



















Grade 6 A



Month	Content	Skills	Assessment	Resources & Technology
September 2020	<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT IS ART?</b></li> <li><b>WHAT ARE THE ELEMENTS OF ART?</b></li> <li><b>WHAT ARE THE PRINCIPLES OF ART?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li><i>What are Line, Shape, Form, and Space?</i></li> </ul> <p><b>A. Line</b> A1. Line types A2. Line qualities and Line Characteristics</p> <p><b>B. Shape</b></p> <p>B1. Geometric shapes B2. Free-form shapes</p>	<p><b>A. Line</b></p> <p>A1. Identify various types of lines A2. Examine works of Art with different types of lines. A1-2. Create a variety of lines.</p> <p><b>B. Shape</b></p> <p>B1. Reproduce and label Geometric shapes. B1. Identify Geometric shapes in a work of art B2. Reproduce and label Free form shapes. B2. Identify and label Free form shapes in a work of art. B1-2. Explain how artists used geometric and free form shapes in a specific work of art.</p> 	<p><b>A. Line</b></p> <p>A1. Completion of all corresponding in-class worksheets relating to line. A-2. Completion of contour drawings A2. Completion of a Contour Line Drawing (Shoe or Plant).</p> <p><b>CA = Sketchbook/SRA Assessment pg. 9</b> </p> <p><b>B. Shape</b></p> <p>B1-2. Completion of all corresponding in-class worksheets relating to Shape. B1-2. Completion of cut paper arrangement pg. 42 SRA B1-2. Completion of a class story quilt square.</p> <p><b>CA = Sketchbook/SRA Assessment pg. 11</b></p>	<p>Crystal Productions: <b>Sketchbooks and How to Use them</b>, DVD</p> <p><b>A. Line</b></p> <p>A1-2. SRA Art Connections (Unit 1 Lesson1) A1-2 Strengthening Your Art Program (book)</p> <p>Crystal Productions - <b>Drawing Poster Displays</b></p> <p>Crystal Productions - <b>Behind The Scenes: Wayne Thiebaud: Line</b>, DVD</p> <p>Crystal Productions - <b>Creating with Crayons</b> (Peggy Flores) DVD</p> <p><b>B. Shape</b></p> <p>B1-2. SRA Art Connections (Unit 1 Lesson 2)</p> <p>L &amp; S Video - <b>Faith Ringgold: The Last Quilt Story</b>, DVD</p>
October	<p><b>UEQ:</b></p>	<p><b>C. Form</b></p>	<p><b>C. Form</b></p>	<p><b>C. Form</b></p>

	<ul style="list-style-type: none"> <li><i>What are Line, Shape, Form, and Space?</i></li> </ul> <p><b>C. Form</b> C1. Geometric C2. Free-form</p> <p><b>D. Space</b> D1. Perspective D2. Positive and Negative</p>	<p>C1-2. Identify geometric forms and free forms in a work of art.</p> <p><b>D. Space</b></p> <p>D 1. Identifying Perspective techniques in two dimensional art. (6 techniques) D2. Distinguish between positive and negative space in various works of art.</p> 	<p>C1-2. Completion of all corresponding in-class worksheets relating to Form.</p> <p><b>D. Space</b></p> <p>D1. Completion of a perspective drawing worksheet using the 6 techniques. D1-2. Completion of all corresponding in-class worksheets relating to Space. D2. Completion of Sketchbook drawings for positive and negative space.</p> <p><b>CA = Sketchbook/SRA Assessment pg. 11, 17 &amp; 19</b></p>	<p>C1-2. SRA Art Connections (Unit 1 Lessons 3 &amp; 4) C1. Foam forms, form stamp pads, and wooden form blocks</p> <p>Crystal Productions- <b>Form Poster Displays</b></p> <p><b>D. Space</b></p> <p>D1-2. SRA Art Connections (Unit 1 Lessons 5&amp;6)</p> <p>Crystal Productions: <b>Behind The Scenes: David Hockney: The Illusion of Depth</b>, DVD</p>
<p>November</p>	<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What is Color Theory?</i></li> </ul> <p><b>E. Color Basics</b> E1. Color theory E2. Color value E3. Color schemes E4. Color wheel</p>	<p><b>E. Color Basics</b></p> <p>E1 &amp; 4. Identify the primary and secondary colors on a color wheel E1-4 Compare and contrast colors within (2) artworks.</p> 	<p><b>E. Color Theory Basics</b></p> <p>E1-2. Completion of all corresponding in-class worksheets related to understanding color theory basics. E1-4. Color Quiz E3. Personal Color Wheel E4. Achieve (2) color mixing exercises (Value Scale Painting, 3 Color Schemes Painting, Monochromatic Painting).</p> <p><b>CA = Sketchbook/SRA Assessment pg. 21 &amp; 23</b> </p>	<p><b>E. Color Theory</b></p> <p>E1-3. SRA Art Connections (Unit 2 Lessons 1,2,&amp;3)</p> <p>E1-4  Vocabulary Study Guide</p> <p>E1-4  Color Quiz</p> <p>E3.  Basic Forms - Creating Value</p> <p>Crystal Productions: <b>Behind The Scenes: Robert Gill de Montes: Color</b>, DVD</p> <p>Crystal Productions: <b>Creating Color Wheels &amp; Using Color</b></p>

