



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Art

Grade 6

Prepared by:
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Superintendent of Schools:

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Melissa Quackenbush

Approved by the Midland Park Board of Education on
May 3, 2016

Art Grade 6 Course Description

Course Description:

Grade 6 art gives the students a chance to continue their exploration of visual art. In the art room, they have an opportunity to explore and experiment with a variety of 2 and 3 dimensional materials as well as continuing to be introduced to a selection of artists. There is an increased focus on technology in art as well as individual choice in materials, techniques, and projects. The students are also expected to reflect on their experiences in written form. They meet once a week for 45 minutes throughout the school year.

Suggested Course Sequence:

Unit 1:	<i>Teamwork / Technology</i>	2 classes & Ongoing through school year
Unit 2:	<i>Vocabulary/ Impressions</i>	7 classes
Unit 3:	<i>Archaeology</i>	3 classes
Unit 4:	<i>Artifacts / Technology</i>	8 classes
Unit 5:	<i>Lettering</i>	8 classes
Unit 6:	<i>Famous Artwork</i>	7 classes
Unit 7:	<i>Awesome Art</i>	8 classes

Pre-Requisite: Grade 3-5 Art

Unit Overview	
Content Area: Art	
Unit Title: Unit 1: Teamwork / Technology	
Grade Level: Art / Grade 6	
Unit Summary: The Sixth Grade students begin the school year by choosing their team computers and setting up folders. The Team Newsletter and its purpose as an ongoing project throughout the school year is presented.	
Interdisciplinary Connections: Technology is the major component in this unit. Throughout the course of the year the students will use software such as Publisher and Adobe Photoshop as well as scanners, cameras, drawing boards and computers.	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
Learning Targets	
Standards (Content and Technology): 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. 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.	
CPI#:	Statement:
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
Unit Essential Question(s): • How can technology be used in the art room?	
Unit Enduring Understandings: • There are many types of technology available to us.	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Apply basic computer knowledge by creating team and personal folders and saving newsletter to team folder Recognize reason for newsletter Discuss possible inclusions for newsletter Discuss ways to use technology in art projects 	

Evidence of Learning

Formative Assessments:

Discussion

IWB activity

Summative/Benchmark Assessment(s):

Folders

Newsletter

Resources/Materials:

Computers; IWB; software

Teacher made materials

Modifications:

- **Special Education Students**

- ☐ Allow errors
- ☐ Rephrase questions, directions, and explanations
- ☐ Allow extended time to answer questions, and permit drawing, as an explanation
- ☐ Accept participation at any level, even one word
- ☐ Consult with Case Managers and follow IEP accommodations/modifications

- **English Language Learners**

- ☐ Assign a buddy, same language or English speaking
- ☐ Allow errors in speaking
- ☐ Rephrase questions, directions, and explanations
- ☐ Allow extended time to answer questions
- ☐ Accept participation at any level, even one word

- **At-Risk Students**

- ☐ Provide extended time to complete tasks
- ☐ Consult with Guidance Counselors and follow I&RS procedures/action plans
- ☐ Consult with classroom teacher(s) for specific behavior interventions
- ☐ Provide rewards as necessary

- **Gifted and Talented Students**

- ☐ Provide extension activities
- ☐ Build on students' intrinsic motivations
- ☐ Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1	LWDAT work as team member. LWDAT to make personal folder within team folder.	1 class
2	LWDAT work as team member and choose newsletter.	1 class
	LWDAT save written reflections in personal folder as word document.	Ongoing
	LWDAT insert written reflection into Team newsletter.	Ongoing
	LWDAT insert appropriate art work and/or clip art into newsletter	Ongoing

Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area: Art	
Unit Title: Unit 2: Vocabulary / Impressions	
Grade Level: Art / Grade 6	
Unit Summary: Students will use appropriate art vocabulary in classroom discussion of famous artwork. Students will have an opportunity to make personal decisions about Museum pieces. They will choose the materials that best express their interpretation of a famous artwork.	
Interdisciplinary Connections: Technology; Social Studies	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
Learning Targets	
Standards (Content and Technology): 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. 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. 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. 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.	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within

	various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.	
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.	
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.	
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.	
8.2.8.C.2	Explain the need for optimization in a design process.	
Unit Essential Question(s): <ul style="list-style-type: none"> Why is it important to know the vocabulary of the subject area? How do artists get inspired? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Art has its own vocabulary as do other subject areas.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Recognize art definitions and specific art vocabulary Use appropriate art vocabulary to describe work by famous artists Use appropriate art vocabulary to describe their own work Use appropriate art vocabulary to describe their classmate's work Choose art work that inspires them Synthesize an interpretation of a famous piece using materials of own choice Write a reflection that speaks to the personal interpretation of the art work using appropriate vocabulary. 		
Evidence of Learning		
Formative Assessments: Discussion IWB activity Questions and answers Summative/Benchmark Assessment(s): Finished project Resources/Materials: Computers; IWB; software Teacher made materials Museum prints Websites appropriate to topics chosen		
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> <input type="checkbox"/> Allow errors <input type="checkbox"/> Rephrase questions, directions, and explanations At-Risk Students <ul style="list-style-type: none"> <input type="checkbox"/> Provide extended time to complete tasks <input type="checkbox"/> Consult with Guidance Counselors and follow I&RS 		

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Allow extended time to answer questions, and permit drawing, as an explanation <input type="checkbox"/> Accept participation at any level, even one word <input type="checkbox"/> Consult with Case Managers and follow IEP accommodations/modifications | <ul style="list-style-type: none"> <input type="checkbox"/> procedures/action plans <input type="checkbox"/> Consult with classroom teacher(s) for specific behavior interventions <input type="checkbox"/> Provide rewards as necessary |
| <ul style="list-style-type: none"> • English Language Learners <ul style="list-style-type: none"> <input type="checkbox"/> Assign a buddy, same language or English speaking <input type="checkbox"/> Allow errors in speaking <input type="checkbox"/> Rephrase questions, directions, and explanations <input type="checkbox"/> Allow extended time to answer questions <input type="checkbox"/> Accept participation at any level, even one word | <ul style="list-style-type: none"> • Gifted and Talented Students <ul style="list-style-type: none"> <input type="checkbox"/> Provide extension activities <input type="checkbox"/> Build on students' intrinsic motivations <input type="checkbox"/> Consult with parents to accommodate students' interests in completing tasks at their level of engagement |

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Vocabulary	LWDAT use vocabulary words correctly to discuss art work of own choice.	1 class
2 Impression	LWDAT make choices from a large number of museum paintings. LWDAT create personal interpretation of famous work.	5 classes
	LWDAT save written reflections in personal folder as word document. LWDAT insert written reflection into Team newsletter.	1 class

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Unit Overview	
Content Area: Art	
Unit Title: Unit 3: Archaeology	
Grade Level: Art / Grade 6	
Unit Summary: The students will discuss Archaeology and its significance in art as well as other subject areas. They will have a series of activities designed to clarify the work done by archaeological teams.	
Interdisciplinary Connections: Technology; Social Studies; Science	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence	
Learning Targets	
Standards (Content and Technology): 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. 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. 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. 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.	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
Unit Essential Question(s): • Why is it important in archaeology for different	
Unit Enduring Understandings: • Archaeological digs include people from different	

