



Introduction to Art
Curriculum Guide
Grade 6
(Ten Week Course)
2017-18

Paramount Unified School District
Educational Services

Introduction to Art - Grade 6
 Course Outline and Pacing Guide
 (Ten Week Course)

| Text Book: <i>Art Grade 6</i> Pearson-Scott Foresman Elements of Art Unit 1 | VAPA Standards | Vocabulary | Warehouse Materials |
|--|--|---|---------------------|
| <p>Weeks 1-5</p> <ul style="list-style-type: none"> • Classroom Management • Procedures <p>Chapter 1:</p> <ul style="list-style-type: none"> • Introduction to Visual Art, page 8 • Art Criticism, page 9 • Visit a Museum, pages 10-11 | <p><u>Aesthetic Valuing</u> <i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> <p><i>Making Informed Judgments</i></p> <p>4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.</p> <p><u>Connections, Relations, & Applications</u> <i>Visual Literacy</i></p> <p>5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.</p> | <p><u>Introduction to Visual Art</u></p> <p>safety visual art visual culture art criticism art museums docent curator conservator</p> | |

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| <p>Weeks 1-5</p> <p>Chapter 1:</p> <ul style="list-style-type: none"> • Make a Sketchbook Journal, page 12 • Make a Portfolio, page 13 • Discussion Prompts, page 13 <p>Create a Sketchbook Journal: A sketchbook journal provides a place for students to express a variety of ideas based on personal experience and direct observation (page 12).</p> <p>Make a Portfolio: A portfolio can hold completed artworks as well as works-in-progress. Students use portfolios to analyze and critique a personal artwork in progress (page 13).</p> <p>Discussion Prompts: Students discuss their art using discussion prompts:</p> <ul style="list-style-type: none"> • What am I trying to express in this artwork? • How am I trying to express it? • Is it working? • If not, how can I change it? | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Aesthetic Valuing</u> <i>Making Informed Judgments</i></p> <p>4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.</p> <p><u>Connections, Relations, & Applications</u> <i>Visual Literacy</i></p> <p>5.6 Establish criteria to use in selecting works of art for a specific type of art exhibition.</p> | <p><u>Elements of Art Vocabulary</u></p> <p>portfolio sketchbook journal experiment technique imagination personal experience artwork</p> | <p><u>Make a Sketchbook Journal</u></p> <ul style="list-style-type: none"> • Cardboard (two 10” x 13” sheets per student) • Construction paper • Drawing paper (9” x 12” sheets) • Newsprint • Fabric (two 12” x 15” pieces per student) • Scissors, tape, glue • Raffia, yarn, or twine • Masking tape |

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| <p>Weeks 1-5</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • The Elements of Art, pages 14-15 • Lesson 1: Line, pages 16-17 • Studio 1: Contour Drawings, pages 18-19 • Lesson 2: Shape, pages 20-21 • Studio 2: Shapes in Places and Events, pages 22-23 <p><u>Assessment</u> Unit-by-Unit Resource Book Assess Studio 2 (Scoring Rubric), page 20</p> | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Aesthetic Valuing</u> <i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> | <p><u>Unit 1</u> line shape form space value color texture</p> <p><u>Lesson 1</u> line quality vertical and horizontal lines diagonal lines zigzag lines curved lines</p> <p><u>Lesson 2</u> shape geometric shapes organic shapes</p> | <p><u>Studio 1: Contour Drawings</u></p> <ul style="list-style-type: none"> • 12" x 18" white drawing paper • Masking tape • Drawing tools, such as pens, crayons, oil pastels, or charcoal • An object with interesting lines to draw, such as a shoe, plastic bottle, stapler, or trash can <p><u>Studio 2: Shapes in Places and Events</u></p> <ul style="list-style-type: none"> • 12" x 18" white drawing paper • Colored construction paper • Wallpaper samples (if available) • Scissors • Glue or gluestick |

