

# Verona Public School District Curriculum Overview

## Art 6



**Curriculum Committee Members:**

Anthony Saltalamacchia

**Supervisor:**

Charlie Miller  
David Galbierczyk

**Curriculum Developed:**

Summer/Fall 2016

**Board Approval Date:**

October 24, 2016

Verona Public Schools  
121 Fairview Ave., Verona, NJ 07044  
[www.veronaschools.org](http://www.veronaschools.org)

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

This course is focused on giving students more opportunities which build on prior experiences in working with the elements and principles of art & design. Students will refine visual observation, and art making skills as they explore concepts from cultural and historical perspectives. They will continue to gain experience with a wide variety of media such as pencil, colored pencil, ink, pastel, watercolor, tempera paint, and clay as they produce a variety of studio projects.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>x A. Technology Operations and Concepts</li> <li>x B. Creativity and Innovation</li> <li>x C. Communication and Collaboration</li> <li>x D. Digital Citizenship</li> <li>x E. Research and Information Fluency</li> <li>x F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>x A. The Nature of Technology: Creativity and Innovation</li> <li>x B. Technology and Society</li> <li>x C. Design</li> <li>x D. Abilities for a Technological World</li> <li>    E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>x CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>x CRP6. Demonstrate creativity and innovation.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>x CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>x CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>x CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>x CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>x CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>x CRP7. Employ valid and reliable research strategies.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p><b>x</b></p> <ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li><b>x</b> B. Career Exploration (5-8)</li> <li>C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Google Classroom Assignments (online research, videos on topics and concept)</li> <li>● Art Prints for review and discussion</li> <li>● Media center Art Content Books and Publications ( such as Scholastic ART)</li> </ul>	<ul style="list-style-type: none"> <li>● Studio materials such as: pens, pencils, paints, crayons, clay , glazes, paper, and corresponding equipment ( brushes, ceramic tools, etc.) needed to create, develop and produce artworks.</li> </ul>



# Art 6

**Unit Title / Topic: Ceramics**

**Unit Duration: 2 weeks**

## Stage 1: Desired Results

### Established Goals:

**1.1. The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (Ceramic Masks) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message. (Purpose and themes of masks as a form human cultural expression)

### Students will understand that:

- In working with clay, artists create a strong composition by applying their knowledge of the elements and principles of design.
- Relief, texture and three dimensional form are basic qualities that distinguish ceramics from other art forms..

### Essential Questions:

- How are elements and principles used in creation of masks?
- Why have so many cultures from around the world evolved with the use of masks as a form of artistic expression?
- How does the medium influence the use of an elements or principles?

- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Necessity has also played a part in ceramic creations.
- Ceramic artists need to understand the nature of the material they are working with. Methods, skill and techniques are very important in creating artworks with clay.
- Ceramic artists need to understand which approach will work best with what they are designing.
- Moisture content in clay and its plasticity determine what it can do at different stages of the process.
- Throughout recorded history, man has always created works of art from clay.

- How does technology influence the application of the elements and principles?
- Are some application styles more popular than others?...why?....How?... In what context?

**Students will know:**

- How elements and principles are used in creation of masks.
- Some reasons why so many cultures from around the world use of masks as a form of artistic expression
- How medium can influence the use and management of the elements and principles of art and design.
- How technology can influence the application of the elements and principles.
- That some application styles and methods may be more popular than others and be able to evaluate ..why?....How?... In what context?

*Key Terms*

*Elements: Line, Shape Form, Space, Value, Color and Texture.*

*Principles: Balance, Contrast, Emphasis, Movement, Rhythm,*

*Unity or Harmony, Repetition or Pattern, and Movement.*

*Media:.. wedging burnishing, glazing, bisque fire, leather- hard, kiln, engrave, score, slab*

**Students will be able to:**

- Identify the use of elements and principles in masks from around the world .
- Complete practice design assignments incorporating individual elements and principles.
- Use Elements and principles of choice to express (visually) a specific idea. (purpose & theme)
- Use specific media techniques to enhance the quality and execution of producing the visual message/idea.
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will use a thumbnail process to design and create a glazed ceramic mask that expresses a specific theme and purpose of their choice.

## Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. wedging, slab forming, glazing, burnishing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.
- Written Artist Statement (Visual Scan) about final project.

## Stage 3: Activities to Foster Learning

Using following website projected: <http://gallery.sjsu.edu/masks/Masksfram.html>

- Initiate organized class discussion:
  - What will a mask do for you?
  - What does a mask look like?
  - Why wear a mask?
  - Where should a mask be placed?
  - Where can one find a mask?
  - Other specific uses for masks
  - What do people look like when they wear a mask?
- Using selected students to help choose; observe more masks online from different countries around the world @ following site: <http://masksoftheworld.com/masks/>

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students identify materials used along with elements and how they were utilized e.g. color, shape texture.
- Summarize discussions and lead into how class will explore mask making with ceramics. Show some exemplars and refer to checklist.

- Introduce thumbnail process asking students to draft 4 different mask designs that express a specific purpose and theme of their choosing on a 12x18 manila sheet of paper. Show exemplars.
- Instruct them to be aware of how they are using the elements and principles of art.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding.
- Choose favorite design and complete a thorough color scheme using colored pencil.
- Review with teacher.
- Conduct demonstration and review of proper set up for working with clay along with location of materials.
- Review clay preparation i.e. wedging and moisture control.
- Review clean up and storage of clay for next work session.
- Demo and review mask construction techniques: forming, slab, shaping inscribing, indenting and use of plaster molds.
- Distribute clay as students demonstrate set up.
- Circulate coaching clay handling.
- Have students complete a drawing from observation of their completed mask along with color scheme. Discuss distinction imagination vs. observation re drawing.
- Demo and review burnishing and drying clay from “leather-hard” to “ bone dry” in preparation for bisque firing in the kiln.
- Fire masks
- Demo and review glazing techniques.
- Have students glaze masks according to color schemes as they become available from kiln.
- Review glazed mask with teacher prior to glaze firing.
- Have students complete visual scan of completed mask as a reflective self-assessment.



**Ceramic Masks from Around the World**  
**Grade 6**  
**Checklist**

Name \_\_\_\_\_ Period \_\_\_\_\_ Cycle \_\_\_\_\_ Date \_\_\_\_\_

Learning Goals:

- How cultures/ artists use mask making to participate in traditions and express their ideas.
- Recognize that materials such as clay influence how elements and principles are utilized in expressing ideas.
- Learn about the relationship the element of texture has in 3-D art forms
- Practice and explore clay design and handling techniques by completing thumbnails to help create a mask with a purpose and theme of your choice.
- Follow **all** *set-up, clean-up, and Safety guidelines!!*

\_\_\_\_\_ Participate in class discussion while observing Masks from around the World during online presentation. Observe examples.

\_\_\_\_\_ On a 12 x 18 manila paper develop 4 mask design ideas, each including a specific purpose and a theme.

\_\_\_\_\_ Review your designs with your teacher and choose your favorite. Develop a color scheme and use colored pencils to thoroughly complete your design.

\_\_\_\_\_ Properly set up for clay.

\_\_\_\_\_ Get materials from teacher. Prepare clay and form mask from slab using appropriate tools as needed.

\_\_\_\_\_ Complete a drawing of your mask from direct observation. Color.

\_\_\_\_\_ Air dry mask, burnish as needed and bisque fire.

\_\_\_\_\_ Glaze bisque-fired mask according to color scheme and Glaze-fire

\_\_\_\_\_ Complete Visual scan and evaluation. Write a paragraph on the back of your Scan explaining how you developed your ideas for your art work

Name \_\_\_\_\_

Date \_\_\_\_\_

Note: **Use the back of this sheet of paper if you need more room.**

1. Look carefully at the Artwork (Mask) you have made. Write down the thoughts, ideas and first impressions that you get from looking at the artwork.

