



6th Grade Art

Curriculum Guide

Scranton School District

Scranton, PA

6th Grade Art

Prerequisite : Art K-5

Course Description:

To develop increasingly sophisticated strategies through artistic practice as instructed by a certified and accredited Pennsylvania Art Instructor with proper credentials. Make students literate in conceptual terminology and standards-based art vocabulary. Students discuss artists, periods, works of art, historical context and how to criticize art. Kinesthetic processes are achieved through drawing, painting, inking, and craftwork. This course serves as a foundational link between the grade school and secondary art experience to prepare future Art students for potential portfolio construction and collegiate requirements.

The Scranton School District Middle School Art Curriculum follows the national and state Visual Arts Curriculum requirements. Students should be able to:

1. Understand and apply media, techniques and processes.
2. Develop increasingly sophisticated creative strategies, skills, and habits of mind through artistic practices.
3. Possess artistic literacy toward analyzing established works of art and creating unique works of art.
4. Develop aesthetic judgment which promotes higher level art making
5. Interpret meaning and purpose of visual art.
6. Appreciate diverse perspectives which contribute to art over time.
7. Understand Historical context which connects artistic movements, schools of art and cultural interaction.

Year-at-a-glance

Subject: Art 6	Grade Level 6	Date Completed:8-14-19
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1st Quarter

Topic	Resources	CCSS
Elements of Art	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Book Illustration / General Illustration / Commercial Illustration	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

2nd Quarter

Topic	Resources	CCSS
Still-life drawing	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1. A.B.C.D.E 9.2.A/B/C/D/E/F/J/K/L (art history)
Optical Illusion Art	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1. A.B.C.D.E. 9.2.A/B/C/D/E/F/J/K/L (art history)

3rd Quarter

Topic	Resources	CCSS
Principles of Design	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1. A.B.C.D.E. 9.2.A/B/C/D/E/F/J/K/L (art history)
Art in Advertisements	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.8 9.2.A/B/C (art history)
Propaganda and Political Art	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.8 9.2.A/B/C (art history)

4th Quarter

Topic	Resources	CCSS
Perspective Drawing	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.8 9.2.A/B/C (art history)
3D Conceptual Design	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.8 9.2.A/B/C (art history)
Tessellations	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.8 9.2.A/B/C (art history)

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
			Each class starts with a 10 to 15 minute art history lesson showing 4 various pieces of artwork to cover ELA and Math Standards through Art History, an applied math problem relating to chronology, measurements of time and space, dimensions and conversions.	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	
Introduction to the year	9.1.B/C	<i>Essential Knowledge:</i> Review basic rules, regulations and expectations for the year. Give students a run down of expected projects and how they will be assessed this year.	<i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	Pre-assessment of prior knowledge and past projects students were exposed to in el-ed.	56 minutes

			<i>Suggested Activities:</i> They may customize their folders and do a creative independence drawing.		
Unit 1 Elements of Art - Lecture/ Presentation/ Demonstration	9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading Comprehension for informational texts) 8.1.A.C - (Art History Component in Historic Context) EL assessment anchors: 1(Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<i>Essential Knowledge:</i> Pertains to successfully applying the 7 Elements of Art into an original piece of artwork that is easy to visually “read”, and possesses properly applied mark-making media. Demonstrate vocabulary related to the 7 elements of art. <i>Content Specific Vocabulary:</i> Line, Shape, Form, Color, Value, Texture, Space, Positive Space, Negative Space, 1 and 2 point perspective, Geometric, Organic, Tetrahedron, Octahedron, Prism, Hexagonal Prism, Sphere <i>PSSA Vocabulary :</i> Determine, Evaluate Evidence, Strategy, Transition, Format, Credible, Phrases, Awareness, Specific, Logical, Accentuate, Purpose, Intended, Acquire, Convey, Aspect, Consistent, Expression, Stylistic, Complexity, Formal, Genre, Integrate, Relevant, Sensory Diverse, Distinct, Explicit, Inference, Generalization, Structure,	<i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials. Use of magazines to locate elements of art in established finished artwork. manilla paper, 12X18”paper, crayons, markers, felt pens, gel pens, paper, erasers and charcoal, Conte, Rulers, colored pencils, oil pastels, illustration board. <i>Suggested Activities:</i> 1. (1 per class) Note-taking, example review, visual presentation, based on... line 2... shape 3... form 4... space 5... color 6... value 7... texture 8. All examples culminated into a cohesive finished composition illustrating effective examples of the 7 elements of art.	Assessment based on general participation and student feedback Quiz on terminology, notes and topic based vocabulary Test assessment based on completed project aligned with standards based rubric	3-4 56 minute classes pending time and progress

