

# 6th Grade Art

Fine Arts

Grade(s) 6th, Duration 1 Year  
Required Course

## Course Overview

Sixth graders will explore art production, art history, aesthetics and art criticism. Most units will focus on exploring the elements of art through hands-on art projects.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
16 Week(s)	Elements of Art & Principles of Design	1. Continuous Line Drawings 2. Color Theory 3. Value Scales 4. Positive-Negative (Notan) Designs 5. One-Point Perspective Drawing 6. Landscapes & Water Color Exploration 7. Space Exploration 8. Cultural Poster Contest 9. Clay Wall Pockets
16 Week(s)	Choice-Based Art Exploration	1. Choice-Based Art Planning 2. Sculpture and Relief Exploration 3. Collage Exploration 4. Introduction to Portraiture 5. Realistic Facial Proportions 6. Art Renditions 7. Still Life Exploration 8. Print Making Exploration

## Course Details

**Unit:** Elements of Art & Principles of Design

**Duration:** 16 Week(s)

### Unit Description

Students will learn the purposes of the elements of art (shape/form, color, value, texture, space, and line) and principles of design. Students will practice using the elements of art and some principles of design through hands-on art projects.

**Topic:** Continuous Line Drawings

**Duration:** 2 Week(s)

### Topic Description (short)


Students will analyze the characteristics and advantages of drawing with a single continuous line. Students will use careful observation to identify and draw basic contour shapes, then use problem-solving to layer more relevant details and information into their drawings.

### Learning Targets

Students will observe an example of a continuous line drawing and brainstorm words to describe the style.

Students will use careful observation to identify and draw basic contour shapes, then use problem-solving to layer more relevant details and information into their drawings using one single (continuous) line.

Students will create continuous line drawings using multiple drawing media (such as pencil, fine point marker, thick point marker, charcoal pencil) and subject matter (such as pumpkins/gourds, toys, shoes, athletic gear).

Learning Targets linked to Priority Standard = 

**Topic:** Color Theory

**Duration:** 1 Week(s)

### Topic Description (short)

Students will use mixed media to create a variety of art styles: Pop Art, Abstract Art, and Modern Art.

**Topic:** Value Scales

**Duration:** 1 Week(s)

### Topic Description (short)

Students will create a painted value scale and charcoal value scale using a single color plus white to create tints and plus black to create shades.

Students will create a charcoal drawing depicting highlights and shading effects.

Students will assist in exhibiting properly mounting, signing, and hanging their artwork.

### Learning Targets

Students will create a painted value scale using a single color plus white to create tints and plus black to create shades by using proper brushstrokes and an appropriate amount of paint.

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Students will collaboratively brainstorm a list of real animal features to use within their imaginative dragon drawings (such as catfish whiskers, sheep horns, snake bodies, etc.).

Students will assist in exhibiting their work by selecting mounting paper to complement their dragon drawing, using adhesive neatly and securely to attach their drawing, signing their work neatly in the appropriate size and space, and hanging their artwork securely in the intended space.

Learning Targets linked to Priority Standard = +

### Topic: Positive-Negative (Notan) Designs

Duration: 1 Week(s)

#### Topic Description (short)

Students will investigate the use and placement of positive and negative shapes within two-dimensional and three-dimensional works, with a focus on artwork that reflect history and a sense of community (such as Thomas Hart Benton's murals in the Missouri State Capitol).

Students will also review the concept of symmetry and related terminology (balance, approximate symmetry, composition). Finally, students will create optical illusion images based on the concept of Japanese Notan designs.

#### Learning Targets

Students will investigate the use and placement of positive and negative shapes within two-dimensional and three-dimensional works, with a focus on artwork that reflect history and a sense of community (such as Thomas Hart Benton's murals in the Missouri State Capitol).

Finally, students will use symmetrical balance and closed shapes to create their own Notan designs.

Learning Targets linked to Priority Standard = +

### Topic: One-Point Perspective Drawing

Duration: 2 Week(s)

#### Topic Description (short)

Students will look at historical examples of one-point perspective and its function in drawings and paintings. Students will apply the mathematical and spatial principles of one-point perspective during guided and independent practice with a focus on using proper terminology: horizon line, vanishing point, converging lines.

#### Learning Targets

Students will analyze the use of one-point perspective and its function in drawings and paintings throughout history including *School of Athens* by Rafael and modern photography of urban cityscapes.

Students will apply the mathematical and spatial principles of one-point perspective during guided and independent practice with a focus on using proper terminology: horizon line, vanishing point, converging lines to create a street scene or indoor room environment.

Learning Targets linked to Priority Standard = +

### Topic: Landscapes & Water Color Exploration

Duration: 3 Week(s)

#### Topic Description (short)

Students will complete a water color study during week 1.

Students will study Impressionism and Landscape art and create projects using water colors.

### Topic: Space Exploration

Duration: 2 Week(s)

#### Topic Description (short)

Students will use space, line, and color elements to create Op Art.

### Topic: Cultural Poster Contest

Duration: 2 Week(s)

#### Learning Targets

Students will collaboratively brainstorm ways to symbolize the annual peace poster theme relating to current social issues (such as war, environment, or social issues), as well as ways to use imagery to represent cultures and peoples from around the globe.

