

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Grade 6 - Art

Course #76

Length of Period (mins.) 40

Periods per Week: 5

Length of Course (yrs.) .25

Adopted: 4/23/07

Developed by:

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Description of Course #76

Course Title: **Grade 6 - Art**

Description: 6th Grade Art introduces students to the exposure of art. As skills begin to develop, students are exposed to art, past and present. Criticism, aesthetics, and multi-cultural art are addressed. A variety of methods and materials are employed.

Goals:

- Students will inspect and explore the principles and elements of art by examining and creating art.
- Students will examine and investigate various media, techniques and applications of technology by analyzing and creating art.
- Students will express ideas about art orally and visually
- Students will recognize and describe contemporary and past works of art exemplifying current social studies curriculum for 6th grade.
- Students will develop pride, work ethic, and craftsmanship through art production in a safe environment.

Text: Katter, Eldon, Stewart, Marilyn, A Global Pursuit, Davis Publications

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involve further development and allow for evaluation of progress.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
I. Art Aesthetics – Elements of Design	1	Students will use line as a means of representing objects in dimension.	R	<ul style="list-style-type: none"> • Identify and use various types of lines to create a composition • Explore the use of continuous and contour lines • Create lines with various art tools and media • Use line to create shape, pattern, form, texture and rhythm • Identify and use line as one element of design • Use a computer to create line drawings, laptop labs, creative suite 	<ul style="list-style-type: none"> • Teacher judgment and observation • Student-teacher discussion 	9.1.6,7A,C,
	2	Students will use color as a means of representing objects in dimension	R	<ul style="list-style-type: none"> • Explore color in art and in our environment • Mix secondary colors from primary colors • Name and identify intermediate colors • Review warm, cool, and neutral colors • Mix and use tints and shades • Name and use complimentary colors • Recognize and use value as lightness and darkness of a color • Identify and use analogous colors • Identify and use color as being one element of design • Use a computer to experiment with color, Mac laptop, creative lab suite 	<ul style="list-style-type: none"> • Teacher judgment and observation • Student-teacher discussion 	9.1.6,7,8 A,C,J
	3	Students will use shape as a design element	R	<ul style="list-style-type: none"> • Explore shape in art and in our environment • Identify shape as an area enclosed by a line • Use geometric and free form shapes to create a composition • Recognize shape as two-dimensional • Identify and use shape as being one element of design • Use a computer to experiment with design shapes, Mac laptop wireless proxima, color printer, creative suite software 	<ul style="list-style-type: none"> • Teacher judgment and observation • Student-teacher discussion 	9.1.6,7,8 A,C,J
	4	Students will create and use	R	<ul style="list-style-type: none"> • Explore and identify texture in art and in 	<ul style="list-style-type: none"> • Teacher judgment and 	9.1.6,7,8

Unit	Num	Objective	Level	Content	Evaluation	Standard
		texture in compositions		our environment <ul style="list-style-type: none"> Identify textures as a look and feel of a surface (rough, smooth, shiny, dull, etc.) Create texture in a composition using a variety of materials and tools Differentiate between tactile and visual texture using examples Identify and use texture as being one element of design 	observation <ul style="list-style-type: none"> Student-teacher discussion 	A,C
	5	Students will create and use form in compositions	R	<ul style="list-style-type: none"> Explore and identify form in art and in our environment Identify form as three-dimensional Identify and name geometric forms (sphere, pyramid, cone, cube) Create form by modeling, assembling or constructing Identify and use form as being an element of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	6	Students will identify and use space as a compositional device	R	<ul style="list-style-type: none"> Explore and identify space in art and in our environment Identify positive and negative space as the area within or around shapes and forms, use in a composition Identify that space is perceived as 2-D or 3-D Identify and use space as an element of design Use a computer to experiment with positive and negative space, laptop lab, creative suite 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C,J
II. Art Aesthetics Principles of Design	7	Students will identify and use unity in compositional designs	U	<ul style="list-style-type: none"> Explore and recognize that unity in an art composition results from a combination of all the components (color, shape, line, texture) Recognize that unity is created through the placement of color, shape, line, texture, and the principles of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	8	Students will identify and use emphasis as a compositional	R	<ul style="list-style-type: none"> Explore and identify emphasis by indicating what parts of an artwork are 	<ul style="list-style-type: none"> Teacher judgment and observation 	9.1.6,7,8 A,C

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		device		<ul style="list-style-type: none"> most important Recognize that emphasis implies dominance of the main idea and subordination of minor details in an artwork Identify and use emphasis as a principle of design 	<ul style="list-style-type: none"> Student-teacher discussion 	
	9	Students will use balance as a compositional device	U	<ul style="list-style-type: none"> Explore and recognize balance as an arrangement that is pleasing to the eye of the viewer in relationship to shape, color and form Identify and use symmetrical and asymmetrical balance in a composition Identify and use radial balance in a composition Identify and use balance as a principle of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	10	Students will use variety as a compositional device	R	<ul style="list-style-type: none"> Explore and identify variety in art Recognize and use variety in texture, size, shape, form, and color, as a means of adding interest to artwork Identify and use variety as one principle of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	11	Students will identify and use space as a compositional device	R	<ul style="list-style-type: none"> Explore and identify pattern as the regular repeat of a line, color, texture, shape or form, or any combination of these Identify space and use pattern as a principle of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	12	Students will use, identify, and manipulate proportion as a compositional device	R	<ul style="list-style-type: none"> Explore proportion in art Identify proportion as the size relationship between parts of a composition to each other and to the whole Identify the use of proportion to indicate distance (large shapes are close-up; small shapes are far away – perspective) Identify and use proportion as a principle of design 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C
	13	Students will use and manipulate rhythm as a compositional device	U	<ul style="list-style-type: none"> Explore and identify rhythm as being achieved by the repetition of lines, shapes, colors, forms, or patterns in a 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher 	9.1.6,7,8 A,C

