



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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| Course Title: Art Grade Level(s): 6 Units of Credit: N/A Classification: Required | Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours |
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Course Description

The sixth grade art course will provide the students with many different art experiences using a variety of media. The students will observe reproductions of famous works of art to increase their understanding and appreciation of art and cultural history. They will respond both critically and aesthetically to their own artwork and works of others.

Instructional Strategies, Learning Practices, Activities, and Experiences

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| Bell Ringers Teacher Demonstrations Questioning Strategies | Interaction Sequence Wait Time and Wait Time Extended Interviews Guided Individual practice | Posted Objectives Class Discussion Group Practice |
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Assessments

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| Teacher Observations Teacher Feedback | Rubrics | Project Completion (Summative) Assessment |
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Materials/Resources

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| Art Reproductions Teacher-made PowerPoints | School Art Magazines Websites | Art Resource Textbooks for Teacher Videos |
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Adopted: 3/16/88

Revised: 9/3/91; 4/19/00; 8/17/05; 6/20/11; 5/21/18

Departmental Review: 2/06

| Basic Elements of Design | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Line (realistic, imaginative, expressive) Shape (geometric, organic) Form (3-dimensional) Color (color mixing) Texture (visual, tactile) Space (positive/negative) Value (tints, shades)</p> | <p>The students will demonstrate knowledge of elements of design and apply to his/her artwork:</p> <ul style="list-style-type: none"> • Line – Knowledge of line usage to express action and feeling in a work of art • Shape – Know the qualities of organic and geometric shapes • Form – 3-Dimensional or 2-Dimensional ceramic forms will be created • Color – Further development of color mixing and mixed media • Texture – Incorporate tactile texture (actual) and implied (visual) to mixed media • Space – Knowledge and application of spatial concepts; Positive/negative space • Value – Knowledge of tint and shade mixture; pencil shading, application of hatching and stippling techniques. <p>Vocabulary: expressive, emotive, geometric line; organic, implied, modelled form; primary, secondary, complementary color; implied or created texture; positive, negative space; shaded, hatched, stippled value</p> <p>Standards: 9.1.8.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities 9.1.8.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.C ~ Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.D ~ Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> |

| Basic Principles of Design | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Balance Contrast Emphasis/Focal Point Movement/Rhythm Proportion/Scale Repetition Unity/Harmony</p> | <p>The students will demonstrate knowledge of the principles of design used in their artwork:</p> <ul style="list-style-type: none"> • Balance – Artwork shows a feeling of equilibrium (symmetrical, asymmetrical, and radial) • Contrast – Dramatic, subtle, and harmonious contrasts in projects • Emphasis/Focal Point – Knowledge of emphasis on main idea of art project • Movement/Rhythm – The students will arrange design elements so attention is drawn to the greatest area of interest. • Proportion/Scale – Proportion and scale will be used in artwork. • Repetition – Elements will be repeated regularly or irregularly. • Unity/Harmony – All elements play an important role to create oneness, consistency, or integration in a work of art. <p>Vocabulary: symmetrical, asymmetrical, radial balance, equilibrium, color contrast, value contrast, line of movement, rhythm juxtaposing, emphasis, focal point, perspective, rhythm, facial proportions, figure proportions, scales repetition, unity, harmony</p> <p>Standards: 9.1.8.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.C ~ Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.E ~ Communicate a unifying theme or point of view through the production of works in the arts.</p> |

| Art Production: Drawing, Painting, Sculpturing, Mixed Media | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Production of art using various media: (crayon, oil pastel, pencil, watercolors, tempera paint, mixed media, clay, collage, traditional and non-traditional materials)</p> <p>Media Pencil Pastel Paint Clay Collage Assemblage</p> <p><u>Essential Question:</u> How do people use art to communicate ideas about current events in the world?</p> | <p>The students will experiment and create works of art using various media including pencil, pastel, oil pastel, paint, clay, collage, and assemblage. The students will demonstrate safe and proper use of materials, equipment and tools in the art studio. The students will demonstrate use of traditional and contemporary technologies for producing and exhibiting artwork.</p> <p>Vocabulary: sketching, preliminary sketch, guidelines, inking, wash, stipple, crosshatch, assemble, build, compose, blend, mixed media</p> <p>Standards: 9.1.8.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.D ~ Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works. 9.1.8.E ~ Communicate a unifying theme or point of view through the production of works in the arts. 9.1.8.H ~ Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces. 9.4.8.A ~ Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities. The student will participate in experimenting with various drawing, painting, sculpturing, and mixed media.</p> |

| Art: Historical and Cultural Content | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will understand the development of art throughout history including modern practices.</p> <p>The students will understand art of different cultures.</p> | <p>The students will apply their understanding of historical, cultural, and current art practices to the production of their own artwork.</p> <p>The students will gain appreciation for the development of art through history including Pennsylvania artists.</p> <p>The students will gain appreciation of art from different cultures.</p> <p>The students will gain knowledge of current art practices and careers within the art field.</p> <p>Vocabulary: realism, renaissance, portraiture, landscape, abstraction, expressionism, impressionism, modernism, postmodernism, futurism, graphic design, animation, illustration, cartooning</p> <p>Standards:</p> <p>9.2.8.A ~ Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.8.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.2.8.C ~ Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>9.2.8.D ~ Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p> <p>9.2.8.G ~ Relate works in the arts to geographic regions.</p> <p>9.2.8.H ~ Identify, describe, and analyze the work of Pennsylvania Artists in visual arts.</p> |