				<b>Schemes</b> (Peggy Flores) DVD
<p><b>December</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What is Color Theory?</i></li> </ul> <p><b>E. Color Basics</b></p> <p>E1. Color theory E2. Color value E3. Color schemes E4. Color wheel</p>	<p><b>E. Color Basics</b></p> <p>E4. Demonstrate the ability to create all of the colors within a color wheel using tempera paints. E1-4. Identify the color schemes of warm colors, cool colors, complimentary, monochromatic, analogous and split complimentary. E4. Demonstrate the ability to create the various color schemes.</p> 	<p><b>E. Color Theory Basics</b></p> <p>E1-4. Color Quiz E3. Personal Color Wheel E4. Achieve (2) color mixing exercises (Value Scale Painting, 3 Color Schemes Painting, Monochromatic Painting).</p> <p><b>CA = Sketchbook/SRA Assessment pg. 27</b></p>	<p><b>E. Color Theory</b></p> <p>E1-3. SRA Art Connections (Unit 2 Lessons 1,2,&amp;3)</p> <p>E1-4  Vocabulary Study Guide</p> <p>E1-4  Color Quiz</p> <p>E3.  Basic Forms - Creating Value</p> <p>Crystal Productions: <b>Behind The Scenes: Robert Gill de Montes: Color,</b> DVD</p> <p>Crystal Productions: <b>Creating Color Wheels &amp; Using Color Schemes,</b> (Peggy Flores) DVD</p> <p>Crystal Productions: <b>Who Is The Artist? Artists of Line and Color</b> (Dufy-Gauguin-Matisse) DVD</p>	
<p><b>January</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What are Pattern, Rhythm and Movement?</i></li> </ul> <p><b>F. Motif, Pattern &amp; Rhythm</b></p> <p>F1. Motifs F2. Two-dimensional pattern</p>	<p><b>F. Motif, Pattern &amp; Rhythm</b></p> <p>F1. Identify the difference between a motif and a pattern. F2. Classify the two-dimensional patterns of random, alternating and regular within a variety of samples. F3. Identify rhythm within repetition of an element.</p>	<p><b>F. Motif, Pattern &amp; Rhythm</b></p> <p>F1-3. Completion of all corresponding in-class worksheets related to understanding motif, pattern &amp; rhythm. F1-2. Personal motif and resulting pattern. F3. Completion of a rhythmic non-objective design utilizing repetition.</p>	<p><b>F. Motif, Pattern &amp; Rhythm</b></p> <p>F1-3. SRA Art Connections (Unit 3 Lessons 1,2,&amp;4)</p> <p><b>G. Movement</b></p> <p>G1-2. SRA Art Connections (Unit 3 Lessons 5&amp;6)</p> <p>G1-2. Crystal Video: <b>Mobiles: How to Create Them,</b> VHS</p>	

	<p>F3. Rhythm</p> <p><b>G. Movement</b>                  G1. Visual movement                  G2. Kinetic movement</p>	<p>F1-2. Create a personal motif and apply it to a pattern.                  F2. Produce a non-objective design representing (1) of the two-dimensional patterns.                  F3. Create rhythm using lines &amp; shapes in a non-objective design.</p> <p><b>G. Movement</b></p> <p>G1-2. Understand the difference between visual and kinetic movement within an artwork.                  G1. Recognize visual movement within an artwork.                  G1. Produce visual movement within a painting.                  G2. Observe kinetic movement within an artwork.                  G2. Build a kinetic mobile</p> 	<p><b>CA = Sketchbook/SRA ASSESSMENT pg. 35 &amp; 39</b> </p> <p><b>G. Movement</b>                  G1. Achievement of visual movement within a painting.                  G2. Creation of a kinetic movement mobile.</p> <p><b>CA = Sketchbook/SRA ASSESSMENT pg. 41 &amp; 43</b></p>	<p><a href="http://www.bigredhat.com/">http://www.bigredhat.com/</a></p>
<p>February</p>	<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What are Balance and Emphasis?</i></li> </ul> <p><b>H. Balance</b>                  H1. Formal &amp; informal balance</p>	<p><b>H. Balance &amp; Emphasis</b></p> <p>H1-3 Understand the differences between formal and informal balance, approximate symmetry and radial balance,                  H4. Understand the concept of emphasis of elements and emphasis of an area.</p>	<p><b>H. Balance &amp; Emphasis</b></p> <p>H1-4.Completion of all corresponding in-class worksheets related to understanding balance and emphasis.                  H3. A radial balance design.                  H4. Development of a design which incorporates the emphasis</p>	<p><b>H. Balance &amp; Emphasis</b></p> <p>H1. SRA Art Connections (Unit 4 Lesson 1&amp;3)                  H2. SRA Art Connections (Unit 4 Lesson 2)                  H3. SRA Art Connections (Unit 4 Lesson 4)</p>