2. Complete this Credit Line for the artwork:

- Name of Artist \_\_\_\_\_
- Title of Artwork \_\_\_\_\_
- Year it was made \_\_\_\_\_
- Materials/ medium used \_\_\_\_\_
- Size of the artwork \_\_\_\_\_
- Location of artwork \_\_\_\_\_

3. Make some detailed observations about how you, the artist used the 7 Elements and 7 Principles of art in your work...these are considered **formal properties**. Please be descriptive – think adjectives for:

**Line, Shape, Form, Space, Color, Value, and Texture**

4. What was the purpose and theme of your mask design? Why?

5. What problems did you encounter in making the mask? How did you solve?

6. What is the history of the ideas you developed in the Artwork? Reflect on your thought processes and decision-making during your project and provide the backstory. How were you influenced by the class discussion and the masks you observed from around the world?



# Art 6

**Unit Title / Topic: Watercolor Still Life**

**Unit Duration: 5-7 days**

## Stage 1: Desired Results

### Established Goals:

**1.1. The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (watercolor still life painting) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message. (origins and themes of still lifes as a form human cultural expression)

### Students will understand that:

- Drawings and paintings are forms of visual communication. Throughout recorded history, man has always communicated ideas through artworks.

### Essential Questions:

- How are elements and principles used in creation of still life paintings?
- Why are still life paintings universal across world cultures as a form of artistic expression?

- Artists create visual unity, and strong composition in their work (still life), by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting is about learning how to see, about observing our surroundings.
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.

- How does the medium (watercolor paint) influence the use of the elements and principles of art?
- How does technology influence the application of the elements and principles?
- Are some application styles more popular than others?...why?...How?... In what context?

### Students will know:

- How the elements and principles of art and design are used in the creation of still life paintings.
- Why so many cultures from around the world use "still life" as a form of artistic expression.
- How water colors influence the use of an elements or principles.
- How technology influences the application of the elements and principles.
- Why, how, and in what context some application styles are more popular than others.

#### Key Terms

*Elements: Line, Shape Form, Space, Value, Color and Texture.*

*Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.*

*Media: Water color varieties, brush styles, other application implements.*

*Techniques: dry brush, wet on wet, glazing, washes.*

### Students will be able to:

- Identify the use of elements and principles in evaluating the genre of still life paintings
- Complete practice assignments (develop drawing and painting skills) incorporating individual elements and principles.
- Use Elements and principles of choice to express (visually) a specific idea. (arrangement)
- Use specific media techniques to enhance the quality and execution of producing the visual message/idea.
- Manage specific elements and principles as limited by physical properties of the medium ( e.g.diluting and/or mixing pigment to change color values and tone to aid in representing 3-D forms).
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will use watercolor paint to experiment with various methods and techniques to create a color chart with a variety of color values and neutral grey tones. Students will create a watercolor painting of a still life arrangement of their choice.

## Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. glazing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.
- Written Artist Statement (Visual Scan) about final project.

## Stage 3: Activities to Foster Learning

Using projected images of still life paintings along with visual prompts like a variety of actual still life arrangements (unusual and engaging):

- Initiate organized class discussion:
  - What is a still life?
  - What do they have in common?
  - Why did/do artists create them?
  - What do you think of them?
  - What elements and principles of art and design can you identify

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students identify materials used along with elements and how they were utilized e.g. color, shape texture.
- Summarize discussions and lead into how class will explore making still life paintings with watercolors. Show some exemplars and refer to checklist.
- Introduce and demonstrate the process of creating a combined value scale and neutral grey chart on a 12 x 18 manila sheet of paper. Show exemplars.
- Instruct them to be aware of how they are using the elements and principles of art.
- Conduct demonstration and review of proper set up/clean up for working with water colors along with location of materials.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students review chart and techniques with teacher.

