

## Wilson Area School District Planned Course Guide

**Title of planned course:** Art Grade 6

**Subject Area:** Art

**Grade Level:** 6th

**Course Description:** Through this course students will gain an understanding of the elements and principles of design and apply these through painting, drawing, and sculpture.

**Time/Credit for this Course:** 6 weeks (30 classes)

**Curriculum Writing Committee:** Regina Moyer

## Curriculum Map

**Week 1:** Design (Elements and Principles)

**Week 2 and 3:** Color and Painting

**Week 4:** Drawing (2-D)

**Week 5 and 6:** Sculpture (3-D)

## Wilson Area School District Planned Course Materials

**Course Title:** Art Grade 6

**Textbook:** Art a Global Pursuit

**Teacher Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art museums
- Professional journals
- Artist
- Colleagues

## Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Design (Elements and Principles)

**Time frame:** 5-6 days

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

**Essential content/objectives:** At the end of the unit, students will be able to:

- Apply the elements (color, shape, line, space, texture, value) and principles (balance, contrast, emphasis, movement, proportion, repetition, harmony) of design to a preliminary sketch in order to create a unique design
- Understand and articulate vocabulary for techniques, materials used, and elements and principles of design
- Demonstrate proper and safe handling of tools and media

**Core Activities:** Students will complete/participate in the following:

- Production of advertisements, book making, and abstract designs

**Extensions:**

- Compare and contrast advertisements from magazines and identify the elements and principles of design
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Color / Painting

**Time frame:** 5-6 days

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.1.5.K, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

**Essential content/objectives:** At the end of the unit, students will be able to:

- Use prior color theory knowledge in their paintings
- Design drawings to be altered into painting
- Demonstrate an understanding of spatial relations and use of perspective
- Apprised of various painting styles by viewing posters, slides and computer sites
- Demonstrate an understanding of foreground, middle-ground and background

**Core Activities:** Students will complete/participate in the following:

- Production of geometric watercolor designs
- Color mixing to create unique color wheels
- Abstract paintings

**Extensions:**

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view paintings and different styles
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
  - Self
- Oral questioning
- Textbook/worksheets
- Teacher –made worksheets
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Drawing (2-D)

**Time frame:** 5-6 days

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the elements of art and principles of design in composition
- Understand how the picture plane relates to the composition
- Demonstrate care of equipment and supplies properly
- Make a thumbnail sketch or sloppy copies
- Draw with various media: pencil, pen, brush
- Comprehend and articulate vocabulary

**Core Activities:** Students will complete/participate in the following:

- Figure drawing from static models, models in motion, magazine ½ & ½ designs, and still life arrangements
- Pencil, charcoal, and oil pastels will be used to further expand students drawing skills with a variety of media

**Extensions:**

- Research sketching styles of different artist and compare and contrast them
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
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- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet



**Materials & Resources:**

- Textbook
- Art history books
- Art prints
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**Assessments:**

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## Curriculum Scope & Sequence

**Planned Course:** Art Grade 6

**Unit:** Sculpture (3-D)

**Time frame:** 10-12 days

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.E, 9.3.5.A, 9.3.5.B, 9.3.5.C, 9.4.5.D.

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize forms as objects with three dimensions
- Design and construct three dimensional forms from various materials: clay, papiermache, paper, wire, and plaster
- Understand the concept of spatial relationships
- Recognize and be able to identify artwork from a number of artists and cultures
- Develop skills in handling the tools and materials of 3 - D media
- Comprehend and articulate vocabulary to identify technique and media

**Core Activities:** Students will complete/participate in the following:

- Create clay projects related to culture or creatures
- Paper sculptures

**Extensions:**

- Access various museum web sites such as the Whitney Museum or the Museum of Modern Art to view sculptures.
- Extra time with teacher's guidance
- Home assignments/suggestions
- Sketchbook time
- Web sites recommended by teacher

**Remediation:**

- Individualized help from instructor
- Adaptations specific to students' needs
- Assistance from students
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Lecture
- Demonstration
- Group work
- Individual work
- Visuals for discussion
- Internet

**Materials & Resources:**

- Textbook
- Art history books
- Art prints
- Worksheets
- Overhead transparencies
- Internet
- VHS/DVD
- Portfolios
- Art supplies

**Assessments:**

- Teacher observation
- Portfolios (Project)/ presentation
- Critique:
  - Class
  - Teacher
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