
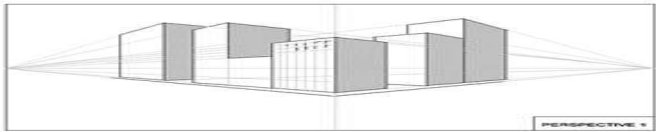
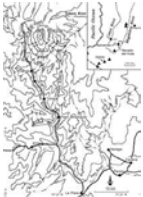


Unit of Study Elements of Art – Line and Perspective	6th GRADE	Quarter 1	VISUAL ART 2018
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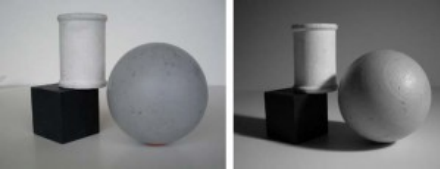

Key Concepts:	Skills:
<ul style="list-style-type: none"> The student uses the characteristics of line to create artworks. The student uses 2 Point Perspective to create the illusion of depth using converging lines that meet at two vanishing points on a horizon line. 	<ul style="list-style-type: none"> 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:
<ul style="list-style-type: none"> 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	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> 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 	contour lines structural lines value parallel illusion depth converging horizon line vanishing points	<ul style="list-style-type: none"> Contour Line Drawings Lesson Cross Contour Line Drawing Lesson Contour Drawing Lesson 2-Pt Perspective Drawing Tutorial 

Visual Art / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<ul style="list-style-type: none"> 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. 	1 pt. perspective 2 pt. perspective 	<ul style="list-style-type: none"> 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

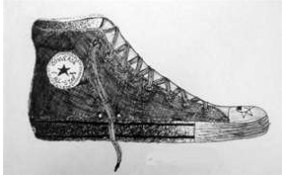
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.


Unit of Study Elements/Principles of Art – Shape, Form and Unity		6 th GRADE	Quarter 2	VISUAL ART 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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:				
<ul style="list-style-type: none"> 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	Vocabulary students should use	Lessons (Activities)		
<ul style="list-style-type: none"> 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. 	blocking in cast shadow foreground background overlapping aesthetic critique portfolio	<ul style="list-style-type: none"> 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	 <p>Harlequin with Guitar by Jaun Gris</p>	Additional Resources		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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: 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 –Value and Texture	6th GRADE	Quarter 3	VISUAL ART 2018
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Key Concepts:	Skills:
<ul style="list-style-type: none"> The student will create the illusion of 3-D form, by using line, dot or shape spacing to lighten or darken areas (line spacing, crosshatching, and stippling). 	<ul style="list-style-type: none"> Able to distinguish value changes. Able to draw complex textures. Able to create the illusion of 3-D form using pen and ink techniques.

Standards:
<ul style="list-style-type: none"> ➤ 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	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> I can use line, dots, and shapes to mimic shading. I can use implied textures on paper or in clay. I can apply local values to drawn or painted objects. I can participate in art criticism and group interpretation. 	Implied texture Mimic Illusion Art criticism Line spacing Crosshatching Stippling 3-D form	<ul style="list-style-type: none"> Pencil shading Technique – How to Shade a Drawing Using Pointillism. Using watercolor paint, create an image. When the paint is dry, add pen & ink line spacing, and stippling techniques to further darken and add texture to the painting. Scratchboard Art – Value Shading

Visual Art / Common Core Language Objectives	Additional Resources
<ul style="list-style-type: none"> Conduct an oral critique of the paintings.  <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 – Color and Balance	6th GRADE	Quarter 4	VISUAL ART 2018
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Key Concepts:	Skills:
<ul style="list-style-type: none"> □ 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. 	<ul style="list-style-type: none"> ● Demonstrates knowledge of color theory ● Capable of mixing secondary and tertiary colors. ● Adept at mixing tints, tones and shades of colors to change color value. ● Able to identify color schemes.

Standards:
<ul style="list-style-type: none"> ➤ 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	Vocabulary <small>students should use</small>	Lessons (Activities)
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<ul style="list-style-type: none"> ● 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. 	<p>color scheme analogous complementary monochromatic Pointillism Aesthetic Portfolio Balance Symmetrical Asymmetrical Radial The Golden Ratio</p>	<ul style="list-style-type: none"> ● Pointillism crayola.com ● How to teach Pointillism ● Lessons in Color Theory ● Radial Design Mandala ● Symmetrical Balance Lesson ● Unity/Symmetrical Design “Stained Glass” under Elements and Principles click on Balance.
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Visual Art / Common Core Language Objectives	Additional Resources
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<ul style="list-style-type: none"> ● Conduct a short research project that build knowledge about the Golden Ratio ● Engage in collaborative discussions about how artists have used the Golden Ratio. <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
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Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.