

# ART

LENGTH OF TIME: 45 days, 90 minutes every other day

GRADE LEVEL: 6

COURSE STANDARDS:

Students will:

1. Understand what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas. (National Visual Standard 1-Creating)
2. Know the effects of various visual structures (e.g., design elements such as line, color, shape; principles such as repetition, rhythm, balance) and functions of art. (National Visual Standard 2-Producing)
3. Distinguish among multiple purposes for creating works of art. (National Visual Standard 3-Responding, 4-Connecting)
4. Understand the possible contemporary and historic meanings in specific artworks. (National Visual Standard 4-Connecting)
5. Understand how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses. (National Visual Standard 3-Responding, 4-Connecting)
6. Understand the historical and cultural contexts of a variety of art objects. (National Visual Standard 4-Connecting)
7. Understand how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial or temporal characteristics that give meaning or function to a work of art. (National Visual Standard 2-Presenting, 3-Responding and 4-Connecting)
8. Know how visual, spatial and temporal concepts integrate with content to communicate intended meaning in one's artworks. (National Visual Standard 2-Presenting & Producing, 3-Responding)

9. Know different subjects, themes and symbols (through context, value and aesthetics) that convey intended meaning in artworks. (National Visual Standard 3-Responding and 4- Connecting)

10. Students create at least on piece of work to present at the district art show. (National Visual Standard 1- Creating , 2- Presenting)

## NATIONAL VISUAL ARTS STANDARDS

1. Creating- Conceiving and developing new artistic ideas and work.
2. Producing & Presenting Interpreting and sharing artistic work. Realizing and presenting artistic ideas and work.
3. Responding- Understanding and evaluating how the arts convey meaning.
4. Connecting- Relating artistic ideas and work with personal meaning and external context.

## PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Creating a painting which demonstrates technical handling of materials, effective use of groups and color mixing and attention to specific abstract design and compositional concerns. (Course Standard 1, 2)
2. Creating a clay sculpture which demonstrates effective use of three-dimensional space, technical handling of materials, incorporating an understanding of historical stylistic focus, and various purposes of creation of work. (Course Standard 1, 2, 6, 7, 8)
3. Creating a bas-relief design to produce a specific visual image. (Course Standard 2, 7, 9).
4. Creating a relief print utilizing the additive method with emphasis on positive/negative shapes. (Course Standard 1, 2)
5. Creating a watercolor painting from student drawings of still life objects. (Course Standard 1,2,5,8).

## DESCRIPTION OF COURSE:

This course is designed to enhance and clarify relationships between art and technology of ancient man and incorporating philosophical and stylistic influences and how they impact on past and present images in two and three dimensions. Students will do this through performance tasks in the studio integrating, where possible, science or social studies units and art production problems. Students will work with a variety of media from bas-relief, clay to printmaking using the additive method and drawing and painting. When the technology is available, students will do perspective drawing using the computer.

## SAMPLE INSTRUCTIONAL STRATEGIES:

1. Teacher demonstration of information
2. Peer instruction
3. Individual or group research
4. Audio visual resources for idea stimulation and or technique explanation

## MATERIALS:

1. Art department reproductions, teacher developed presentations
2. Worksheets, drawing paper, pencils, erasers, markers
3. Paints paper and/or watercolor paper, liquid tempera, brushes
4. Poster Board and/or cardboard, tagboard, masking tape, glue
5. Inks, printing paper, watercolor paint
6. Copper foil, clay, glazes, patina

## METHODS OF ASSISTANCE AND ENRICHMENT:

1. Peer assistance
2. Cooperative grouping

3. Extra teacher assistance as needed
4. Individualized or group extra credit work
6. Use of enrichment web based programs

#### METHODS OF EVALUATION:

1. Class discussion
2. Written student reflection, evaluation
3. Class participation
4. Peer assessment
5. Teacher assessment

#### INTEGRATED ACTIVITIES:

1. Concepts

Students will create an additive relief print using historical visual artworks to aid in visual solutions to demonstrate an understanding of key concepts from art and history.

2. Communication

Students will communicate through writing on their reflection sheets about the pottery they made. They will also communicate about each other's artwork via an in-class discussion.

3. Thinking/Problem Solving

Students will create a bas-relief project using as their subject the individual subject matter they researched and analyzed.

4. Application of Knowledge

Students will apply knowledge gained from an understanding of color mixing to a painting that will demonstrate the use of this knowledge.

5. Interpersonal Skills

Students will analyze and offer solutions cooperatively in creating their own pottery based on interpretation of historical pottery styles.