

6th Grade Art

Scope and Sequence

Contents

6th Grade Course Overview

UNIT 1: Investigating Meaning Through Printmaking

UNIT 2: Exploring Form and Function

UNIT 3: Refining Designs and Meaning

UNIT 4: Presenting With Purpose

UNIT 5: Collaged Perceptions

UNIT 6: Evaluating Emotions and Identity

UNIT 7: Finding Function With Ceramics

UNIT 8: Synthesizing Identity

UNIT 9: Connecting to Culture

- Students will explore how artists create personal meaning across varying contexts and media.
- Students will identify how art reflects varying time periods, traditions, resources, personal ideas, and cultural values.
- Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include movement, unity, proportion, balance, pattern, and contrast.

WHAT WILL I LEARN IN

Sixth, Seventh, & Eighth Grade Art?



I can understand color theory and use color schemes in my artwork.



Monochromatic
One color plus tints, shades, and tones of that color.



Triadic
Three colors that form an equilateral triangle on the color wheel.



Analogous
3 to 5 colors directly next to each other on the color wheel.



Complementary
Two opposite colors on the color wheel.



Split-Complementary
One color (base color) plus the two colors on either side of the base color's complement.

Intensity

The brightness or dullness of a color.



Value

The lightness or darkness of a color.



I can analyze the use of elements and principles in making art.

Elements of Art

Line
Shape
Color
Space
Value
Form
Texture

Principles of Design

Pattern
Balance
Contrast
Movement
Emphasis
Rhythm
Unity

I can demonstrate how to use the tools, materials, and techniques of various 2D and 3D media for intentional effects in my original art.

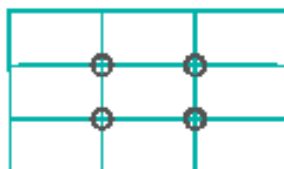


Specific Concepts

Illusion of depth—size, placement, overlapping
Perspective—linear (2-point), atmospheric
Balance—symmetrical, asymmetrical, radial
Proportions—human figure, facial
Complex patterns and motifs
Process of creating with clay/ceramics
Sculpture methods—armatures, additive
Drawing methods—gesture, continuous contour, reductive
Watercolor washes—flat, variegated, graded
Digital art and design—layout, storyboarding, design

Photography Terms

Rule of Thirds
Crop
Composition



I can investigate and compare different types of art careers.

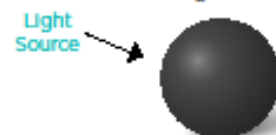
Animator
Architect
Art Teacher
Ceramicist
Game Designer
Graphic Designer
Illustrator
Painter
Photojournalist

I can discover art history movements and genres as well as contemporary artists.

AI Weiwei (Activist Art)
Amy Sherald (Portraiture)
Andrew Wyeth (Landscape Art)
Carmen Lomas Garza (Narrative Art)
Henri Matisse (Fauvism)
Jaune Quick-to-See Smith (Curation)
Joan Miró (Surrealism)
Julie Mehretu (Abstraction)
Jim Dine (Pop Art)

I can use drawing techniques to render objects (with highlights, shadows & a light source) in my artwork.

Blending
Hatching
Stippling
Crosshatching
Scumbling



QUESTIONS FOR CRITIQUES

1

What is the main goal of your work?

2

Which part of the art (or plan) is the most successful in terms of reaching or communicating the goal?

3

How and where will/might you display this artwork? How do you hope the audience will interact with your work?

4

What is the focal point of your art?

5

Describe how you will or have used principles of design in your artwork.

6

Describe the mood of your artwork. Which art elements will/did you use to convey the mood?

7

Describe the art style. Is it gestural, expressive, realistic, abstract, etc.? How will/did you apply media to your art to achieve the desired aesthetics?

8

How does the size (or planned dimensions) of the artwork change and affect how the artwork might be perceived?

9

Which marks, shapes, forms, colors, or textures are contributing the most in this piece of art?

10

Which marks, shapes, forms, colors, or textures are doing the least in this piece? What would happen if they were taken away?

ESSENTIAL 6TH-8TH GRADE VOCABULARY

MEDIA AND PROCESSES



Additive

The process of joining or adding separate pieces to create a form.



Armature

A skeletal support for sculpture.



Gesture

A drawing that is done quickly and implies the action and pose of the figure or object.



Glaze

A paint-like substance that hardens with heat, adding color and finish to ceramics.



Hatching

The act of drawing parallel lines to create light and dark values.



Installation

A site-specific artwork in which the entire space is the artwork.



Reductive Drawing

A method of drawing in which the surface is covered with graphite, charcoal, or pastel, and then the drawing is made by erasing; also known as subtractive or negative drawing.



Registration

The precise alignment of layers during the printmaking process.



Storyboard

A visual representation of a story.



Wash

Flat Wash: A watercolor technique that creates a smooth, even layer of color.

Graded Wash: A watercolor technique that creates a gradual smooth change in color and/or value.

Variegated Wash: A watercolor technique that creates an area filled with a variety of colors and values, smoothly blending.

ELEMENTS AND PRINCIPLES



Color Schemes

Analogous: colors that are related to each other in hue and adjacent on the color wheel

Triadic: three colors evenly spaced on the color wheel (i.e., red, yellow, and blue)



Color Theory

The science behind and guidelines surrounding the use of color, color mixing, and color combinations.

EXPERIMENTATION, PRACTICE, AND PERSISTENCE RUBRIC

NAME: _____ CLASS: _____

INSTRUCTIONS: Use the following rubric to reflect on and self-assess your experimentation, practice, and persistence. Include evidence to support your evaluation.

4	3	2	1
Experimentation			
I took risks in my artmaking and learned from my mistakes. I taught my peers with new ways of artmaking.	I challenged myself to explore a new idea or try out a new media, but I still "played it safe."	I experimented with a new idea or media, but my finished work reflects what I always do.	I stayed with what I was familiar with and/or reproduced someone else's work or ideas.
During: What feedback did you receive? What is a new approach you will try?			
After: Include evidence of your learning and notes to support your self-evaluation.			
Practice			
I determined which processes/skills I needed to practice. I engaged in deliberate practice and gained expertise.	I engaged in practice of a skill/process that resulted in artistic growth.	I engaged in short-term and/or isolated practice that did not yield tangible results.	I did not engage in practice of a process or skill.
During: What feedback did you receive? What is a new approach you will try?			
After: Include evidence of your learning and notes to support your self-evaluation.			

CRAFTSMANSHIP

Craftsmanship is the skill and care shown in completing a work of art.

Instructions: Read each statement and rate your artwork. Include notes to show evidence. Ask your teacher or a peer for feedback. Then respond to the reflection questions.

Rubric

4 = Excellent | 3 = Good | 2 = Needs Improvement | 1 = Minimal Effort

Criteria	Self-Assessment	Teacher/Peer Feedback
<i>I used tools and media skillfully and with care.</i>		
<i>I took my time to refine details with intention.</i>		
<i>My artwork is complete, clean, and ready for display.</i>		

Reflection

What aspects of craftsmanship are strongest in your artwork?

What could be improved?

How did you overcome any challenges in craftsmanship?

What advice would you give yourself for future projects?