disciplines to work together?	fields working together.	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">• Know the definition of archeology• Name jobs included on archeological team• dig site vs web site• Ask relevant questions about an artifact• work with a teammate• Define in situ• Locate an interesting article• Pick out main points of an article• Share main points with classmates.		
Evidence of Learning		
Formative Assessments: Discussion IWB activity Questions and answers		
Summative/Benchmark Assessment(s): Worksheets Finished project		
Resources/Materials: Computers; IWB; software Teacher made materials		
Modifications: <ul style="list-style-type: none">• Special Education Students<ul style="list-style-type: none"><input type="checkbox"/> Allow errors<input type="checkbox"/> Rephrase questions, directions, and explanations<input type="checkbox"/> Allow extended time to answer questions, and permit drawing, as an explanation<input type="checkbox"/> Accept participation at any level, even one word<input type="checkbox"/> Consult with Case Managers and follow IEP accommodations/modifications• English Language Learners<ul style="list-style-type: none"><input type="checkbox"/> Assign a buddy, same language or English speaking<input type="checkbox"/> Allow errors in speaking<input type="checkbox"/> Rephrase questions, directions, and explanations<input type="checkbox"/> Allow extended time to answer questions<input type="checkbox"/> Accept participation at any level, even one word• At-Risk Students<ul style="list-style-type: none"><input type="checkbox"/> Provide extended time to complete tasks<input type="checkbox"/> Consult with Guidance Counselors and follow I&RS procedures/action plans<input type="checkbox"/> Consult with classroom teacher(s) for specific behavior interventions<input type="checkbox"/> Provide rewards as necessary• Gifted and Talented Students<ul style="list-style-type: none"><input type="checkbox"/> Provide extension activities<input type="checkbox"/> Build on students' intrinsic motivations<input type="checkbox"/> Consult with parents to accommodate students' interests in completing tasks at their level of engagement		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Can you dig it?	LWDAT participate in discussion and IWB	1 class

	presentation on archaeology.	
2 Dirt less Dig	LWDAT work as part of a team to reassemble an unknown artifact and complete a worksheet	1 class
3 You Found What?	LWDAT choose articles on topics of personal interest and report on them to the class.	1 class
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: http://nauticalarch.org/gallery/uluburun-project/ http://nauticalarch.org/gallery/yassiada-7th-century-shipwreck/ http://www.inadiscover.com/ http://www.culture.gouv.fr/culture/arcnat/lascaux/en/		

Unit Overview	
Content Area: Art	
Unit Title: Unit 4: Artifacts and Technology	
Grade Level: Art / Grade 6	
<p>Unit Summary: Students will explore realistic drawing techniques using a variety of drawing materials. Students will examine and draw from direct observation as they study proportion, contour, and shading. Students will combine their drawings with photography to create original works.</p> <p>Interdisciplinary Connections: Technology; Social Studies</p> <p>21st Century Themes and Skills:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	
Learning Targets	
<p>Standards (Content and Technology):</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
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1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse

	cultural and historical eras, and use these visual statements as inspiration for original artworks.
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1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
Unit Essential Question(s): • How do artists draw realistically?	Unit Enduring Understandings: • Artists use different ways to express themselves.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Draw realistically • Draw in proportion • Shade artifact to give 3D appearance • Shade using a variety of drawing materials • Plan finished product • Use scanner to enter drawing on computer • Use google to move picture to team computer • Use artifact as part of digital picture • Use specific tools in Adobe Photo elements 11 	
Evidence of Learning	
Formative Assessments: Discussion IWB activity Questions and answers Summative/Benchmark Assessment(s): Finished project Resources/Materials: Computers; IWB; software Teacher made materials Websites appropriate to topic	
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> □ Allow errors □ Rephrase questions, directions, and explanations □ Allow extended time to answer questions, and permit drawing, as an explanation □ Accept participation at any level, even one word □ Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> □ Assign a buddy, same language or English speaking • At-Risk Students <ul style="list-style-type: none"> □ Provide extended time to complete tasks □ Consult with Guidance Counselors and follow I&RS procedures/action plans □ Consult with classroom teacher(s) for specific behavior interventions □ Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> □ Provide extension activities 	

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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Shading	LWDAT analyze shading by comparing different techniques and experimenting with them.	1 class
2 Finding artifacts	LWDAT define an artifact and create a realistic drawing	5 class
3 Picture it	LWDAT use camera to extend drawing.	2 class

