

## **Visual Arts Grade 6**

This course is open to all grade 6 students interested in learning about the creative process, including tool-use, techniques, and the concepts traditionally used in art making. Along with these basic skills, students will spend their semester as Art Detectives, studying a variety of artists and art movements. Students are encouraged to seek personal solutions to the artistic challenges presented. The areas of drawing, collage, printmaking, and sculpture will be covered. Grade 6 students will be introduced to the concept of Visual Journaling and maintain a journal throughout the semester to be continued upon throughout their middle school career.

\*ACE: Grade 6 ACE students will do all of the above as well as create their own more personal experiences through intensive study and homework assignments.

### **Objectives**

#### **Grade: 6 Term 1**

Students will be able to assess and make observations and talk about various works of art.  
Students will understand why artists make Art.

Students will be able to identify the 3 main purposes of art, Personal, practical, cultural.

Students will understand the intaglio printmaking process.

Students will understand the purpose of symbols in Art.

Students will be able to identify different hues and distinguish between subtle color differences.

Students will be able to identify complementary color schemes.

Students will demonstrate an understanding of human proportions and symmetry.

Students will understand and be able to employ schematic layouts.

#### **Grade: 6 Term 2**

Students will be able to draw basic forms from direct observation.

Students will be able to abstract a previously made work of art.

Students will know how to use line to create rhythm and movement in their art using paint.

Students will be able to mix primary colors to create secondary colors

Students will be able to identify and create a mood in a work of art.

Students will be able to identify the various styles of art.

Students will be able to create art in a variety of styles.

Students will understand one-point perspective.

Students will be able to create depth in a work of art using geometric shapes.

Students will be able to compare and contrast their work to that of others.

### **Grade: 6 Term 3**

(ACE only, grade 6 general art is only one semester)

Students will be able to create a sculpture that evokes an emotion about the environment.

Students will be able to collaborate with peers on a public sculpture.

Students will be able to use and identify a variety of watercolor techniques.

Students will understand the use of color harmonies and balance in a work of art.

Students will be able to identify monochromatic color schemes.

Students will learn how to make paper.

Students will realize that artist's environments help to inspire and nurture the art making process.

Students will use nontraditional materials in the printmaking process.

Students will be able to produce art using layering and translucency.

Students will print a series that demonstrates the idea of progression or evolution.

Students will use their knowledge of art and visual journal techniques to create artist trading cards.

Students will demonstrate knowledge of successful composition.

Students will create art that demonstrates their knowledge of the elements and principles of art as a 6<sup>th</sup> grader that will then be put in a capsule and opened in 8<sup>th</sup> grade.

Students will use the artist trading cards to inspire the design of their time capsule.

Students will choose a career in art they most identify with and use that as the basis for the theme of their capsule.

### **Grade: 6 Term 4**

(ACE only, grade 6 general art is only one semester)

Students will understand how artists are inspired by their environments.

Students will be able to create prints using non-traditional materials.

Students will understand the concepts of layering and translucency.

Students will interpret a theme through the creation of a series.

Students will demonstrate knowledge of successful composition.

Students will create art that demonstrates their accumulative knowledge of the Visual Arts.

## Scope and Sequence

Grade: 6 Term 1

| Objectives/Concepts   | Topics/Delineation   | Assessment<br>What will students be able to do? |
|---|--|---|
| <p>ART DETECTIVES: Students will be able to assess and make observations and talk about various works of art. This is ongoing through out the year.<br/>ACE: two paragraphs extension<br/>1.3, 1.7, 2.7, 2.9, 2.10, 6.3, 7.2, 7.3, 7.4, 8.4, 8.5, 9.2, 9.3, 9.4</p>   | <p>Art History, Artists, Styles, Functions</p>             | <p>Through presentations, observations and</p>  |
| <p>Students will understand why artists make Art. They will be able to identify the 3 main purposes of art, Personal, practical, cultural. Students will explore an artist and create an assemblage altar box.<br/>ACE: Bring in container (altoid boxes)<br/>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 7.2, 3.5, 8.4, 10.2</p>   | <p>Purposes of Art, Assemblage</p>                         | <p>Artist Assemblage</p>                        |
| <p>Students will develop an understanding of the intaglio printmaking process. They will be able to create their own print using foam plates. Students will understand the purpose of symbols in Art through the exploration of Adinkra prints.<br/>ACE: Create two personal symbols and advanced binding techniques<br/>1.5, 1.6, 1.7, 1.8, 2.8, 4.4, 4.5, 4.6, 4.7, 3.5, 7.2, 9.2</p> | <p>Printmaking, Symbolism, Adinkra Prints, book making</p> | <p>Book Print, Rubric</p>                       |
| <p>Students will create a class color wheel through out the year. Students will explore color and be able to distinguish subtle color difference.<br/>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.9, 2.11, 4.8</p>   | <p>Color, assemblage</p>                                   | <p>Participation</p>                            |
| <p>Students will demonstrate an understanding of complementary color schemes. Students will explore their unique qualities and express them through collage and bookmaking.<br/>ACE: Add a pop up element</p>   | <p>Collage, Self-awareness, book making</p>                | <p>Bearden Banner I</p>                         |

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| 1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.9, 2.11, 5.5, 5.6, 6.3, 6.4, 8.4   |   |                  |
| Students will demonstrate an understanding of human proportions and symmetry. Students will understand and be able to employ schematic layouts and create a tomb façade and clay shawabti<br>ACE:<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.11, 5.6, 5.7, 6.3, 6.4, 7.2, 7.3, 7.4, 9.3 | Shawabti (Egyptian culture), value/contrast, architecture, symmetry | Clay Shawabti SH |