- Conduct demonstration and review of arranging still lifes along with location of materials (discuss quality/types of paper and brushes used in watercolors and why) and props (subject matter:fruit flowers etc.).
- Review clean up and storage of materials for next work session.
- Have students create and sketch their arrangement on 12x18 manila paper as a draft. Discuss distinction imagination vs. observation re drawing.
- Have student use watercolors to paint the draft incorporating techniques practiced in completing “value charts”.
- Circulate coaching and reviewing completed drafts.
- Have students complete a final drawing/painting of their still life arrangement on 9x12 high quality watercolor paper building on learning from draft process.
- Circulate coaching and reviewing as needed.
- Demo and review final touches and enhancements such as ink line work (have students practice on draft) and mounting final painting.
- Have students sign and mount final painting.
- Have students complete visual scan of completed stil life painting as a reflective self-assessment.

**Watercolor Still Life**  
**Grade 6**  
**Checklist**

Name \_\_\_\_\_ Period \_\_\_\_\_ Cycle \_\_\_\_\_ Date \_\_\_\_\_

Learning Goals:

- How cultures/ artists use still life genre to participate in cultural traditions and express their ideas.
- Recognize that materials such as watercolors influence how elements and principles are utilized in expressing ideas.
- Learn about the relationship the elements of color and value have in representing 3 -D objects with 2-D art mediums
- Practice drawing (from observation) and painting skills.
- Practice and explore arrangement design and composition along with watercolor painting techniques by completing charts, draft and to create a still life painting based on a theme and arrangement of your choice.
- Follow all *set-up, clean-up, and Safety guidelines!!*

- Participate in class discussion while observing artwork during online presentation. Observe examples.
- On a 12 x 18 manila paper prepare a combined value scale and neutral grey chart as shown on the example.
- Get materials from designated locations and complete as demonstrated.
- Review your chart with your teacher and practice watercolor application techniques.
- Set up an arrangement of your choice for your still life and sketch from observation a draft version on 12 x 18 manila paper.
- Get materials from designated locations and complete using techniques learned and practiced on "value chart".
- Complete a final drawing of your still life arrangement from direct observation on 9x12 watercolor paper.
- Paint final still incorporating skills and techniques practiced in completing chart and draft to help depict 3-D objects.
- Review with teacher and complete final touches as directed including signature and mounting as demonstrated.
- Complete Visual scan and evaluation.



Name \_\_\_\_\_

Date \_\_\_\_\_

Note: **Use the back of this sheet of paper if you need more room.**

1. Look carefully at the Artwork (Still Life) you have made. Write down the thoughts, ideas and first impressions that you get from looking at the artwork.
2. Complete this Credit Line for the artwork:

Name of Artist \_\_\_\_\_

Title of Artwork \_\_\_\_\_

Year it was made \_\_\_\_\_

Materials/ medium used \_\_\_\_\_

Size of the artwork \_\_\_\_\_

Location of artwork \_\_\_\_\_

3. Make some detailed observations about how you, the artist used the 7 Elements of art in your work...these are considered **formal properties**. Please be descriptive – think adjectives for:

**Line, Shape, Form, Space, Color, Value, and Texture**

3. What did you arrange and why?
4. What problems did you encounter in completing the value chart, the draft and the final painting? How did you solve?
5. What is the history of the ideas you developed in the Artwork? Reflect on your thought processes and decision-making during your project and provide the backstory.
6. How were you influenced by the class discussion and what you observed from the work of your classmates during the activities you completed ?
7. On the back of this sheet please describe what a still life is if as if you were trying to explain to someone who does not know.
8. On the back of this sheet explain what you learned from completing the “value chart” the draft and the final.



# Art 6

**Unit Title / Topic: Masters or magazine magnification**

**Unit Duration: 3-5 days**

## Stage 1: Desired Results

### Established Goals:

**1.1. The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (magnified colored pencil drawing) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (origins and themes of "masters art work/magazine photo images as a form human cultural expression).