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

<http://www.inadiscover.com/>

Unit Overview	
Content Area: Art	
Unit Title: Unit 5: Lettering	
Grade Level: Art / Grade 6	
Unit Summary: Students will study various forms of writing. They will look at calligraphy done in the middle ages as well as contemporary forms of lettering. They will try one of the forms and use it in an original artwork.	
Interdisciplinary Connections: Technology; Social Studies	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
Learning Targets	
Standards (Content and Technology): 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. 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. 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. 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.	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a

	variety of genre styles.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
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1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
Unit Essential Question(s): <ul style="list-style-type: none"> How do writing and art relate to one another? How is art affected by the time period it is created in? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Artists use different ways to express themselves. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Recognize Calligraphy Form letters using a calligraphy pen Recognize pages from an illuminated manuscript Identify the impact of shape and color Describe how the psychedelic art form informs images they see today Discuss how advertisers use images to influence a particular audience 	
Evidence of Learning	
Formative Assessments: Discussion IWB activity Questions and answers Summative/Benchmark Assessment(s): Finished project Resources/Materials: Computers; IWB; software Teacher made materials Websites appropriate to the topic •Association, Quicksilver Messenger Service, Fillmore Auditorium, San Francisco by Wes Wilson, United States, 1966	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> <input type="checkbox"/> Allow errors <input type="checkbox"/> Rephrase questions, directions, and explanations <input type="checkbox"/> Allow extended time to answer questions, and permit drawing, as an explanation <input type="checkbox"/> Accept participation at any level, even one word <input type="checkbox"/> Consult with Case Managers and follow IEP At-Risk Students <ul style="list-style-type: none"> <input type="checkbox"/> Provide extended time to complete tasks <input type="checkbox"/> Consult with Guidance Counselors and follow I&RS procedures/action plans <input type="checkbox"/> Consult with classroom teacher(s) for specific behavior interventions <input type="checkbox"/> Provide rewards as necessary 	

accommodations/modifications

- **English Language Learners**

- ☐ Assign a buddy, same language or English speaking
- ☐ Allow errors in speaking
- ☐ Rephrase questions, directions, and explanations
- ☐ Allow extended time to answer questions
- ☐ Accept participation at any level, even one word

- **Gifted and Talented Students**

- ☐ Provide extension activities
- ☐ Build on students' intrinsic motivations
- ☐ Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 The Past	LWDAT recognize calligraphy as an art form; LWDAT discuss illuminated manuscripts from the Metropolitan Museum of Art	1 class
2 The Not So Past	LWDAT look at and discuss 20 th century posters and compare the lettering with the manuscripts at all ready looked at.	1 class
3 Right now	LWDAT create a project based on words and lettering using appropriate materials.	4 classes

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:
Metropolitan Museum of Art

Unit Overview	
Content Area: Art	
Unit Title: Unit 6: Famous Artwork	
Grade Level: Art / Grade 6	
<p>Unit Summary: Students will have an opportunity to look at the art work of various artists and /or cultures. They will analyze and compare different works with similar themes and then synthesize those ideas to create an original artwork based on their interpretations. An example of this might be to compare the painting <i>Brooklyn Bridge</i> by Joseph Stella with the photograph <i>Brooklyn Bridge, New York, 1929</i> by Walker Evans</p> <p>Interdisciplinary Connections: Technology; Social Studies</p> <p>21st Century Themes and Skills:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	
Learning Targets	
<p>Standards (Content and Technology):</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within

	various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
<div> Unit Essential Question(s): <ul style="list-style-type: none"> How do artists get their ideas? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Artists use different ways to express themselves. Everyone interprets things differently. </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Compare and contrast 2 pieces of artwork Work with a partner to take notes using a highlighter Work with a partner to create a cluster organizer Create an original work with a theme Make personal choices about art materials based on skill levels 	
Evidence of Learning	
Formative Assessments: Discussion IWB activity Questions and answers Summative/Benchmark Assessment(s): Finished project Resources/Materials: Computers; IWB; software Teacher made materials	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP At-Risk Students <ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	

accommodations/modifications

- **English Language Learners**
 - ☐ Assign a buddy, same language or English speaking
 - ☐ Allow errors in speaking
 - ☐ Rephrase questions, directions, and explanations
 - ☐ Allow extended time to answer questions
 - ☐ Accept participation at any level, even one word
- **Gifted and Talented Students**
 - ☐ Provide extension activities
 - ☐ Build on students' intrinsic motivations
 - ☐ Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Finding out	LWDAT work with a partner to take notes about a particular artist and share it with a partner. LWDAT analyze information as they present their findings to their classmates.	1 class
2 What do we think?	LWDAT synthesize a theme by creating an original artwork based on that theme that follows a teacher made criteria.	5 classes
3 How do we feel?	LWDAT reflect on the work they have seen and the work they have created.	1 class