		Resolution, Contribute, Evidence, Multimedia, Credible, Assess, Plagiarism, Bibliographic.			
Unit 2 - Illustration/ Children's Book, Technical, Traditional, Commercial, History of.	9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading Comprehension for informational texts) 8.1.A.C - (Art History Component in Historic Context) EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential knowledge:</i> Consists of students being able to learn how to illustrate written material in a universal and easy to understand visual format.</p> <p><i>Content Specific Vocabulary:</i> Splash page, layout, vignette, single panel, double panel, cover page, thumbnail sketches, rough, finish, Golden Age, Sheep Skin.</p> <p>Technical drawings.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials. Use of various materials to locate elements of art in established finished artwork. 9X12" & 12X18" paper, crayons, markers, felt pens, erasers and charcoal, ink, Children's Books for reference, powerpoint based on history of Illustration and comparisons of differing and changing practices over time.</p> <p><i>Suggested Appropriate Activities:</i> Sketch Assignments based on placement on page, size importance, etc.</p> <p>Project based final illustration with shading and tonal gradients</p> <p>Project based illustration utilizing color choice and aesthetic arrangement.</p>	<p>Pre-assessment based on student familiarity with illustration, (naming a picture book that they know)</p> <p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	3-4 56 minute classes pending time and progress

			<p>Review the core concepts of illustration from technical drawings, to children's books and graphic novels to cover illustrations. / Terms to be appropriately reviewed as well as necessary.</p> <p><i>Supplemental texts, artists:</i> "Scary Stories to Tell in the Dark Trilogy", "Collected Works of Eric Carle", "Little Nemo and the Adventures in Dreamland", "Journey/Quest" Aaron Becker, "The Dark" Lemony Snickett - Children's Book Artists - Maxfield Parrish, Aaron Becker, Theodore Geisel, Dave McKean, Stephen Gammell, Eric Carle, Edmund Gorey, Shel Silverstein, Arthur Rackham.</p>		
Unit 3 Still-life/ observational drawing	9.1.A/B/C/D/E 9.2.A/B/C (art history)	<i>Essential Knowledge:</i> Students will use observation skills and knowledge of shape and line to draw a still-life with	<i>Resources:</i> Examples of still-life drawings from a variety of artists on the Promethean	Preassessment of successful identification of still-life work among	3-4 56 minute classes