### Students will understand that:

- Drawing, painting and photography are forms of visual communication. Throughout recorded history, man has always communicated ideas through artworks.

### Essential Questions:

- What is drawing and how does it relate to our culture?
- How are art elements and design principles used to create a drawing?

- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment, practice and problem solve in order to decide which dry or wet medium and techniques (in this case working with size ,scale and color) best achieve their goal.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting is about learning how to see, about observing our surroundings.
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person’s lifelong learning, personal expression, and contributions to our community and to society.

- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing?
- How does the creative process relate to a finished drawing?
- How do artists decide what to draw? What inspires an artist?
- How can drawing improve the quality of your life?
- How does drawing relate to painting and why do artists place such a high value on their sketchbooks.
- What does an artist need to understand in order to create a realistic drawing?

**Students will know:**

- The elements and principles of design
- Basic drawing concepts
- Perspective, size and scale.
- Color theory and schemes
- Shading techniques to create form
- Transfer techniques used with the light box

*Key Terms*

*Elements: Line, Shape Form, Space, Value, Color and Texture.*

*Principles: Balance, Contrast, Emphasis, Movement, Rhythm,*

*Unity or Harmony, Repetition or Pattern, and Movement.*

*Media: Colored pencil, blending styles, other application implements. How to speculate and assess from studying Artworks and images.*

**Students will be able to:**

- Use the grid method to create an enlarged colored pencil drawing of an Artwork or photograph.
- Draw objects carefully and accurately by using reference points based on the grid overlay.
- Understand how to darken and lighten colors by using complementary colors, or by adding white or black.
- Create space in a painting through the use of overlapping, perspective, and contrast.
- Create textures and patterns in a drawing through use of line techniques with pencil, pen and ink if needed.
- Experiment with blending colored pencils to match color tones in originals.

**Stage 2: Acceptable Evidence**

**Transfer Task**

Students will create a colored pencil drawing of an Artwork or photograph which they have “magnified” using the grid method.

## Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. blending, and mixing colored pencil pigments.

- Student participation during work sessions, i.e., time on tasks.
- Written Artist Statement (Visual Scan) about final project.

## Stage 3: Activities to Foster Learning

- Initiate organized class discussion:
  - How do we enlarge subjects of interest?
  - How do we match colors?
  - How do we speculate what materials were use when looking at images of artworks?
  - What do you think of them?
  - What elements and principles of art and design can you identify?
- Summarize discussions. Discuss grid method for enlarging when drawing, demonstrate, show some exemplars and refer to checklist; answer questions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students use 18 inch ruler and construct a grid on a 12 x 18 sheet of manila paper.
- Have students individually choose an image of a masterwork or from a magazine that they would like to enlarge.
- Make a copy of each image with a ½ inch square transparent overlay grid.
- Conduct demonstration and review of how to use corresponding grid reference points to enlarge segment of original.
- Instruct them to be aware of how they and the original artist or photographer are using/used elements and principles of art.
- Have students complete the enlarged grid drawing of their original.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.

- Have students use colored pencil to match the colors of original to complete their drawing
- Have students complete Visual Scan on their art work.

**Visual Scan    Art 6**

Name \_\_\_\_\_

Date \_\_\_\_\_

Note: **Use the back of this sheet of paper if you need more room.**

1. Look carefully at the Artwork (enlargement) you have made. Write down the thoughts, ideas and first impressions that you get from looking at the artwork.
2. Complete this Credit Line for the artwork:

- i. Name of Artist \_\_\_\_\_
- ii. Title of Artwork \_\_\_\_\_
- iii. Year it was made \_\_\_\_\_
- iv. Materials/ medium used \_\_\_\_\_
- v. Size of the artwork \_\_\_\_\_
- vi. Location of artwork \_\_\_\_\_

3. Make some detailed observations about how you, the artist used the 7 Elements of art in your work...these are considered **formal properties**. Please be descriptive – think adjectives for:

**Line, Shape, Form, Space, Color, Value, and Texture**

4. What did you choose to enlarge and why?
5. What problems did you encounter in completing the grid, drawing and coloring your magnified version of the original? How did you solve?
6. What is the history of the ideas you developed in the Artwork? Reflect on your thought processes and decision-making during your project and provide the backstory.
7. How were you influenced by the class discussion and what you observed from the work of your classmates during the activities you completed ?
8. On the back of this sheet please describe what the grid method is if as if you were trying to explain to someone who does not know.



