

Hamburg Area School District

Name of Course: 6th Grade Art

Department: Art

Grade Level: 6

Instructional Time: 45 minutes for 45 days

Length of Course: Quarter

Periods Per Cycle: 6

Text and Resources:

Explorations in Art: A Global Pursuit
Teacher-Generated Materials and Presentations
Planning Guides

Assessments:

Projects
Self- and Peer-Assessments
Participation in class critiques

Standards:

Pennsylvania Visual Art Standards- Pennsylvania Department of Education- Standards Aligned System
<http://www.pdesas.org/Standard/Views#111,112,1137971010>

Subject/Course: 6th Grade Art- Focus on Art Around the World		Suggested Timeline: 1 Marking period		
Description: Students can expect lessons to address various cultures of six continents. Different countries and/or cultures are covered each year, so a comprehensive list is not being supplied. Commonly used countries or regions are Central America and Mexico, Japan, China, Western Africa, British Columbia and Canada, Egypt and the Middle East, and much of Europe.				
Unit Title: Tools and Materials of the Artist				
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards
How are tools and materials used and maintained?	Some tools or materials can be dangerous if not used correctly. Knowing how to use something the correct way lessens the chance of any problems. Supplies can be expensive. Knowing how to use them efficiently is very important.	Demonstrations on correct usage, transportation to and from work area, storage, and/or clean up before use.	Terms specific to the tools or materials being used.	9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.
How does work ethic affect success of individual projects?	Following the directions and getting work done consistently will allow deadlines to be met. Distractions or attitude can negatively affect progress on an individual project.	Staying focused on the current assignment, working step by step, or following any checklist or rubric provided.		13.3.8 A Determine attitudes and work habits that support career retention and advancement. 13.3.8 E Identify and apply time management strategies
How can experimenting with materials, techniques, and ideas result in better overall end results?	Doing practice exercises, sketches, planning, and checklists helps to get better end results on projects.	Begin with sketches, final drafts, checklists, planning guides. Experiment with new materials and techniques on practice exercises before moving on to a final project.		9.1.8 G Explain the function and benefits of practice sessions.

How does personal attitude affect individual performance in art?	Closing your mind to trying a new technique or learning a new concept will not allow you to grow in any way. Having a positive attitude will allow a better chance for success.	Try new things. Experiment with materials. Do your best.	13.3.8 A Determine attitudes and work habits that support career retention and advancement.
How and why is communicating about art as important as creating it?	Individuals should develop their own opinions and learn to understand those of their peers, hobbyists, craftsmen, professional artists, reviewers, and the general public.	Express opinions about art from other cultures. Listen to or read and understand the opinions of others. Use appropriate art vocabulary.	9.3.8 A Know and use the critical process in the examination of art.
Which tools and skills are necessary to create a specific work of art?	Demonstrate increased awareness of the need for refined and specific skills when using contemporary and/or traditional technologies to create artwork. Note what materials are available to the cultures studied.	Use appropriate media or tools for assignments. (ex. Water-based markers will bleed under watercolor, where permanent markers will not)	9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art. 9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.
How can students communicate as participants in the artistic process?	Use specific vocabulary to relate ideas to others. Carefully listen to the ideas and comments of others.	Participate in class discussions, critiques, art evaluations, or self-assessments.	13.2.8 E Explain the importance of the essential workplace skills/knowledge. 9.1.8 C Identify and use comprehensive vocabulary.
Why is art unique to every artist and/or culture?	An art assignment can have infinite resulting projects. Each person has different things they want to illustrate or convey through art.	View and discuss how multiple solutions can come from one set of art requirements.	9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
What observations can be made about natural objects, and how can this knowledge better one's art?	Knowing human and animal anatomy, and general structure and functions of nature can allow an artist to make images more realistic. Notice the different animals depicted in artwork, depending on the culture studied.	Look at images, research natural objects, or use live models to better understand the object being drawn.	S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways. (ex. Why are a shark's gills visible, while those of other fish are more hidden?)

Unit Title: Elements of Art					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
What are the principles of art?	Contrast, repetition, balance, emphasis, unity, movement, and proportion	Understand and apply contrast in reference to color, texture, size, etc. Create a design which employs repetition. Know three ways of balance-symmetry, asymmetry, and radial symmetry. Create work which has a focal point or area of emphasis. Be conscious of unity by making all elements of a piece work well together visually. Create a sense of movement in artwork. Learn about proportion and depth through overlapping and linear perspective.	contrast, repetition, symmetry, asymmetry, radial symmetry, emphasis, depth, dimension, proportion, scale, visual and linear perspective	9.1.8 A Know and use the elements and principles of art to create works in the arts and humanities.	
How can knowledge of the elements and principles be demonstrated?	Use one or combine multiple elements and/or principles to create art. Be able to identify elements and principles used in your work and the work of others.	Demonstrate the ability to effectively use the elements and principles to create artwork. Identify the elements and principles in art during class discussions or critiques.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.	

