

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Visual Arts
Grade 6

<p>Unit 1 <u>Line, Shape, Color & Space</u></p> <p>“Hair Raising Talent” Objectives:</p> <p>Observe famous portraits that are structurally arranged by line, shape, color and space.</p> <p>Consider the impact of historical, traditional and artistic influences.</p> <p>Combine methods and materials in a drawing.</p> <p>Create a self-portrait, incorporating elements and principles of design.</p>	<p>Unit 2 <u>Balance, Emphasis, Pattern, Rhythm & Movement</u></p> <p>“OpArt” Objectives:</p> <p>Observe famous works of OpArt.</p> <p>Understand what happens with optical illusions and how they work.</p> <p>Identify how the structural arrangement of repeated line, shape and color can create movement.</p> <p>Create a non-objective work of art.</p>	<p>Unit 3 <u>Proportion, Distortion & Scale</u></p> <p>“Doodle-4-Google” Objectives:</p> <p>Learn about different logos.</p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p>Write an essay corresponding to the theme answering the following questions: who, what, where, when, why?</p>	<p>Unit 4 <u>Form, Texture & Intensity</u></p> <p>“African Masks” Objectives:</p> <p>Observe African masks and cultural traditions.</p> <p>Identify masks from other cultures and observe the purposes.</p> <p>Understand the terminology and process for slab sculptures.</p> <p>Create a decorative form of art emphasizing form, intensity and texture.</p>
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<p>Lessons, Activities & Student Products:</p> <p>Students will examine the Mona Lisa by Da Vinci.</p> <p>Look at graphic design elements; letters, various font options, graffiti and patterns.</p> <p>Combine traditional methods of a self-portrait with contemporary graphic design influences and materials.</p> <p>Complete a self-portrait using the letters of their names combined with patterns and designs to replace the hair.</p>	<p>Lessons, Activities & Student Products:</p> <p>Students will observe the works of Bridget Riley and other artist from the OpArt movement of the 60's.</p> <p>Structurally arrange the composition with patterns and complimentary colors that create movement.</p> <p>Complete a non-objective optical illusion inspired by Bridget Riley.</p>	<p>Lessons, Activities & Student Products:</p> <p>Students will observe the "Google" logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p>Write an essay corresponding to the theme.</p>	<p>Lessons, Activities & Student Products:</p> <p>Students will observe African masks, their traditional purposes and compare the differences from other cultures.</p> <p>Observe the process to create a slab structure out of clay.</p> <p>Draw a sketch of a mask using patterns and color inspired by African masks.</p> <p>Manipulate clay, knead, roll, form, score and adhere clay pieces for firing.</p> <p>Paint patterns using colors in their purity.</p> <p>Add texture, using raffia for decorative purposes.</p> <p>Complete mask by adding beads and twine to hang.</p>
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<p>Essential Questions:</p> <p>What makes the Mona Lisa so interesting?</p> <p>How can you make a historical painting more contemporary?</p> <p>What elements will make it personal?</p>	<p>Essential Questions:</p> <p>What is an optical illusion?</p> <p>What are complimentary colors?</p> <p>What causes the movement to occur?</p>	<p>Essential Questions:</p> <p>Why do you think a logo is important?</p>	<p>Essential Questions:</p> <p>What are masks used for in traditional African ceremonies? How are they different from our use and our traditions?</p> <p>What makes African masks bold and intense?</p> <p>What's the difference between slab structure and other forms of sculptures made from clay?</p>
<p>Materials:</p> <p>Sample of the Mona Lisa, samples of graphic designs, samples of graffiti art, mirror, heavy white paper, pencil, permanent marker, stencils, colored markers</p>	<p>Materials:</p> <p>Samples of Bridget Riley's optical illusions, color wheel, heavy white paper, pencil, ruler, stencils, permanent marker, complimentary colored marker options</p>	<p>Materials:</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed "Google" sheet, pencil, permanent marker, colored pencils, writing paper</p>	<p>Materials:</p> <p>Samples of African masks, African music, sketch book, pencil, colored pencils, red clay, rolling pin, pin tools, water, kiln, black and white acrylic paint, brush, raffia, twine, tribal beads</p>
<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p> <p>Project Rubric</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p> <p>Project Rubric</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p> <p>Writing Rubric</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p> <p>Project Rubric</p>

<p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art and principles of design</u> in different <u>historical eras</u> and cultures,</p> <p>1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages,</p> <p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p> <p>1.3.8.D.1: Incorporate various art elements and the principles of</p>	<p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art and principles of design</u> in different <u>historical eras</u> and cultures,</p> <p>1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages,</p> <p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p> <p>1.3.8.D.1: Incorporate various art elements and the principles of</p>	<p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art and principles of design</u> in different <u>historical eras</u> and cultures,</p> <p>1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages,</p> <p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p> <p>1.3.8.D.1: Incorporate various art elements and the principles of</p>	<p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art and principles of design</u> in different <u>historical eras</u> and cultures,</p> <p>1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages,</p> <p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts,</p> <p>1.3.8.D.1: Incorporate various art elements and the principles of</p>
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<p>balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals,</p> <p>1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic</p>	<p>balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals,</p> <p>1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems,</p>	<p>balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals,</p> <p>1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems,</p>	<p>balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals,</p> <p>1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems,</p>
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<p>content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>	<p>expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical</p>	<p>expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical</p>	<p>expressing similar thematic content, 1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras,</p>
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<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p> <p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p> <p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p> <p>1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form,</p> <p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art,</p>	<p>eras,</p> <p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p> <p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p> <p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p> <p>1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form,</p> <p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art,</p>	<p>eras,</p> <p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p> <p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p> <p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p> <p>1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form,</p> <p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art,</p>	<p>1.4.8.A.4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values,</p> <p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas,</p> <p>1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art,</p> <p>1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form,</p> <p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art,</p>
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<p>1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>
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