# Art 6

**Unit Title / Topic: Telling stories through Art : Jacob Lawrence and Harlem Renaissance Style**

**Unit Duration: 5 days**

## Stage 1: Desired Results

### Established Goals:

**1.1. The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Transfer Goal:

1. Create works of art (tempera painting) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (telling stories about daily life as a form human cultural expression).

### Students will understand that:

- Drawing, painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through artworks. (In this case telling a story about day to day experiences)

### Essential Questions:

- How can drawing and painting relate to our culture? Can it affect change?

- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment, practice and problem solve in order to decide which dry or wet medium and techniques best achieve their goal.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting is about learning how to see, about observing our surroundings.
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.
- Artists like Jacob Lawrence use their art to inform others about challenges within societies and influence changes to improve.

- How are art elements and design principles used to create drawings and paintings?
- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing and painting?
- How does the creative process relate to a finished drawing?
- How do artists decide what to draw and paint? What inspires an artist?
- How can drawing improve the quality of your life?
- How does drawing relate to painting and why do artists place such a high value on their sketchbooks.
- What do an artists need to understand in order to create drawings and paintings that tell a story about issues around the world or within a culture?

**Students will know:**

- The elements and principles of design
- How to draw from recollections.
- How to use elements and principles to help communicate a story.
- Color theory and schemes
- How to identify characteristics of an artistic style (like that of Jacob Lawrence and other Harlem Renaissance Artists).
- How to develop an idea through the draft process and proceed to a finished artwork.

*Key Terms*

*Elements: Line, Shape Form, Space, Value, Color and Texture.*

*Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.*

*Visual narrative, Series (e.g. Jacob Lawrence's Migration Series).*

*Media: Tempera paint, hardboard, pigment, brushwork.*

**Students will be able to:**

- Identify the use of elements and principles in evaluating genres and styles of artworks (in this case Jacob Lawrence and other artists of the Harlem Renaissance).
- Identify and emulate characteristics of a specific artistic style.
- Complete practice assignments (develop draft drawing, color scheme and painting skills) incorporating individual elements and principles.
- Use Elements and principles of choice to express (visually) a specific idea (tell a story about everyday life).
- Use specific media techniques to enhance the quality and execution of producing the visual message/idea.
- Manage specific elements and principles as limited by physical properties of the medium ( e.g.diluting and/or mixing pigment to change color values and tone to aid in communicating a story.
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.
- Reflect upon their work in a systematic way (Visual Scan).



## Stage 2: Acceptable Evidence

### Transfer Task

Students will draft and create a tempera painting that tells a story ... depicting a scene of their choice from their everyday activities.

### Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. blending, and mixing colored pencil pigments.

- Student participation during work sessions, i.e., time on tasks.
- Written Artist Statement (Visual Scan) about final project.

## Stage 3: Activities to Foster Learning

Using projector or other means: Have student watch:

<https://www.brainpop.com/artsandmusic/musicalgenres/harlemrenaissance/>

Then visit:

<http://whitney.org/www/jacoblawrence/index.html>

[http://whitney.org/www/jacoblawrence/art/migration\\_series.html](http://whitney.org/www/jacoblawrence/art/migration_series.html)

Focus on one/two of Jacob Lawrence's Paintings e.g. <http://whitney.org/www/jacoblawrence/art/neighborhood.html>

<http://whitney.org/www/jacoblawrence/art/education.html>

- Initiate organized class discussion (taking advantage of Whitney interactive windows):
  - What do you see? Be specific?
  - What's going on? Actions? (time of day? How do you know/ etc.)
  - What elements and principles of art and design can you identify?
  - What are some of the style characteristics of Jacob Lawrence's art?
  - How do we speculate what materials were use when looking at images of artworks?
  - Focus on caption ..discuss art credits and information they provide.