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				<ul style="list-style-type: none"> work of art Identify and use rhythm as a principle of design 	discussion	
III. Art Process Media and Methods	14	Students will use and manipulate drawing as a device of visual literacy	R	<ul style="list-style-type: none"> Draw using a variety of materials Draw from memory, imagination, or observation Explore and use shading, stippling and contour drawing Draw using a variety of materials (magic markers, felt tip pens, chalk, pen and ink, charcoal, pens, pencils, etc.) to create a composition Use a computer to experiment with drawing 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C,J 9.2.6,7,8 C,E
	15	Students will use and manipulate painting as a device of visual literacy	R	<ul style="list-style-type: none"> Paint using a variety of painting tools and materials (tempera, sponges, brushes, fingers, found objects) Express ideas, thoughts and feelings individually or as a group (murals) Use a software described as a “painting program” 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C,J 9.2.6,7,8 E,F,C
	16	Students will use and manipulate printmaking techniques as a compositional device	R	<ul style="list-style-type: none"> Explore prints by making and designing a variety of materials Express individual ideas, thoughts, and feelings through printmaking 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.c,6,7 A,C 9.4.6,7,8 A,C
	17	Students will develop expression through various techniques of sculpture	R	<ul style="list-style-type: none"> Identify sculpture as three-dimensional as opposed to two-dimensional art Discuss relief sculpture Explore three-dimensional works of art from a variety of materials (clay, wood, found objects, paper mache, etc.) using simple tools and techniques Express individual ideas, thoughts, and feelings through sculpture 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,H,C 9.4.6,7 B,D
	18	Students will develop expression through the use of various fibers and textile techniques	R	<ul style="list-style-type: none"> Explore a variety of materials which may include fiber related materials Recognize the variety of textures in fibers Express individual ideas through the use 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C 9.2.6,7,8D

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				of fibers and textiles		
	19	Students will use and manipulate ceramic materials	R	<ul style="list-style-type: none"> Explore and examine slab, time, pinch pots, and coil pottery Explore clay using one or more of a combination of the clay technique Experiment with extruded clay forms 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8 A,C,H 9.2.6,7,8 D,E
IV. Art Criticism	20	Students will express ideas about art	R	<ul style="list-style-type: none"> Explore and examine artwork by other students as well as artwork by major artists from various cultures Explore and discuss their own artwork Interpret artwork from a diverse selection of major artists Analyze, compare, interpret, and evaluate a variety of physical characteristics (elements of design, principles of composition, media and methods) 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.3.6,7,8 A,D,F
V. Subjects and Themes	21	Students will use real and imaginary images in creating compositions	R	<ul style="list-style-type: none"> Create an art project using any multi-media sources such as computer, generated graphics, laptop lab iMac 17” and creative suite 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.1.6,7,8J
VI. Art Appreciation Through Culture, Heritage and Environment	22	Students will discuss and study various art forms through a variety of cultures and heritages	R	<ul style="list-style-type: none"> Recognize or describe art as a visual record of mankind (using prints, videos, digital camcorder with still frame option) Recognize images, symbols, motifs, and the art of specific cultures and traditions Develop an awareness of art as it exists in the natural and manufactured environments 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.4.6,7,8D
	23	Students will discuss and explore a variety of cultures leading to visual literacy	R	<ul style="list-style-type: none"> View and discuss various prints of artwork in relation to cultures and societies 	<ul style="list-style-type: none"> Teacher judgment and observation Student-teacher discussion 	9.2.6,7,8 D,E
VII. Craftsmanship, Discipline and Safety in Art Processes	24	Students will develop self-esteem, aesthetic literacy, and craftsmanship through production of art	R	<ul style="list-style-type: none"> Various examples will be compared and evaluated 	<ul style="list-style-type: none"> Student-teacher discussion 	9.1.6,7,8 C,H,I
	25	Students will develop safety in art processes	R	<ul style="list-style-type: none"> Demonstrate the proper use of art tools and materials 	<ul style="list-style-type: none"> Student-teacher discussion 	9.1.6,7,8H
VIII. Technology	26	Students will utilize digital material as an art medium	U	<ul style="list-style-type: none"> Students will use a variety of hardware and software to produce digital images that may be used in artwork or stand on 	<ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation 	9.1.6,7,8J

Unit	Num	Objective	Level	Content	Evaluation	Standards
				their own including proxima, laptop station MacLab, Creative Suite, painter software, camcorder with still frame option		
	27	Students will explore areas of digital imagery such as digital cameras, scanners and printers, SLR photography, and animation	U	<ul style="list-style-type: none"> Use of peripherals to supplement software programs 	<ul style="list-style-type: none"> Student product Self evaluation Teacher evaluation 	9.1.6,7,8J