list-style-type: none"> • Observational drawing • Proportional relationships • Scale • Form 	4-5 Days
7	Narrative Art and Illustration	<ul style="list-style-type: none"> • Narrative art • Illustrations • Visual communication 	4-5 Days
8	Art in the Community	<ul style="list-style-type: none"> • Student collaboration • Contemporary • Awareness • Beautification 	4-5 Days
9	Pinch Pot Sculptures	<ul style="list-style-type: none"> • Form • Aesthetics • Craftsmanship • Clay stages 	4-5 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

UNIT 1

Unit Title	Studio Practice		
Unit Description	Artists and designers create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Unit Assessment	Create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers care for and maintain materials, tools, and equipment? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Demonstrate safe and responsible care for materials. <input type="checkbox"/> Conserve art materials while creating. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Safely maintain studio space and take care of tools and equipment.	Vocabulary: art studio, materials, tools, equipment <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:CR2.2.6a Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.

UNIT 2

Unit Title	Presentation		
Unit Description	Artists, designers, and curators prepare artwork for presentation.		
Unit Assessment	Collaboratively or individually curate artwork for display.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do curators plan a display?</p> <p>Ongoing (embedded throughout studio production)</p>	<input type="checkbox"/> Select and display personal artwork for presentation. <input type="checkbox"/> Collaborate with artists to arrange a display. <input type="checkbox"/> Demonstrate how to safely and properly hang (place) work for display. <input type="checkbox"/> Identify and label artwork for display.	<p>Vocabulary: gallery, museum, exhibit, curate, eye-level, label</p> <p><i>Additional vocabulary should be pulled from the studio practice unit for the safety and handling of tools (hammer, tacks, etc.).</i></p>	<p>VA: Pr5.1.6a</p> <p>Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p>

UNIT 3

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers analyze and interpret artwork.		
Unit Assessment	Observe, describe, analyze, evaluate, and interpret artwork.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers interpret works of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Observe and describe artwork and identify subject matter and medium. <input type="checkbox"/> Analyze composition and design. <input type="checkbox"/> Evaluate and interpret meaning and content.	Vocabulary: observation, description, analyze, evaluate, interpret <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA: Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
How do artists establish criteria to evaluate works of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Determine criteria to evaluate works of art. <input type="checkbox"/> Develop questions to evaluate works of art. <input type="checkbox"/> Evaluate artwork using developed questions.	Vocabulary: art criticism, evaluate, criteria <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA: Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

UNIT 4

Unit Title	Planning and Process		
Unit Description	Artists and designers develop works of art by planning, revising, and refining.		
Unit Assessment	Students will develop works of art by planning, revising, and refining.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan a work of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Research and learn art techniques, artists, and artworks to plan art making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art making.	Vocabulary: thumbnail sketches, composition <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr2.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
How do you revise, refine, and develop works of art? Ongoing (embedded throughout studio production)	<input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	Vocabulary: critique, revise <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

UNIT 5

Unit Title	Exploration of Mediums		
Unit Description	Artist and designers experiment with materials, concepts, media, and art making approaches.		
Unit Assessment	Students will experiment and practice with different mediums and art making approaches.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists learn from practice and experimenting?</p> <p>Ongoing (embedded throughout studio production)</p>	<input type="checkbox"/> Experiment with different mediums and approaches to making art. <input type="checkbox"/> Practice technique and craftsmanship when working with materials and mediums. <input type="checkbox"/> Create artwork using different mediums and art making approaches.	<p>Vocabulary: experimentation, craftsmanship, practice, technique</p> <p>Materials Vocabulary: graphite, charcoal, pastel, colored pencils, paint, ink, clay</p> <p>Techniques: blending, shading, mixing, sculpting</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:CR2.1.6a</p> <p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art of design.</p>

UNIT 6

Unit Title	Drawing from Observation		
Unit Description	Artists and designers draw objects from observation that interest them. Artists create engaging and balanced compositions.		
Unit Assessment	Draw objects of interest using scale and proportion in a balanced and engaging composition.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>Why do artists draw from observation?</p> <p>1-2 Days</p>	<input type="checkbox"/> Analyze why artists draw from observation. <input type="checkbox"/> Select objects of interest to draw from observation. <input type="checkbox"/> Draw from observation using basic shapes and proportions of objects. <input type="checkbox"/> Create form by applying media to create value.	<p>Vocabulary: observation, proportion</p> <p>Content: form, shape, line, value</p> <p>Techniques: contour line, value, blending, hatching, cross-hatching</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cn10.16a</p> <p>Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.</p>
<p>How do artists create work that is pleasing to the eye?</p> <p>4-5 Days</p>	<input type="checkbox"/> Analyze effective compositions of practicing artists. <input type="checkbox"/> Create an understanding of how compositional arrangement can demand viewer engagement. <input type="checkbox"/> Draw objects to scale. <input type="checkbox"/> Create a balanced composition that demonstrates movement.	<p>Vocabulary: composition, scale, focal point</p> <p>Content: space, balance, movement</p> <p>Techniques: contour line, value – blending, hatching, cross-hatching</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cn11.16a</p> <p>Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>

