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|  | **Sixth** |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance  |  |  |
|  | Unit 4: Aesthetic Responses |  |  |
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| **Content Area: Art** | **Grade Level : Sixth** |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**
		- **Apply Technology Effectively**
* **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 1: Creative Process** | **Grade Level: Sixth- September- October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.1.8.D.1: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
* 1.1.8.D.2: The study of masterworks of art from diverse cultures and different historical era assists in understanding specific cultures.
 |
| Enduring Understanding:* Differentiate the expressive potential of line as visual communication that includes symbols, calligraphic letters and numbers. Use line to create ideographic artwork stemming from an examination of symbolic line in diverse cultures.
* Classify geometric and organic shapes used in two dimensional masterworks of art from diverse cultures and historical eras and explain ways shape provides measurement and or defines objects creating associations in the natural world.
* Create original works of art inspired by shape as the primary element of art.
 | Essentials Questions:* How does ancient art differ from the art we see today?
 |
| Knowledge and Skills:* Show their knowledge of printmaking
* Introduction to modeling clay
* Reinforcement of texture plates
* Reinforcement of scale and proportion
 | Demonstration of Learning/Assessment:* SWBAT create African Adinkra cloths
* SWBAT create a Egyptian scarab
* SWBAT design their own architectural diverse palace
 |
| Suggested Tasks and Activities:* Identify ways that similar shapes are clustered together to create rhythmic, repetitive patterns unifying the design of masterworks from diverse cultures and historical eras (e.g., Aboriginal Art, Op Art, Tara Donovan’s repetitive use of everyday objects in sculptural installations, etc.) and use rhythm as a design element in original artwork.
* Shoe Google images of Greek architecture and have students replicate
* Google images of scarabs
* Google images of Adinkra cloths
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| Resources: Stereo, computer, Smart Board |

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| **Content Area: Art** | **Grade Level : Sixth** |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
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		- **Apply Technology Effectively**
* **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
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	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
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	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 2: History of the Arts and Culture**  | **Grade Level: Sixth November- January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts.
* 1.2.8.A.2: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
* 1.2.8.A.3: The arts reflect cultural mores and personal aesthetics throughout the ages.
 |
| Enduring Understanding:* Understanding the contributions of various cultures and distinguish the style of certain cultures and how their artwork reflects their geographical locations
 | Essentials Questions:* How does location affect a cultures’ artwork?
 |
| Knowledge and Skills:* Describe how artwork has evolved throughout history
* Describe how an artists’ work is influenced by their culture
* Differentiate the artistic styles of various cultures
* Show their knowledge of proportion & scale
* Introduction to silhouette
* Introduction of pictorial use of words
 | **Demonstration of Learning:*** SWBAT create Egyptian portraits
* SWBAT design hieroglyphics using their names
* SWBAT design Greek architecture
 |
| **Suggested Tasks and Activities:*** Discover ways in which artists from culturally diverse backgrounds have used life experiences in their artwork.
* Individually create 2-dimensional work of art.
* To help students experiment with changing colors.
* Encourage students to employ appropriate vocabulary for this unit.
* Recognize and use various materials and media to create different works of art.
* Determine how the function of art has changed over time.
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: Stereo, computer, Smart Board |

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| **Content Area: Art** | **Grade Level : Sixth** |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
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	+ **Critical Thinking and Problem Solving**
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 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 3: Performance**  | **Grade Level: Sixth March- April** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
* 1.3.8.D.2: Themes in art are often communicated through symbolism, allegory, or irony. These are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
* 1.3.8.D.3: The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
* 1.3.8.D.4: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
* 1.3.8.D.5: Each of the many genres of art is associated with discipline-specific arts terminology and stylistic approach to art-making.
* 1.3.8.D.6: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
 |
| Enduring Understanding:* Learn about the Celtic culture and patterns of their diverse fishing knots creating watercolor resist paintings of their own Celtic knot design. Create an imaginary self-portrait inspired by movie genres. Create human figure using correct proportions and showing action and movement by the use of painting techniques.
 | Essentials Questions:* What is proportion?
* How can you create secondary colors in pointillism?
* How can you show movement using shape and color?
 |
| Knowledge and Skills:* Learn and understand human body proportions
* Learn technique to show movement using paint
* Reinforce vocabulary words
* Review color wheel
* Review of line, space and organic shapes
* Reinforce use of media, e.g. oil pastel, chalk pastel, watercolor paint, tempera paint, color pencils
 | **Demonstration of Learning:*** SWBAT create Celtic designs
* SWBAT draw the human figure
* SWBAT paint showing movement
* SWBAT create mixed media imaginary self portraits
* SWBAT create artwork in the style of pointillism
 |
| **Suggested Tasks and Activities:*** Show images of Celtic knots
* Show images created by Georges Seurat
* Showing various types of art genres (pointillism, realism)
* Open discussion informal critique
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: google images |

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| **Content Area: Art** | **Grade Level : Sixth** |
| **Unit Title: Unit 4: Aesthetic Responses** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: [SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly. [SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed. [SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed. [SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 4: Aesthetic Responses**  | **Grade Level: Sixth May- June** |
| **Standard**: 1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual arts.**Cumulative Progress Indicators:*** 1.4.8.A.1: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
* 1.4.8.A.2: Art may be used for utilitarian and non-utilitarian purposes.
* 1.4.8.A.3: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
* 1.4.8.A.4: Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre’s stylistic traits.
* 1.4.8.A.5: Symbolism and metaphor are characteristics of art and art making.
* 1.4.8.A.6: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
* 1.4.8.A.7: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
 |
| Enduring Understanding:* Personal responses to different genres of art
* Art is a personal expression of self
* Each one of us has a personal preference
* Art is subjective
 | Essentials Questions:* Can an object found in nature be considered art?
* Do you feel any emotion when you look at artwork?
* How do you express yourself through your art?
 |
| Knowledge and Skills:* Introduction to Roman mosaic patterns
* Introduce some basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism
* Use appropriate art terminology to evaluate strengths and weaknesses in specific artwork of classmates
 | Demonstration of Learning:* SWBAT identify elements of art and principles of design
* SWBAT identify and communicate the various purposes of art using different genres, such as, portrait, still life, landscape, realistic, abstract
* SWBAT identify and describe various aspects of personal, social, and historical context from various genres
* SWBAT communicate personal preferences on the meaning of the work inspired by the artists’ imagination and culture
 |
| **Suggested Tasks and Activities:*** Showing various types of art genres (impressionism, cubism, realism)
* Show various Google images comparing and contrasting genres
* Open discussion about the artists’ motivation behind the artwork
* Open discussion using art terminology to evaluate how the artist used the elements and principles
* Introduce techniques of media listed above
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* PowerPoint
 |
| **Technology Integration:**8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems**8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: stereo, Smart Board  |