### Unit of Study

**Elements of Art – Line and Perspective**

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<th>6th GRADE</th>
<th>Quarter 1</th>
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<td>VISUAL ART</td>
<td>2018</td>
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</table>

### Key Concepts:
- The student uses the characteristics of line to create artworks. The student uses 2 Point Perspective to create the illusion of depth using converging lines that meet at two vanishing points on a horizon line.

### Skills:
- Proficient at making complex line designs with variation.
- Highly skilled at contour and structural line drawings.
- Able to understand value changes.
- Able to make parallel lines in showing value changes.
- Able to create the illusion of depth by using 2 Point Perspective.

### Standards:
- **CREATE (6.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 6.V.CR.1–6).
- **PRESENT (6.V.P.)** Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 6.V.P.1–3).
- **RESPOND (6.V.R.)** Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 6.V.R.1–5).
- **CONNECT (6.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 6.V.CO.1–2).

### Visual Art Content Objectives
- I can use a ruler
- I can create depth using 1 or 2 point perspective
- I can identify line in old master and contemporary artwork
- I can self-assess best line drawings for a portfolio and exhibitions

### Vocabulary
- contour lines
- structural lines
- value
- parallel
- illusion
- depth
- converging
- horizon line
- vanishing points
- 1 pt. perspective
- 2 pt. perspective

### Lessons (Activities)
- **Contour Line Drawings** Lesson
- **Cross Contour Line Drawing Lesson**
- **Contour Drawing Lesson**
- **2-Pt Perspective Drawing Tutorial**

### Visual Art / Common Core Language Objectives
- Conduct short research projects that build knowledge about topographical maps. How line spacing shows the height or steepness of the terrain.
- Write a couple of paragraphs about the art.
- Engage in collaborative discussions about class artworks.
- **For students who may not be able to engage in the above language objectives they may:** demonstrate, create, or present the work to show understanding.

### Additional Resources
- Elementary Visual Arts GSD books & videos available for check out
- *Springville Art Posters; each school has a set in their Media Center*
- Artprojectsforkids.org
- Arttoremember.com
- Dick Blick Art Supplies
- Mrs. Brown’s Art Classes 5 & 6th

### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.
### Unit of Study

**Elements/Principles of Art – Shape, Form and Unity**

<table>
<thead>
<tr>
<th>Key Concepts:</th>
<th>Skills:</th>
</tr>
</thead>
</table>
| □ The student uses geometric shapes and forms in artworks. The student uses the strategy of blocking-in to get correct proportion and placement of subject matter. | • Able to think abstractly.  
• Understands how to block-in objects.  
• Demonstrates knowledge of the values in a value scale and can distinguish value areas.  
• Can discuss artwork using art terms. |

### Standards:

- **CREATE (6.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 6.V.CR.1–6).
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### Visual Art Content Objectives

- I can create depth by overlapping shapes
- I can use blocking-in techniques.
- I can participate in group critiques and exhibitions.
- I can aesthetically choose artwork for a portfolio.

### Vocabulary

- blocking in
- cast shadow
- foreground
- overlapping
- aesthetic
- critique
- portfolio

### Lessons (Activities)

- Drawing from Basic Shapes
- How to Teach Drawing with Basic Shapes.
- Practice simplifying a group of objects into basic geometric shapes getting correct placement and size relationships (**blocking-in**).
- Use the placement of objects to demonstrate understanding of **overlapping**, foreground and background positions.
- Drawing Lesson – A Theory of Light and Shade
- Do a contour line drawing of simple objects. Give the correct local value to each object. Draw cast shadows to describe the form of the objects and the surface upon which the cast shadows fall. Show cast shadows as darker directly under the objects. Keep all art in a **portfolio**.

### Visual Art / Common Core Language Objectives

- Choose one of your artworks and write an artist statement about the work.
- Engage in collaborative **critique** about class artworks.
- For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.

### Additional Resources

- Elementary Visual Arts GSD books & videos available for check out
- *Springville Art Posters; each school has a set in their Media Center
- Drawing lesson- A Theory of Light and Shade
- Artprojectsforkids.org
- Arttoremember.com
- Dick Blick Art Supplies
- Mrs. Brown’s Art Classes 5 & 6th

### Assessment Options:
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<table>
<thead>
<tr>
<th>Visual Art Content Objectives</th>
<th>Vocabulary students should use</th>
<th>Lessons (Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use line, dots, and shapes to mimic shading.</td>
<td>Implied texture</td>
<td>Pencil shading Technique – How to Shade a Drawing Using Pointillism.</td>
</tr>
<tr>
<td>I can use implied textures on paper or in clay.</td>
<td>Mimic Illusion Art criticism</td>
<td>Using watercolor paint, create an image. When the paint is dry, add pen &amp; ink line spacing, and stippling techniques to further darken and add texture to the painting.</td>
</tr>
<tr>
<td>I can apply local values to drawn or painted objects.</td>
<td>Line spacing Crosshatching Stippling 3-D form</td>
<td>Scratchboard Art – Value Shading</td>
</tr>
<tr>
<td>I can participate in art criticism and group interpretation.</td>
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<td></td>
</tr>
</tbody>
</table>

### Visual Art / Common Core Language Objectives

- Conduct an oral critique of the paintings.
- For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.

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- Elementary Visual Arts GSD books & videos available for check out
- *Springville Art Posters; each school has a set in their Media Center
- Artprojectsforkids.org
- Arttoremember.com
- Dick Blick Art Supplies
- Mrs. Brown’s Art Classes 5 & 6th

### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.
### Key Concepts:

- The student will use knowledge of the color wheel and color schemes to create and better understand artworks. The student will understand Pointillism and its use of the scientific optical mixing of color was the forerunner to modern techniques used in color reproductions.

### Standards:

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### Visual Art Content Objectives

- I can paint using color schemes.
- I can show understanding of Pointillism techniques.
- I can use balance to arrange objects in artworks.
- I can form opinions and discuss artworks.
- I can make aesthetic choices in selecting art for portfolios and exhibits.

### Additional Resources

- Elementary Visual Arts GSD books & videos available for check out
- *Springville Art Posters; each school has a set in their Media Center*
- [Deep Space Art Lessons](#)
- [Golden Ration Art Lesson images](#)
- [Artprojectsforkids.org](#)
- [Arttoremember.com](#)
- [Dick Blick Art Supplies](#)
- [Mrs. Brown’s Art Class 5 & 6th grades](#)