How are the elements and principles of art used in relating to the work of other artists?	The elements and principles are used in, and can be viewed in, all art.	Identify and use the elements and/or principles of art to discuss and create original work in the style of other artists or cultures.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
What role does creative problem-solving and innovation play in the production of art?	Define a problem, explore possible solutions, make decisions, manipulate materials, and assess the results. Get in a habit of beginning with sketches or idea lists. As work continues, stop to evaluate the progress. Make any changes throughout the process. When finished, look back to see where improvements could be made.	Use planning guides, checklists, or checkpoint reviews to evaluate progress. Develop original responses to the problem. Revise or edit original ideas to produce a better end result. End with self, peer, or teacher assessments.		9.1.8 G Explain the functions and benefits of practice sessions.

Unit Title: Production and Exhibition					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
How can we express ourselves through our art?	Various art materials can be manipulated to show others an image similar to what we have in our head or an emotion we may be feeling.	Use materials to express emotions or to illustrate experiences, memories, and/or actions in artwork.	ideas, opinions, expression	9.1.8 E	Communicate a unifying theme or point of view through the production of art.
What is an original work of art? What is a reproduction?	Copies of art can be mass produced, if the equipment is available. Otherwise, they must be done one at a time. The original may look different than a reproduction. The value of each can create much debate.	Recognize the difference between original artworks and works reproduced in books, prints, and digital media. A viewed may want a print of a piece in a different size or frame. A collector may want the original.	original, print, limited edition, reproduction, series	9.4.8 C	Describe how the attributes of the viewer's environment influence aesthetic responses.
How and where can global art be viewed?	Art and design can be found all around us. We can view art in person, if on a trip. We can find examples in books and online.	Know that artwork can be exhibited in galleries, museums, installations, community events, and on murals, and the Internet or web-based applications. Design can also be found on various products and print media.	Museum, gallery, installation, mural	9.1.8 I	Know where arts events and exhibitions occur and how to gain admission.

How do artists influence the opinions and beliefs of others?	Artists communicate beliefs, messages, and ideas with their art.	Demonstrate an understanding of how various artists use visual language or symbols, as well as materials, media, and technology, to communicate specific concepts and ideas with their art.	symbols	9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
How have advances and in science and technology impacted the materials & tools used to make art?	Art materials are more readily available than they were for past artists. Many are available for purchase. Understand that art media and tools have changed over time due to the availability of new and improved materials. Some cultures refuse to use modern tools, preferring what has been used for generations.	Identify how materials have changed and improved. (ex. Paints can now be bought premixed instead of having to crush the pigments and mix them yourself.)		9.1.8 J Incorporate specific uses of contemporary technologies within the design for producing and exhibiting artwork or the work of others. 9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art.
How can we recognize, understand, and borrow from specific artistic styles, themes, and techniques in the production of original art?	Recognize and use specific styles and techniques to create unique works of art.	Without copying the artwork, use some element of that style, theme, or technique to create an original piece of art.	style, technique	9.1.8 D Demonstrate knowledge of at least two styles of art through exhibition of unique work. 9.1.8 E Communicate a unifying theme or point of view through the production of art. 9.1.8 F Explain work of others through exhibition.

Unit Title: Art History					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
Who is an artist? What do artists do? Where can we find artists?	Artists communicate ideas, and/or feelings through various forms of art (drawing, painting, etc.). This is true of artists from around the world.	Identify artists, their style or cultural influence, and characteristics of their art. Understand the differences between artist, fine artist, craftsman, folk artist, and hobbyist.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 L Identify, describe, and analyze common themes, forms, and techniques in art.	
How can pieces of art be identified or categorized by particular artist, style, or culture?	Recognize, identify, and demonstrate an understanding of artistic styles, themes, and techniques displayed in works of art.	Be able to recognize artwork from the cultures covered based on styles and themes.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created. 9.3.8 C Identify and classify styles, forms, and techniques in art. 9.3.8 F Apply art criticism to identify characteristics among artwork.	
What similarities and differences exist between different styles, artists, or cultural art traditions?	Find similarities and differences between two different artistic styles, themes, or techniques.	Compare and contrast two or more pieces according to their visual characteristics.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created.	