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| <p>Weeks 1-5</p> <ul style="list-style-type: none"> Lesson 3: Form, pages 24-25 Studio 4: Change Space with Shapes, pages 26-27 <p>Assessment Unit-by-Unit Resource Book Assess Studio 4 (Scoring Rubric), page 20</p> <ul style="list-style-type: none"> Lesson 5: Space and Distance, pages 32-33 Studio 5: Perspective Drawings, pages 34-35 <p>Assessment Unit-by-Unit Resource Book Assess Studio 5 (Scoring Rubric), page 20</p> | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Aesthetic Valuing</u> <i>Making Informed Judgments</i></p> <p>4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.</p> | <p><u>Lesson 3</u> form geometric forms organic forms</p> <p><u>Studio 4</u> space positive space negative space</p> <p><u>Lesson 5</u> foreground background middle ground overlapping</p> <p><u>Studio 5</u> linear perspective horizon line vanishing point atmospheric perspective</p> | <p><u>Studio 4: Change Space with Shapes</u></p> <ul style="list-style-type: none"> Two sheets of different colored paper One sheet of white paper Scissors Glue <p><u>Studio 5: Draw with Perspective</u></p> <ul style="list-style-type: none"> 9" x 12" white drawing paper Pencil Ruler Drawing board Colored pencils |

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| <p>Weeks 5-10</p> <ul style="list-style-type: none"> Meet the Artist: Vincent Van Gogh, pages 36-37 Look and Compare: An Artist's Style, pages 38-39 Lesson 6: Value, pages 40-41 Studio 6: Value Drawings, pages 42-43 <p>Assessment Unit-by-Unit Resource Book Assess Studio 6 (Scoring Rubric), page 20</p> <ul style="list-style-type: none"> Lesson 7: Color, pages 44-45 | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Historical and Cultural Context</u> <i>Role and Development of the Visual Arts</i></p> <p>3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic)</p> <p><u>Aesthetic Valuing</u> <i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> <p><i>Making Informed Judgments</i></p> <p>4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.</p> | <p><u>Meet the Artist</u> impasto</p> <p><u>Lesson 6</u> value contrast shading</p> <p><u>Lesson 7</u> color hue primary colors secondary colors intermediate colors</p> | <p><u>Studio 6: Create a Value Drawing</u></p> <ul style="list-style-type: none"> Pencil or charcoal 12" x 18" white drawing paper Soft eraser An object to draw, such as a ball, a can, or a vase Light |

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| <p>Weeks 5-10</p> <ul style="list-style-type: none"> Studio 7: Colors and Feelings, pages 46-47 <p><u>Assessment</u> Unit-by-Unit Resource Book Assess Studio 7 (Scoring Rubric), page 20</p> <ul style="list-style-type: none"> Lesson 8: Colors and Colorists, pages 48-49 Studio 8: Color Schemes, pages 50-51 <p><u>Assessment</u> Unit-by-Unit Resource Book Assess Studio 8 (Scoring Rubric), page 20</p> <ul style="list-style-type: none"> Lesson 9: Texture, pages 52-53 | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Aesthetic Valuing</u> <i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> <p><i>Making Informed Judgments</i></p> <p>4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.</p> | <p><u>Studio 7</u> mood warm colors cool colors</p> <p><u>Lesson 8</u> tint shade intensity</p> <p><u>Studio 8</u> color schemes monochromatic analogous complementary neutral</p> <p><u>Lesson 9</u> texture tactile texture visual texture</p> | <p><u>Studio 7: Paint with Warm and Cool Colors</u></p> <ul style="list-style-type: none"> Two sheets of 8 ½" x 11" white drawing paper Containers of water Mixing trays Red, blue, yellow, and white tempera paint Paintbrushes <p><u>Studio 8: Paint in Complimentary Colors</u></p> <ul style="list-style-type: none"> Pencil Practice paper Tempera paints 12" x 18" paper |

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| <p>Weeks 5-10</p> <ul style="list-style-type: none"> Studio 9: Painted Texture, Pages 54-55 <p><u>Assessment</u> Unit-by-Unit Resource Book Assess Studio 9 (Scoring Rubric), page 20</p> <ul style="list-style-type: none"> Lesson 10: Artist at Work, Pages 56-57 Unit 1 Review, Pages 60-63 | <p><u>Artistic Perception</u> <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).</p> <p><u>Creative Expression</u> <i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use various observational drawing skills to depict a variety of subject matter.</p> <p><u>Historical and Cultural Context</u> <i>Role and Development of the Visual Arts</i></p> <p>3.2 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic)</p> <p><u>Aesthetic Valuing</u> <i>Derive Meaning</i></p> <p>4.1 Construct and describe plausible interpretations of what they perceive in works of art.</p> | <p><u>Studio 9</u> texture tactile texture visual texture</p> <p><u>Lesson 10</u> career research feeling</p> | <p><u>Studio 9: Create a Scene to Show Texture</u></p> <ul style="list-style-type: none"> Unwrapped crayons 12" x 18" newsprint 12" x 18" black or white construction paper Scissors Glue |