	6.1.8.A,B,H (Reading Comprehension for informational texts)	<p>accuracy and in proper proportions. Student drawings will demonstrate attention to detail.</p> <p><i>Content Specific Vocabulary:</i> Observation, Scale, proportion, Point of view, Positive space, negative space, value, Movement, Contrast, Foreground, middle-ground, background</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>board if available. Packets related to instructional drawing. Microsoft Office / Projected Presentation / variety of necessary project-based art making materials. 9x12 drawing paper, pencils, Erasers, Colored pencils, a variety of objects to draw.</p> <p><i>Suggested Activities:</i> Drawing various props, inanimate objects and scenarios from the room.</p> <p>Arrangement of various items in proper lighting and proportional distances and perspective (cut and paste)</p> <p><i>Supplemental Texts -</i> “Drawing from the Right Side of the Brain” “Just Draw It!” - Renoir, Matisse, Monet, DeGas, VanGogh.</p>	<p>a variety of finished works. Prior quick sketch of a still life object or group of objects. Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	pending time and progress
Unit 4 - Optical Illusionary Art/ Abstract Art	9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading Comprehension for	<p><i>Essential Knowledge:</i> Students will need to successfully complete a self-determined abstracted form and apply successful use of color</p> <p><i>Content Specific Vocabulary -</i></p>	<p><i>Resources:</i> Examples from a variety of artists on the Promethean board if available. Packets related to optical illusions. Microsoft Office / Projected Presentation / variety of</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/	3-4 56 minute classes pending time and progress

	<p>informational texts)</p> <p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking)</p> <p>S1-Use of Information, S2 Informational Texts</p>	<p>Illusion, imply, perception, recede, protrude, registration, screen print, Forced Perspective, Expressionist, Surreal, Symbolism</p> <p><i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>necessary project-based art making materials.</p> <p><i>Suggested Activities:</i> Drawing a picture using organic and geometric shapes to create an optical illusion</p> <p><i>Supplemental Texts/ Artists -</i> “Guide to Optical Illusion” Youtube Video - “Anamorphosis from Quay Brothers” -M.C. Escher, Pablo Picasso, Franz Klein, DeKooning, Piet Mondrian, Wassily Kandinsky, Jackson Pollock, Salvador Dali</p>	<p>Test assessment based on completed project aligned with standards based rubric</p>	
Unit 5 Principles of Design	<p>9.1.A/B/C/D/E</p> <p>9.2.A/B/C (art history)</p> <p>6.1.8.A,B,H (Reading Comprehension for</p>	<p><i>Essential knowledge:</i> Students will actively identify the Principles of Design using various artwork and examples of commercial and graphic design. They will also understand how</p>	<p><i>Resources:</i> Examples from a variety of artists on the Promethean board if available. Packets related to optical illusions.</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/</p>	<p>2-3 56 minute classes pending time and progress</p>

	<p>informational texts)</p> <p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts</p>	<p>and when the principles overlap and aid each other. Students will definitively know when and how to utilize the various principles in their own works of art and design.</p> <p><i>Content Specific Vocabulary:</i> Focal Point, Implied Line, Fibonacci Effect, Golden Mean, Directional Movement, Value Pattern, Rhythm, Balance, Color Harmony, Contrast, Center of Interest, Area of Emphasis,</p> <p><i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>Microsoft Office / Projected Presentation / variety of necessary</p> <p><i>Suggested Activities:</i></p> <ol style="list-style-type: none"> 1. (1 per class) Note-taking, example review, visual presentation, based on... Focal Point 2... Direction 3... Pattern 4... Repetition 5... Contrast 6... Balance 7. All examples culminated into a cohesive finished composition illustrating effective examples of the 7 elements of art. 	<p>Test assessment based on completed project aligned with standards based rubric</p>	
<p>Unit 6 - Propaganda, Political and Street Art</p>	<p>9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading</p>	<p><i>Essential Knowledge:</i> Students will be able to identify the use of art in political and propaganda works to affect change in society and politics.</p>	<p><i>Resources:</i> Examples from a variety of artists on the Promethean board if available. Packets related to optical illusions.</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and</p>	<p>3-4 56 minute classes pending time and progress</p>