How is art a reflection of specific cultures and geographic regions?	Art is an illustration of how people live or did live. We can learn a great deal from the art and crafts of a culture. Understand that artists create works based on their culture.	Demonstrate knowledge of art that represents specific cultures, time periods and places through written or verbal response. Use knowledge of history and culture to describe and discuss a specific work of art.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 D Analyze a work of art from its historical and cultural perspective. 9.2.8 G Relate artwork to geographic regions.
What causes the work of some artists to be different from their own cultural traditions?	Artists can also create art from influences outside their own culture.	Identify how an artist has kept traditions in his art or illustrated other ideas. View art from artists who continue with cultural traditions and compare it with artists who have tried new things.	integration	9.2.8 E Analyze how historical events and culture impact forms, techniques, and purposes of art.
How does art impact global goods and services?	Art is not just to be displayed in museums. Many functional objects and every-day products are made or designed by an artist.	Recognize the role of artists in the design, marketing and production of a wide variety of products.	advertising design, communication design, etc.	9.2.8. J Identify, explain, and analyze historical and cultural differences as they relate to art. 9.4.8 C Describe how the attributes of the viewer's environment influence aesthetic responses. 13.4.8 C

How can a work of art be identified and/or classified?	Art is made up of numerous styles and periods which may have identifiable characteristics.	View, identify, and analyze characteristics of covered artists and/or art styles or periods.	style, period	9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created. 9.2.8 D Analyze a work of art from its historical and cultural perspective. 9.3.8 C Identify and classify styles, forms, types, and genre within art.
How are works of art identified by specific characteristics?	Art is made in many ways with numerous techniques and materials.	Identify different themes, forms, techniques and styles in displayed works of art. Recognize that works of art are created with a wide variety of materials, styles, and techniques.	theme, technique, media	9.2.8 L Identify, explain, and analyze common themes, forms, and techniques in art. 9.3.8 C Identify and classify styles, forms, types, and genre within art. 9.3.8 F Apply art criticism to identify characteristics among artwork.
How do people record their histories, beliefs, and traditions with their art?	Since the cave paintings in Lascaux, France, art has been a way to record history.	Identify how an artist or culture has recorded an event, tradition, or belief.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 K Identify, explain, and analyze traditions as they relate to art. 9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.

How do consumers impact the art of artists or cultures?	Often color choice, imagery, and finished products are altered by artists to meet the needs and wishes of consumers.	Recognize how some cultural art traditions have been altered to better meet the needs of consumers and collectors.	9.4.8 C Describe how the attributes of the viewer's environment influence aesthetic responses.
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Unit Title: Communicating About Art					
Essential Questions	Content/Concepts		Skills/Competencies	Vocabulary	Standards
What is art criticism?	How do you describe a work of art?		The students will be able to describe a piece of art.	criticism, description	9.3.8 A Know and use the critical process in the examination of art.
How can we describe and discuss artists, their cultures, and their works?	Description is an important part of the critical process.		Students should be able to describe a piece of art to their teacher and peers. Students should also be able to point out key characteristics of a specific artist's work or of a cultural style.		9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.3.8 E Interpret and use critical analysis in art.
What is a formal critique?	Formal critiques can be used to view, describe, interpret, or analyze art work of peers, as well as offer comments and suggestions for improvements or additions.		Students should be able to offer constructive criticism to other students through participation in a formal critique.	critique	9.3.8 F Apply art criticism to identify characteristics among artwork. 9.3.8 G Compare and contrast critical positions or opinions about selected artwork.
What should be considered when beginning to interpret art?	Some art has very deep meaning, while other pieces do not.		Students will begin to view art and discuss what its meaning may be based on visual context, such as imagery and symbols within the work.	context	9.3.8 B Analyze and interpret specific characteristics of art. 9.3.8 C Identify and classify styles, forms, types, and genre within art.

What is the difference between liking and appreciating art?	Liking art is showing your personal connection and opinions.. Appreciating work, is understanding what went into creating that piece. You can appreciate a piece, but not like it.	Be able to communicate why you like or dislike a piece of art. Explain why you can appreciate a piece of art, the time it took to make it, the manipulation of materials displayed, the scale, etc.	9.4.8 A Compare and contrast examples of group and individual philosophical meanings of art. 9.4.8 B Compare and contrast informed individual opinions about the meaning of works in visual art to others. 9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
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