Grade: 6 Term 2

| Objectives/Concepts   | Topics/Delineation   | Assessment<br>What will students         |
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| Students will be able to draw basic forms from direct observation using a view-finder. Students will have an understanding of the importance of practicing drawing skills. Students will be able to abstract a previous work of art.<br>ACE: Actual still life objects<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.8, 2.9, 2.10, 2.11, 3.4, 5.5, 5.6  | Observational drawing, Realism, and Abstraction, Form, Value, Jim Dine, Wayne Thiebaud   | Charcoal still life<br>Pastel Paintings, |
| Students will create art using musical inspiration. Students will learn about different types of line and be able to create rhythm and movement in their art using paint. Students will be able to mix primary colors to create a secondary color. Students will be able to identify and create a mood.<br>ACE: 3D element<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.7, 2.8, 2.9, 2.10, 2.11, 3.6, 5.6, 8.5 | Abstract, color mixing, rhythm/movement, Kandinsky, Stuart Davis, Joan Miro, Paul Klee, Sonja Delaunay, Ernst Wilhelm Nay                    | Musical Motion M                         |
| Students will develop knowledge of the various styles of art and be able to identify those styles in famous works of art. Students will be able to create art using different styles.<br>ACE: create painting on canvas using one of the styles.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.8, 2.9, 2.10, 2.11, 3.4, 3.5, 3.6, 5.5, 5.6, 6.4,  | Styles of Art<br>Surrealism, Cubism, Realism, Impressionism (Pointilism), Dali Frida Kahlo, Braque, Picasso, Vermeer, Seurat, Monet, Cassatt | Square Style Stud                        |

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| 7.2, 8.5, 9.2, 9.3  |  |                                  |
| Students will gain knowledge of one-point linear perspective. Students will be able to create depth with geometric shapes.<br>ACE: 3D element<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.8, 2.10, 2.11, 5.5   | Perspective, Drafting, Renaissance Artists   | Exploding shapes                 |
| Students will create a self-portrait in the style of a famous artist. Students will be able to compare and contrast their work to that of others.<br>ACE: Turn self-portrait into accordian book<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 4.8, 2.7, 2.8, 3.4, 5.5, 5.6, | Self-portrait, Frida Kahlo, Leonardo Da Vinci, Vangogh, Picasso, Durer, Chuck Close, Corbet, | Self-portrait painting<br>Rubric |

Grade: 6 Term 3

| Objectives/Concepts  | Topics/Delineation   | Assessment<br>What will students             |
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| Students will use recycled materials to create a sculpture that evokes an emotion about the environment. Students will become familiar with how artists use recycled materials and contribute to community and the environment. Students will work collaboratively.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.10, 2.11, 3.5, 3.7, 5.5, 5.6,   | Sculpture, Recycled materials, environmental art, Collaboration, Inglesworthy, Louise Nevelson, Leo Sewell, Picasso, Duchamp | Sketches, Recycled<br>Rubric,                |
| Students will recall their most powerful memories and log them on a timeline. Students will create art that has a chronological sequencing. Students will expand a preliminary drawing into a larger painting. Students will practice watercolor techniques. Students will create a story or poem inspired by their art.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 3.5, 3.6, 5.5, 5.6 | Memory, Watercolor   | Memory Scroll (Timeline of Memories), Rubric |
| Students will Expand their knowledge of recycled, reused materials to create something new. Students will learn to make their own malleable paper. Students will explore harmony and balance through   | Mobile, Colder, Paper making   | Paper Clay Mobile                            |

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| the creation of a mobile. Students will use a monochromatic color scheme.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.9, 2.10, 2.11, 5.5, |  |  |
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Grade: 6 Term 4

| Objectives/Concepts   | Topics/Delineation                   | Assessment<br>What will students do? |
|---|--------------------------------------|--------------------------------------|
| Students will realize that artist's environments help to inspire and nurture the art making process.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.11, 3.4, 6.4, 7.3   | Space, Architecture, Interior Design | Mini Art Studio, Rubric              |
| Students will use nontraditional materials to print. Students will experiment with layering and translucency. Students will print a series that demonstrates the idea of progression or evolution.<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 2.7, 2.8, 2.9, 2.10, 2.11, 3.5, 3.6, 5.5, 8.5   | Printmaking, Transfers, Hokusai,     | Muslin Monoprint<br>Rubric           |
| Students will use their knowledge of art and visual journal techniques to create artist trading cards. Students will demonstrate knowledge of successful composition.<br>1.5, 1.6, 1.7, 1.8, 2.7, 2.8, 2.9, 2.10, 2.11, 3.4, 3.5, 3.6, 4.4, 4.5, 4.6, 4.7, 4.8, 5.5, 5.6,   | Creativity and self-exploration      | 10 Artist Trading Cards              |
| Students will create art that demonstrates their knowledge of art as a 6 <sup>th</sup> grader that will then be put in a capsule and opened in 8 <sup>th</sup> grade. Students will use the artist trading cards to inspire the design of their time capsule. Students will choose a career in art they most identify with and use that as the basis for the theme of their capsule<br>1.5, 1.6, 1.7, 1.8, 4.4, 4.5, 4.6, 4.7, 3.4, 3.5, 3.6, 7.3 | Commemoration,                       | Time Capsule, Rubric                 |