	<p>Comprehension for informational texts)</p> <p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts</p>	<p><i>Content Specific Vocabulary:</i> Installation Piece, Guerilla Art, Shock Value, Think Piece, Stencil, terms of Propaganda (name calling, scapegoating, transfer, card-stacking, testimonial, inevitable victory, appeal to fear, appeal to authority, ad hominem, ad nauseum, glittering generalities, plain folks)</p> <p><i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>Microsoft Office / Projected Presentation / variety of necessary</p> <p><i>Suggested Activities:</i> Students will make a piece of Propaganda Art either through flyer, pamphlet or poster. And/Or (optional) Stencil materials.</p> <p>Poster, Card Stock, Color Media, Ink Media Examples of propaganda and advertising packets.</p> <p><i>Supplemental Text/Artists</i> “Wall and Piece”, “Murals of Northern Ireland”, - movies “Why We Fight”, “Triumph of the Will”, “Exit Through the Gift Shop” - James Montgomery Flagg, Frank Capra, Banksy, Blu, Shepard Fairey, Space Invader.</p>	<p>notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	
Unit 7- Perspective	<p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading,</p>	<p><i>Essential Knowledge:</i> The students will be able to draw an object or a room using 1 point perspective</p> <p><i>Content Specific Vocabulary:</i> True Shape, One Point Perspective, Two Point Perspective, Vanishing Point,</p>	<p><i>Resources:</i> Examples from a variety of artists on the Promethean board if available. Packets related to optical illusions. Microsoft Office / Projected Presentation / variety of necessary, Rulers, pencils, paper, and examples packets.</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed</p>	<p>3-4 56 minute classes pending time and progress</p>

	Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p>Horizon Line, Parallel, Perpendicular, Eye-Level Line</p> <p><i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Suggested Activities:</i> Students will need to produce a realized 1 point perspective drawing depicting and interior or exterior space including the horizon line, vanishing points, true shapes and diminishing lines.</p> <p><i>Supplemental Texts -</i> “Perspective Made Easy”</p>	project aligned with standards based rubric	
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Unit 8 - 3D conceptual design	<p>9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading Comprehension for informational texts)</p> <p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts</p>	<p><i>Essential Knowledge:</i> Students will have a realized piece of three dimensional work</p> <p><i>Content Specific Vocabulary:</i> Pixel, 32X32, sprite work, resolution, color depth, anti-aliasing, pillow shading, banding, armature, maquette, wireframe,</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources</i> Look at various Artists like E-Boy and Led-Pants who work in digital art.</p> <p>Graphing Paper, standard notebooks, pencils, Crayons and Markers, Templates for color codes, plates and plastic beads, wax paper, iron for heat</p> <p><i>Suggested Activities</i> 3- dimensional piece of art via perler bead pixel art Form, wooden bead sculpture, clay sculpture model, armature wire maquette, habitat made of ply sticks, paper mache</p> <p><i>Supplemental Reading/Artists</i> Paul Robertson, Eboy, Simon Anderson, Fool, Army of Trolls, Kenze Wee Hong Mihn, Pixel Jeff Aiste Stancikaite, Hal Lasko.</p>	<p>Assessment is based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment will be based on completed project aligned with standards based rubric</p>	<p>3-4 56 minute classes pending time and progress</p>
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Unit 9: Tessellations	<p>9.1.A/B/C/D/E 9.2.A/B/C (art history) 6.1.8.A,B,H (Reading Comprehension for informational texts)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts</p>	<p><i>Essential Knowledge:</i> The students will create a tessellated shape by means of translation (to slide). The tessellation consists of 1 image repeated throughout the page or 2 alternating images. A checkerboard pattern is established by staggering the 2 images or by changing the color scheme of the single item.</p> <p><i>Content Specific Vocabulary:</i> translation, congruent, design, pattern, horizontal, vertical, parallel,</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources:</i> examples from a variety of artists on the Promethean board if available. Packets related to optical illusions. Microsoft Office / Projected Presentation / variety of necessary</p> <p>3x3 square card stock paper, 9x12 drawing paper, pencils, colored pencils, fine point sharpie marker, erasers</p> <p><i>Suggested Activities:</i> Students will create a unique tessellated shape via translation. Using their imagination establish a pattern</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	<p>3-4 56 minute classes pending time and progress</p>
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