

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Sixth Grade Art

Individual

Map

Christine LaPosta, Thomas Kuplin, Jane Frances Speronza, Marie Pessolano

Visual and Performing Arts

Art Grade 6

06

Lincoln/Roosevelt

Title : Sixth Grade Art
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - June/Week 40																																								
Crafts and Textiles																																								
September/Week 1 - June/Week 40																																								
Graphics																																								
September/Week 1 - June/Week 40																																								
Painting																																								
September/Week 1 - June/Week 40																																								
Printmaking																																								
September/Week 1 - June/Week 40																																								
Sculpture																																								

Duration: September/Week 1 - June/Week 40

UNIT NAME: Crafts and Textiles

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will demonstrate an understanding of the Elements of Art and the Principles of Design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by message. Students will learn that people can decipher the messages in artwork. Students will learn that art is valued based on many cultural factors.</p> <p>Critique: Students will learn that they can use their "measuring tool" (Elements of Art and Principles of Design rubric) to better understand why art is made.</p> <p>History: Students will</p>	<p>How do Art and Culture reflect and affect each other?"</p> <p>"When does art demand that we honor an audience and when does it require that we ignore an audience?"</p> <p>"How can you use symbolism to send a message through art?"</p> <p>"If the function and purpose of art-making across cultures is a reflection of that society, how does American culture shape our art?"</p> <p>"How are the seven elements important to art and artists? What makes these elements special or different from other art classifications?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire, weaving, bead, threading, weft, warp, wrap, clock-wise</p>	<p>SWBAT create a project using crafts and textiles.</p>		<p>1.1.8-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. (06-08)[State:New Jersey]</p> <p>1.1.8.1-Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. (06-08) [State:New Jersey]</p> <p>1.1.8. D.1-Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. (06-08) [State:New Jersey]</p> <p>1.2.8-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (06-08) [State:New Jersey]</p> <p>1.3.8.2-Themes in art are often communicated through symbolism,</p>

<p>learn that art and culture reflect and affect each other.</p>					<p>allegory, or irony. There 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. (06-08)[State:New Jersey] 1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. (06-08) [State:New Jersey] 1.4.8-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.4.8.2-Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of</p>
------------------------------------------------------------------	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title : Sixth Grade Art
Type : Individual

					artworks, without consideration of the artist. (06-08)[State:New Jersey] 1.4.8.B.2-Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. (06-08)[State:New Jersey]
--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:
U Crafts & Textiles- 6th Grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Graphics

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will demonstrate an understanding of the Elements of Art and the Principles of Design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by message. Students will learn that people can decipher the messages in artwork. Students will learn that art is valued based on many cultural factors.</p> <p>Critique: Students will learn that they can use their "measuring tool" (Elements of Art and Principles of Design rubric) to better understand why art is made.</p> <p>History: Students will</p>	<p>"How do Art and Culture reflect and affect each other?"</p> <p>"When does art demand that we honor an audience and when does it require that we ignore an audience?"</p> <p>"How can you use symbolism to send a message through art?"</p> <p>"If the function and purpose of art-making across cultures is a reflection of that society, how does American culture shape our art?"</p> <p>"How are the seven elements important to art and artists? What makes these elements special or different from other art classifications?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, Pop-Art, mass production, filters</p>	<p>SWBAT create a project using graphic art.</p>		<p>1.1.8-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. (06-08)[State:New Jersey]</p> <p>1.1.8.1-Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. (06-08) [State:New Jersey]</p> <p>1.1.8. D.1-Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. (06-08) [State:New Jersey]</p> <p>1.2.8-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (06-08) [State:New Jersey]</p> <p>1.2.8.1-Technological changes have and will continue to substantially</p>

<p>learn that art and culture reflect and affect each other.</p>					<p>influence the development and nature of the arts. (06-08)[State:New Jersey] 1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. (06-08) [State:New Jersey] 1.3.8-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.3.8.1-The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. (06-08) [State:New Jersey] 1.3.8.D.1-Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). (06-08)</p>
------------------------------------------------------------------	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title : Sixth Grade Art
Type : Individual

					<p>[State:New Jersey] 1.4.8-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.4.8.1-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. (06-08) [State:New Jersey] 1.4.8.A.1-Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. (06-08) [State:New Jersey]</p>
--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:

U Graphics - 6th grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Painting

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will demonstrate an understanding of the Elements of Art and the Principles of Design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by message. Students will learn that people can decipher the messages in artwork. Students will learn that art is valued based on many cultural factors.</p> <p>Critique: Students will learn that they can use their "measuring tool" (Elements of Art and Principles of Design rubric) to better understand why art is made.</p> <p>History: Students will</p>	<p>How do Art and Culture reflect and affect each other?"</p> <p>"When does art demand that we honor an audience and when does it require that we ignore an audience?"</p> <p>"How can you use symbolism to send a message through art?"</p> <p>"If the function and purpose of art-making across cultures is a reflection of that society, how does American culture shape our art?"</p> <p>"How are the seven elements important to art and artists? What makes these elements special or different from other art classifications?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity,</p>	<p>SWBAT create a project using paint.</p>		<p>1.1.8-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. (06-08)[State:New Jersey]</p> <p>1.1.8.1-Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. (06-08) [State:New Jersey]</p> <p>1.1.8. D.1-Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. (06-08) [State:New Jersey]</p> <p>1.1.8.2-The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. (06-08) [State:New Jersey]</p> <p>1.1.8. D.2-Compare and contrast various masterworks of art from diverse cultures, and</p>

