

Sixth Grade Art Curriculum Map 2022

| Pacing Guide | Standard Code & Indicator | Sample Learning Activities | Sample Assessments | Additional Standards |
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| <p>August-October</p> | <p>Creating</p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>Presenting</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>Media Art</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes</p> | <p>-Introduction to delivering effective self-peer critique</p> <p>-Understand how critiques help us reflect on our artwork and make changes for improvement.</p> <p>-Students will learn about the artist John James Audubon and his contributions to ornithology</p> <p>-Students will learn techniques in watercolor painting to create a painting of a bird</p> <p>-Students will learn how to plan, revise, and reflect on their artwork.</p> <p>Instructional Resources: Ultimate Assessment Guide Scholastic Art Magazines https://learn.ncartmuseum.org/resources/video-life-of-james-john-audubon/</p> <p>Student Technology: Chromebook Google Classroom Grid Drawing Tool</p> <p>Teacher Technology: ActiView ActivPanel</p> | <p>Formative Assessments: Exit slips Critique guides Teacher/Student conference Teacher Observation Student Participation</p> <p>Summative/Performance Assessments: -Self - assessments Artist statements Graded projects: AR monochromatic portraits</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p> | <p>Interdisciplinary Standard: Language Arts W.6.4 Students will write about their artwork in artist statements and self-assessments</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p> |
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| <p>October- November</p> | <p>Creating</p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>Media Art</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p> | <p>-Students will learn about Halloween traditions around the world through the “Halloween Traditions Around the World” escape room. (TPT)</p> <p>-Students will explore the work of artists Johanna Parker and Bethany Lowe</p> <p>- Japanese Notan paper cutting project (vintage Halloween theme, but can choose another option non-holiday related)</p> <p>-Students will learn about the traditions of the Mexican people and the Day of the Dead celebrations</p> <p>-Learn about various types of Mexican folk art</p> <p>-Create a paper mache sugar skull mask and work with the Spanish teacher to create tissue paper flowers in Spanish class that will be used to decorate their mask.</p> <p>-Plan, revise and reflect on their work</p> <p>Instructional Resources: Google Slide presentation Escape room packets</p> <p>Student Technology: Chromebook Google Classroom</p> <p>Teacher Technology:</p> | <p>Formative Assessments: Exit slips Critique guides Teacher/Student conference Teacher Observation Student Participation</p> <p>Summative/Performance Assessments: -Self - assessments</p> <p>Graded projects: Paper Mache Mask</p> <p>Accommodations and Modifications</p> | <p>Interdisciplinary Standard: Social Studies 6.2.8.D.3.c Students will apply knowledge of the Day of the Dead celebrations and use this knowledge to create a mask.</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p> |
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| <p>December - January</p> | <p>Presenting</p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on t -his criterion.</p> <p>Responding</p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p>Connecting</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>Media Art</p> <p>1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.</p> | <p>- Introduction to Greek pottery: vocabulary, methods, characteristics</p> <p>-virtual tour of Penn Museum galleries</p> <p>- Discuss how art documents/ records history</p> <p>-Explore examples of art and identify the ways in which it reflects/records history.</p> <p>- Compare and contrast the function of pots in culture- then and now.</p> <p>-Research the invention of the pottery wheel.</p> <p>-Define, understand and apply Imagery and symbolism on Greek pottery.</p> <p>- Analyze and discuss icons, symbols and themes in art</p> <p>-Introduce artist Roberto Lugo- compare and contrast his pottery with Greek pottery</p> <p>-Choose an icon to research and use to feature on a paper mache teapot in the style of Roberto Lugo</p> <p>Instructional Resources: https://www.penn.museum/athome/tours/ Ancient Greek Vase Creation https://www.youtube.com/watch?v=FpL</p> | <p>Formative Assessments: Teacher observation Student participation Teacher/student conference Exit slips Vocabulary matching game</p> <p>Summative/Performance Assessments: Research and planning worksheets</p> <p>Graded paper mache icon teapot Accommodations and Modifications</p> | <p>Interdisciplinary Standard: Social Studies 6.2.8.D.3.c Students will apply knowledge of Greece’s legacy and achievements when creating a piece of pottery</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p> |
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| <p>February-April</p> | <p>Creating</p> <p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>Connecting</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> | <p>-Explore Mexican folk art and understand the significance to Mexican cultures</p> <p>-Students will learn how to construct a clay talavera sun using appropriate handbuilding techniques.</p> <p>-Students will learn how to apply surface designs and textures through incising and stamping tools</p> <p>-Understand the stages of clay, firing and glazing process.</p> <p>-Create both 2D and 3D works of art that illustrate an understanding of radial symmetry</p> <p>Instructional Resources: Photo examples Teacher created Google slide presentation on history of Talavera pottery</p> <p>Student Technology: Chromebook Google Classroom</p> <p>Teacher Technology: Document Camera Promethean board Loom videos for demonstrations</p> | <p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative/Performance Assessments: Graded clay talavera sun Graded talavera sun medallion</p> <p>Accommodations and Modifications</p> | <p>Interdisciplinary Standard: RI 6.1 & RI 6.2 Students will read Scholastic Art Magazine articles on Sculpture and complete the Summarize worksheet, in addition to citing text evidence to support their answers.</p> <p>Technology Standard : 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p> |
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| <p>April-June</p> | <p>Creating</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>Connecting</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p>Presenting</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives</p> <p>Media Art</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving.</p> | <p>-Investigate the ways artists address political and social issues through their practice.</p> <p>-Explore the history of Zines and how they were used to share ideas, create networks, and collaborate in various art forms.</p> <p>-Create zines to raise awareness about climate change.</p> <p>- Recognize similarities in the ways various cultures solve the same problem through design.</p> <p>-Study works that demonstrate the role design plays in daily life.</p> <p>-Discuss and identify the relationship between form and function in objects used for entertainment</p> <p>-Study five contemporary designs that creatively solve problems.</p> <p>-Develop an understanding of form and function in relation to three-dimensional design and problem solving.</p> <p>-Create and present a functional object using found objects and or recycled materials and create a video explaining the design that will be linked to a QR code</p> <p>Instructional Resources: Scholastic Art Magazine & included teacher resources</p> | <p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative/Performance Assessments: Graded Zine on climate change awareness Graded functional object using recycled materials QR code video explanation on the process.</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p> | <p>Interdisciplinary Standard: RI 6.9 Students will choose objects from the article to compare and contrast, and to analyze the form and function.</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps in the design process that could be used to design artwork.</p> |
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Alternate Assessments: Peer critiques, self-assessments, performance assessments

21st Century Standards: 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4

21st Century Skills: Critical thinking, creativity, collaboration, communication

Career Ready Practices: CRP4, CRP6, CRP8