	<p>H2. Approximate symmetry H3. Radial balance H4. Emphasis of an element</p>	<p>H3. Create a radial design to document understanding. H4. Create emphasis</p> 	<p>of an element. <b>CA = Sketchbook/SRA ASSESSMENT pg. 45, 47, 49, 51, &amp; 53.</b></p>	<p>H4. SRA Art Connections (Unit 4 Lesson 5 &amp; 6)  Behind the Scenes: <b>Nancy Graves; Balance, DVD</b></p>
<p>March</p>	<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What are Balance and Emphasis?</i></li> </ul> <p><b>H. Balance &amp; Emphasis</b> H1. Formal &amp; informal balance H2. Approximate symmetry H3. Radial balance H4. Emphasis of an element</p>	<p><b>H. Balance &amp; Emphasis</b></p> <p>H3 Understand the differences between formal and informal balance, approximate symmetry and radial balance, H4. Understand the concept of emphasis of elements and emphasis of an area. H3. Create a radial design to document understanding. H4. Create emphasis within printmaking.</p> 	<p><b>H. Balance &amp; Emphasis</b></p> <p>H3-4.Completion of all corresponding in-class worksheets related to understanding balance and emphasis. H3. A radial balance design. H4. Development of a design which incorporates either emphasis of area or emphasis of element through the process of printmaking.</p> <p><b>CA = Sketchbook/ SRA ASSESSMENT pg. 47, 51 &amp; 53</b> </p>	<p><b>H. Balance &amp; Emphasis</b></p> <p>H3. SRA Art Connections (Unit 4 Lesson 4) H4. SRA Art Connections (Unit 4 Lesson 5&amp;6)  Crystal: <b>Printmaking Basic Techniques, DVD</b>  On Air Video, Inc.: <b>The Art of Block Printing, DVD</b>   Minnesota Native American Indians</p>
<p>April</p>	<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>What are Proportion, Distortion and Scale?</i></li> </ul> <p><b>I. Proportions, Distortion &amp; Scale</b></p>	<p><b>I. Proportion, Distortion &amp; Scale</b></p> <p>I1. Understand proportions in facial features and the human body. I1-3. Exercise observational skill drawings of proportion, distortion and scale. I1 -3.</p>	<p><b>I. Proportion, Distortion &amp; Scale</b></p> <p>I1-3. Completion of all corresponding in-class worksheets relating to facial and figure proportion, distortion and scale of the human form. I1. Completion of observational drawings.</p>	<p><b>I. Proportion, Distortion &amp; Scale</b></p> <p>I1-3. SRA Art Connections (Unit 5 Lessons 1,2,&amp; 5) I1-3 Amedeo Modigliani Portrait Drawing power-point presentation I1-3 Observational drawing practice worksheets I1 &amp; 3. Wire sculpture planning</p>

	<p>I1. Facial &amp; Figure proportions                  I2. Facial &amp; Figure distortions                  I3. Scale</p>	<p>Compare and contrast facial and body proportion, distortions and scale within a variety of artwork. I1 &amp; 3. Plan and produce a wire sculpture form utilizing proportion and scale of a human figure.</p> 	<p>I1-2. Accomplish a self-portrait drawing, self-portrait paper mosaic, or distorted self-portrait painting.                  I1 &amp; 3. Achievement of a wire sculpture demonstrating proportion and scale of the human figure.</p> <p><b>CA = Sketchbook/SRA ASSESSMENT pg. 57, 59, 61, 63, &amp; 65</b></p>	<p>sheet</p> <p>Crystal Productions: <b>Self-Portraits</b>, (Peggy Flores) DVD</p> <p>Crystal Productions: <b>Mosaics</b>, (Peggy Flores) DVD</p> <p>Crystal Productions: <b>Paper Mosaics</b>, (Peggy Flores) DVD</p>
<p>May</p>	<p><i>UEQ:</i></p> <p><b>I. Proportions, Distortion &amp; Scale</b>  <b>I2. Facial &amp; Figure distortions</b>  <b>I3. Scale</b></p>	<p><b>I. Proportion, Distortion &amp; Scale</b>                  I2 &amp; 3. Plan and produce a wire sculpture form utilizing proportion and scale of a human figure.</p> 	<p><b>I. Proportion, Distortion &amp; Scale</b></p> <p>I1-3. Completion of all corresponding in-class worksheets relating to facial and figure proportion, distortion and scale of the human form.                  I1 &amp; 3. Achievement of a wire sculpture demonstrating proportion and scale of the human figure.</p> <p><b>CA = Sketchbook/SRA ASSESSMENT pg. 57, 59, 61, 63, &amp; 65</b></p>	<p><b>I. Proportion, Distortion &amp; Scale</b></p> <p>I1-3. SRA Art Connections (Unit 5 Lessons 1,2,&amp; 5)                  I1-3 Amedeo Modigliani Portrait Drawing power-point presentation</p> <p>I1 &amp; 3. Wire sculpture planning sheet</p> <p>Crystal Productions: <b>Wire Sculpture</b>, (Peggy Flores) DVD</p>