<p>learn that art and culture reflect and affect each other.</p>					<p>identify elements of the works that relate to specific cultural heritages. (06-08)[State:New Jersey] 1.2.8-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (06-08) [State:New Jersey] 1.2.8.3-The arts reflect cultural morays and personal aesthetics throughout the ages. (06-08)[State:New Jersey] 1.2.8.A.3-Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. (06-08)[State:New Jersey] 1.3.8-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.3.8.1-The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. (06-08) [State:New Jersey] 1.3.8.D.1-Incorporate various art elements and</p>
------------------------------------------------------------------	--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>the principles of balance, harmony, unity, emphasis, proportion, and rhythm/ movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). (06-08) [State:New Jersey] 1.3.8.2-Themes in art are often communicated through symbolism, allegory, or irony. There 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. (06-08)[State:New Jersey] 1.3.8.D.2-Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. (06-08) [State:New Jersey]</p>
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>1.4.8-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey]</p> <p>1.4.8.5-Symbolism and metaphor are characteristics of art and art-making. (06-08) [State:New Jersey]</p> <p>1.4.8.A.5-Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. (06-08) [State:New Jersey]</p> <p>1.4.8.1-Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work s content and form. (06-08)[State:New Jersey]</p> <p>1.4.8.B.1-Evaluate the effectiveness of a work of art by differentiating between the artist s technical proficiency and the work s content or form. (06-08)[State:New Jersey]</p>
<p>Plans: U Painting 6th grade</p>					

Duration: September/Week 1 - June/Week 40

UNIT NAME: Printmaking

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will demonstrate an understanding of the Elements of Art and the Principles of Design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by message. Students will learn that people can decipher the messages in artwork. Students will learn that art is valued based on many cultural factors.</p> <p>Critique: Students will learn that they can use their "measuring tool" (Elements of Art and Principles of Design rubric) to better understand why art is made.</p> <p>History: Students will</p>	<p>"How do Art and Culture reflect and affect each other?"</p> <p>"When does art demand that we honor an audience and when does it require that we ignore an audience?"</p> <p>"How can you use symbolism to send a message through art?"</p> <p>"If the function and purpose of art-making across cultures is a reflection of that society, how does American culture shape our art?"</p> <p>"How are the seven elements important to art and artists? What makes these elements special or different from other art classifications?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 2-dimensional, printmaking, ink, brayer, block print, print, linoleum print, monoprint, engraving, etching, printing press, silkscreen,</p>	<p>SWBAT create a project using printmaking.</p>		<p>1.1.8-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. (06-08)[State:New Jersey]</p> <p>1.1.8.1-Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. (06-08) [State:New Jersey]</p> <p>1.1.8. D.1-Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. (06-08) [State:New Jersey]</p> <p>1.2.8-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (06-08) [State:New Jersey]</p> <p>1.2.8.1-Technological changes have and will continue to substantially</p>

<p>learn that art and culture reflect and affect each other.</p>					<p>influence the development and nature of the arts. (06-08)[State:New Jersey] 1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. (06-08) [State:New Jersey] 1.3.8-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.3.8.1-The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. (06-08) [State:New Jersey] 1.3.8.D.1-Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). (06-08)</p>
------------------------------------------------------------------	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title : Sixth Grade Art
Type : Individual

					<p>[State:New Jersey] 1.4.8-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.4.8.1-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. (06-08) [State:New Jersey] 1.4.8.A.1-Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. (06-08) [State:New Jersey]</p>
--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:

U Printmaking- 6th grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Sculpture

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will demonstrate an understanding of the Elements of Art and the Principles of Design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by message. Students will learn that people can decipher the messages in artwork. Students will learn that art is valued based on many cultural factors.</p> <p>Critique: Students will learn that they can use their "measuring tool" (Elements of Art and Principles of Design rubric) to better understand why art is made.</p> <p>History: Students will</p>	<p>"How do Art and Culture reflect and affect each other?"</p> <p>"When does art demand that we honor an audience and when does it require that we ignore an audience?"</p> <p>"How can you use symbolism to send a message through art?"</p> <p>"If the function and purpose of art-making across cultures is a reflection of that society, how does American culture shape our art?"</p> <p>"How are the seven elements important to art and artists? What makes these elements special or different from other art classifications?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache</p>	<p>SWBAT create a 3-dimensional form.</p>		<p>1.1.8-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. (06-08)[State:New Jersey]</p> <p>1.1.8.1-Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. (06-08) [State:New Jersey]</p> <p>1.1.8. D.1-Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. (06-08) [State:New Jersey]</p> <p>1.2.8-History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (06-08) [State:New Jersey]</p> <p>1.2.8.1-Technological changes have and will continue to substantially</p>

<p>learn that art and culture reflect and affect each other.</p>					<p>influence the development and nature of the arts. (06-08)[State:New Jersey] 1.2.8.A.1-Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. (06-08) [State:New Jersey] 1.3.8-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.3.8.1-The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. (06-08) [State:New Jersey] 1.3.8.D.1-Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). (06-08)</p>
------------------------------------------------------------------	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title : Sixth Grade Art
Type : Individual

					<p>[State:New Jersey] 1.4.8-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (06-08)[State:New Jersey] 1.4.8.1-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. (06-08) [State:New Jersey] 1.4.8.A.1-Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. (06-08) [State:New Jersey]</p>
--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:
U Sculpture- 6th Grade