Learning Targets linked to Priority Standard = +

### Topic: Clay Wall Pockets

Duration: 2 Week(s)

#### Topic Description (short)

Students will use multiple clay sculpture techniques to design and build a functional, hanging ceramic wall pocket. Students will experiment with scrap clay to produce three-dimensional models before committing to a final design.

#### Learning Targets

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Students will use multiple clay sculpture techniques to design and build a functional, hanging ceramic wall pocket.

Techniques will include

- wedging
- rolling a slab
- scoring and attaching clay surfaces
- using support system (armature)
- additive or subtractive textures
- coiled or modeled embellishments

Students will follow directions to prevent accidents with clay materials. Students will wedge clay properly so that clay will fire properly without air bubbles bursting. Students will attach clay properly so that sculptures will remain sturdy through storage and firing processes. Students will store clay and clean tools and work surfaces properly to prevent waste and maintain studio safety.

Learning Targets linked to Priority Standard = +

### Unit: Choice-Based Art Exploration

Duration: 16 Week(s)

#### Unit Description

Students will be given a theme to explore and choose subject matter from. They will also be given choices of media/materials (painting, drawing, printing, sculpting) from which they may create their project. Students will develop a plan by filling out a project planning sheet and producing sketches. With instructor approval, they will produce their own choice-based art project. Students will complete the unit by choosing the appropriate methods for presenting their art.

Students will analyze, compare/contrast, and create portraits from three genres: realistic, symbolic, abstract.

#### Topic: Choice-Based Art Planning

Duration: 3 Week(s)

##### Topic Description (short)

Students will select their subject matter and medium by filling in a project planning sheet and preparing sketch(es). Students will study Expressionism, Surrealism, and Cubism.

##### Learning Targets

Students will create a project plan (with sketch) and conference to receive instructor approval.

Learning Targets linked to Priority Standard = +

#### Topic: Sculpture and Relief Exploration

Duration: 2 Week(s)

##### Topic Description (short)

Students will work with paper mache, cardboard, and foil to create sculptures and relief designs.

#### Topic: Collage Exploration

Duration: 1 Week(s)

##### Topic Description (short)

Students will gather images (magazine clippings, drawings, etc.) that represent their personal traits, interests, talents, skills, hobbies, and relationships to create a symbolic portrait or design.

##### Learning Targets

Students will re-purpose found materials (such as magazines) to conserve resources while creating new art.

Students will identify at least five areas of their personal identity and seek images to represent those areas (personal traits, interests, talents, skills, hobbies, and relationships).

Students will verbally explain and justify the personal significance/symbolism of their found images to a teacher and/or a peer prior to constructing their portrait puppets and make adjustments based on the suggestions of their collaborator. Students will also create an artist statement to explain the significance of the symbolic items in their portrait puppets.

##### Learning Targets

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Learning Targets linked to Priority Standard = +

#### Topic: Introduction to Portraiture

Duration: 2 Week(s)

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## Topic Description (short)

Students will analyze the historical and contemporary uses of portraiture. Students will also compare and contrast realistic, symbolic, and abstract styles of portraits.

## Learning Targets

Students will brainstorm and compare/contrast historical and contemporary uses for portraits (with a specific focus on how photography impacted the use of portraits).

Students will interpret the deeper meanings in symbolic portraits (such as Frida Kahlo's self-portraits or Migrant Mother by Dorothea Lang) and explain how the contextual details or objects in the portraits might represent that person or a larger situation.

Students will compare and contrast the preservation of different types of portraits including two-dimensional paintings, drawings, and photographs as well as digital photographs and three-dimensional busts/sculptures.

Students will react to and critique abstract portrait styles (by artists such as Pablo Picasso and Chuck Close) and justify their emotional reaction to the art.

Learning Targets linked to Priority Standard = +

## Topic: Realistic Facial Proportions

Duration: 1 Week(s)

## Topic Description (short)

Students will conduct a pre-instruction drawing of a realistic face to the best of their ability. From that drawing, students will analyze their areas of strengths and areas for improvement. Students will learn correct facial proportions through guided practice and independent practice. After students complete their final drawing, they will compare and contrast their pre-instruction drawing to their final drawing to see if they met their goals (areas of improvement).

## Learning Targets

Students will identify areas of success and improvement in pre-instruction drawings to develop individual goals for their drawing unit.

Students will later analyze post-instruction drawings to see if those goals were achieved.

Students will use a grid system for accurate size and placement of facial features.

Learning Targets linked to Priority Standard = +

## Topic: Art Renditions

Duration: 3 Week(s)

## Topic Description (short)

Students will produce independent projects according to an assigned theme, following their instructor-approved planning sheet (including chosen subject matter and materials/media). Students will use their knowledge of the styles of art, Elements of art, and principles of design to create works of art for a student showcase.

## Learning Targets

Students will produce independent projects by following their instructor-approved plan, using supplies and materials safely and responsibly to prevent injury and waste.

Students will reflect and revise projects at checkpoints as they progress to stay on target with their instructor-approved plan.

Learning Targets linked to Priority Standard = +

## Topic: Still Life Exploration

Duration: 2 Week(s)

## Topic Description (short)

Students will use their knowledge of drawing, elements of art, and principles of design to create 2 still life drawings.

## Topic: Print Making Exploration

Duration: 2 Week(s)

## Topic Description (short)

Students will use gel mats to create textured ink and paint designs. Students will create a book cover using mixed media including collage and print making.