UNIT 7

Unit Title	Narrative Art and Illustration		
Unit Description	Artists use narrative and illustration to visually communicate stories.		
Unit Assessment	Create a narrative illustration in color that visually communicates using imagery, backgrounds, and details.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists visually communicate 1-2 Days	<input type="checkbox"/> Interpret what you see in narrative art and illustrations. <input type="checkbox"/> Analyze how artists visually communicate personal experiences, events, memories, and values through illustration. <input type="checkbox"/> Reflect on personal experiences, events, memories, and values that could be illustrated in a narrative artwork.	Vocabulary: narrative art, illustration, subject matter, visual communication <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.
How do artists develop illustrations? 4-5 Days	<input type="checkbox"/> Plan a narrative illustration about an experience, event, memory, or value. <input type="checkbox"/> Develop an illustration with foreground, middle ground, and background. <input type="checkbox"/> Create a narrative illustration in color that visually communicates and refine shading, mixing, and blending techniques.	Vocabulary: composition, background, middle ground, foreground, detail Content: balance, color, space Techniques: shading, mixing, blending <i>Additional vocabulary can be added depending on the studio production unit.</i>	VA:Cn10.16a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.

UNIT 8

Unit Title	Art in the Community		
Unit Description	Art in the community is the practice of creating art to educate and inform viewers about issues in the community or to beautify the community by creating artwork that can be seen in a public setting.		
Unit Assessment	Create an artwork that will be viewed by the community or informs viewers about a community issue.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does collaboration generate ideas for creating art?</p> <p>1-2 Days</p>	<input type="checkbox"/> Collaboratively generate a list of current community issues or areas in the community that are need of beautification. <input type="checkbox"/> Analyze contemporary artists who create artwork within the community or create artwork to raise awareness about community issues. <input type="checkbox"/> Collaboratively brainstorm imagery to communicate the need for change in our community or to beautify the community.	<p>Vocabulary: collaboration, community, contemporary, beautification, awareness</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>

<p>How do artists raise awareness about the community?</p> <p>4-5 Days</p>	<p><input type="checkbox"/> Design an artwork that addresses an issue to bring about change in our community or an artwork that will change the appearance of an area in the community.</p> <p><input type="checkbox"/> Communicate a specific message with relevant subject matter.</p> <p><input type="checkbox"/> Create an artwork that raises awareness about a community issue or that changes the appearance of an area in the community.</p>	<p>Vocabulary: collaboration, community, contemporary, beautification, awareness</p> <p>Content: emphasis, unity</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cn10.16a</p> <p>Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.</p>
---	--	--	--

UNIT PLAN 9

Unit Title	Pinch Pot Sculptures		
Unit Description	Artists create ceramic sculptures using pinch pots as a method for art making.		
Unit Assessment	Students will design and create a sculpture that uses two or more pinch pots.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>Why is craftsmanship important when creating works of art?</p> <p>1-2 Days</p>	<input type="checkbox"/> Explain the relationship between craftsmanship, aesthetics, and design. <input type="checkbox"/> Analyze the process of creating ceramic forms from start to finish. <input type="checkbox"/> Examine pinch pot sculptures to analyze their craftsmanship and design. <input type="checkbox"/> Brainstorm ideas for a pinch pot sculpture in-the-round.	<p>Vocabulary: form, aesthetics, craftsmanship, pinch pot, sculpture in-the-round</p> <p>Clay Stages Vocabulary: wet clay, slip, leather-hard, bone dry, bisque ware, glaze ware</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr1.2.6a</p> <p>Formulate an artist investigation of personally relevant content for art making.</p>
<p>How do designers and artists learn from trial and error?</p> <p>4-5 Days</p>	<input type="checkbox"/> Create a pinch pot sculpture using a planned design that is aesthetically pleasing. <input type="checkbox"/> Evaluate and improve craftsmanship of the sculpture. <input type="checkbox"/> Glaze pinch pot sculpture to enhance the aesthetics.	<p>Vocabulary: score, slip, wet clay, slip, leather-hard, bone dry, bisque ware, glaze ware</p> <p>Content: form</p> <p>Clay Tools & Techniques: texture mats, needle tools, modeling tools</p> <p><i>Additional vocabulary can be added depending on the studio production unit.</i></p>	<p>VA:Cr2.6a:</p> <p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)