- Summarize discussions (telling a story: Migration series and characteristics: simple shapes, etc.) Discuss process, show some exemplars and refer to checklist; answer questions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students use 12 x 18 sheet of manila paper to draft a scene from their daily life that tells a story.
- Remind students to incorporate some of the characteristics of Jacob Lawrence's style.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students use colored pencils, crayons, or plastic pastels to explore a color scheme for their draft.
- Have students observe a demonstration on using tempera paints: mixing pigments, proper set up and cleaning as well as use of the drying rack.
- Distribute materials (12 x 18 90# white sulfur paper or cardboard) for final painting after reviewing drafts 1 on 1 .
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Demonstrate final touches including line work if needed, signing, and mounting.
- Teacher circulates in a coaching manner providing assistance and guidance as needed.
- Have students complete Visual Scan on their art work.

Jacob Lawrence and Harlem Renaissance Style  
Land, Sea, or Cityscape Checklist

Grade 6

Name \_\_\_\_\_ Period \_\_\_\_\_ Cycle \_\_\_\_\_ Date \_\_\_\_\_

- Participate in class discussion and observe examples of Jacob Lawrence and other Harlem Renaissance Artists work .
- Decide on a scene from your everyday life that tells a story.
- Draft scene using 12 x18 Manila paper in pencil. (Don't forget your name) make notes or try out color scheme.
- Review with your draft with Mr. S.
- Sketch an outline of your scene on final.
- Begin painting your scene using tempera paint. . (Place on drying rack if wet) Make sure you demonstrate proper paint handling and cleanup procedures ...especially teamwork.
- Complete any finishing details pen, sharpie, marker as needed.
- Sign finished painting after discussing with location with Mr. S.
- Complete a Visual Scan of your artwork. Focus on the use of line and texture.
- Write a paragraph on the back of your Scan explaining your scene and why you chose it . Explain how your painting exhibits the style characteristics of Jacob Lawrence and the Harlem Renaissance Artists.

## Some characteristics of the Harlem Renaissance Artists

- Scenes from life around you
- Use of simple shapes
- Flat figures
- Outlined shapes and figures
- Bright colors
- Repetition of pattern in some forms in background

Visual Scan Art 6

Name \_\_\_\_\_

Date \_\_\_\_\_

Note: *Use the back of this sheet of paper if you need more room.*

1. Look carefully at the Artwork (enlargement) you have made. Write down the thoughts, ideas and first impressions that you get from looking at the artwork.

2. Complete this Credit Line for the artwork:

- i. Name of Artist \_\_\_\_\_
- ii. Title of Artwork \_\_\_\_\_
- iii. Year it was made \_\_\_\_\_
- iv. Materials/ medium used \_\_\_\_\_
- v. Size of the artwork \_\_\_\_\_
- vi. Location of artwork \_\_\_\_\_

3. Make some detailed observations about how you, the artist used the 7 Elements of art in your work...these are considered **formal properties**. Please be descriptive – think adjectives for:

**Line, Shape, Form, Space, Color, Value, and Texture**

4. What did you choose to for your scene from everyday life and why?

5. What problems did you encounter in completing your draft, your color scheme and final painting? How did you solve?

6. What is the history of the ideas you developed in the Artwork? Reflect on your thought processes and decision-making during your project and provide the backstory.

7. How were you influenced by the class discussion and what you observed from the work of your classmates during the activities you completed ?

8. On the back of this sheet please list and describe how you incorporated some of the style characteristics of Jacob Lawrence's on your painting.
9. What was the story you were trying to communicate visually with your artwork?