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Unit Overview	
Content Area: Art	
Unit Title: Unit 7: Awesome Art	
Grade Level: Art / Grade 6	
Unit Summary: Students will look at art in the world around them and recognize that there are many ways to make art that are not always in a museum. They will look at teacher presented ideas as well as having a chance to share their ideas and opinions. The students will create art based on non-traditional forms.	
Interdisciplinary Connections: Technology; Social Studies	
21st Century Themes and Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence	
Learning Targets	
Standards (Content and Technology): 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. 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. 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. 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.	
CPI#:	Statement:
1.1.8. D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8. D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art)

	within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
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1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.C.2	Explain the need for optimization in a design process.
Unit Essential Question(s): <ul style="list-style-type: none">Are museum paintings and sculptures the only real art?How else can artists express themselves?	
Unit Enduring Understandings: <ul style="list-style-type: none">Contemporary art forms are not always traditional.There are many different forms of art.	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Recognize that there are many valid forms of artInvestigate a contemporary art form that they are interested in through the Internet and other sourcesChoose or design a project that reflects their personal interestCreate the project using appropriate materialsAssist others as neededExplain the difference between a blog and a wikiAccess a blog or a wiki and make a postingReflect on the project and insert reflection in the team newsletter	
Evidence of Learning	
Formative Assessments: Discussion IWB activity Questions and answers	
Summative/Benchmark Assessment(s): Finished project	
Resources/Materials: Computers; IWB; software Teacher made materials Websites appropriate to themes	
Modifications: <ul style="list-style-type: none">Special Education Students<ul style="list-style-type: none">Allow errorsRephrase questions, directions, and explanationsAllow extended time to answer questions, and permitAt-Risk Students<ul style="list-style-type: none">Provide extended time to complete tasksConsult with Guidance Counselors and follow I&RS procedures/action plans	

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|---|--|
| <ul style="list-style-type: none"> drawing, as an explanation <input type="checkbox"/> Accept participation at any level, even one word <input type="checkbox"/> Consult with Case Managers and follow IEP accommodations/modifications | <ul style="list-style-type: none"> <input type="checkbox"/> Consult with classroom teacher(s) for specific behavior interventions <input type="checkbox"/> Provide rewards as necessary |
| <ul style="list-style-type: none"> • English Language Learners <ul style="list-style-type: none"> <input type="checkbox"/> Assign a buddy, same language or English speaking <input type="checkbox"/> Allow errors in speaking <input type="checkbox"/> Rephrase questions, directions, and explanations <input type="checkbox"/> Allow extended time to answer questions <input type="checkbox"/> Accept participation at any level, even one word | <ul style="list-style-type: none"> • Gifted and Talented Students <ul style="list-style-type: none"> <input type="checkbox"/> Provide extension activities <input type="checkbox"/> Build on students' intrinsic motivations <input type="checkbox"/> Consult with parents to accommodate students' interests in completing tasks at their level of engagement |

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1 Awesome Art intro.	LWDAT take part in discussion of work on Art website. LWDAT work with team members to look at additional areas of web site	1 class
2 Awesome Art project	LWDAT choose a project from a teacher made list or design their own project and present it for approval.	5 class
3 Blog/ wiki	LWDAT differentiate between a blog and a wiki and post to one appropriately	1 class
4 Reflection	LWDAT reflect on their project and the choices they made.	1 class

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

[http://highland.mpsnj.org/classrooms/highland art/grade 6 art/awesome art/](http://highland.mpsnj.org/classrooms/highland%20art/grade%206%20art/awesome%20art/)