

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide



Course Title/ Course #: Grade 6 Visual Art

Start day: 1

Meetings: 180 days

Course Description

The objectives for Grade Six Visual Arts emphasize exploration of studio processes. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students investigate a variety of ideas for creating art. Through critical analysis and evaluation, students determine how artists convey meaning through the use of forms, media, and symbols.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	<p>Visual Communication & Production Creating and communicating about art (SOL 6. 1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22)</p>	<p>Exploring drawing : two and three dimensional art media using the elements and principles of design as a framework builds art skills.</p> <p>Observational drawing: Exploration of tools, techniques, processes, line, value, shape, color, texture,</p> <p>Realistic Distortion Value, tonality, unity, subtractive drawing Sketchbook Refine Realistic proportion Medium</p>	<p>Drawing skill set</p> <p>Perspective drawing</p> <p>perspective</p> <p>Yale Curriculum Units</p>	<p>Rubistar Rubric Generator</p> <p>Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments Performance</p>

		<p>Implied line</p> <p>Forms</p> <p>Emphasis</p> <p>Perspective: representing distance and depth</p>		<p>assessments</p> <p>Portfolio</p>
ongoing	<p>Art History & Cultural Context</p> <p>Understanding art in relation to history and cultures. (SOL 6. 22, 6.23, 6.24, 6.25, 6.26)</p>	<p>Discussing art careers, artist’s styles, and major art movements helps students understand the role of art in society</p> <p>Exploring influences on a works of art</p> <ol style="list-style-type: none"> 1. What are the narratives behind works of art? 2. How does the choice of design, medium, and subject in each work of art tell you about the artist’s style? 3. What are the functions of works of art? 4. How does artisanship (craftsmanship) affect these two works of art? 	<p>Why do artists create?</p> <p>How do Artists get their ideas?</p> <p>Henry Ossawa Tanner, The Annunciation</p> <p>CityArts Mosaic Mural Project Beryl Solla Lynchburg, Virginia</p> <p>The Four Seasons, section of floor mosaic from the House of the Drinking Contest Seleucia Pieria, a suburb of Antioch Virginia Museum of Fine Arts</p> <p>Man in the Golden Helmet School of Rembrandt van Rijn Rijks Museum</p> <p>Lion Resting Rembrandt van Rijn Louvre Museum</p>	<p>Quizzes & Tests</p> <p>Warm-up and exit tasks</p> <p>Art reflections/Feldman’s Art Criticism Process</p> <p>Self-assessments</p> <p>Peer-assessments/group critiques</p>

ongoing	Analysis, Evaluation & Criticism Interpreting and evaluating art (SOL 6. 27, 6.28, 6.29)	Describing art using appropriate language builds communication skills Critique: What criteria will you use to assess your finished work of art?	Kennedy Center ArtsEdge student critique sheet Four Step Art Critique Getty Center formal analysis	Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques
ongoing	Aesthetics Reflecting on the meaning and value of art (SOL 6. 30, 6.31, 6.32, 6.33)	Responding to art evokes sensory and emotional responses Roles: What is the role of art and artists in society? Aesthetics Ethics Visual Language	Aesthetics and Beauty Games, Activities and Puzzles for Teaching Aesthetics What is Aesthetics?	Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection

Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication & Production Creating and communicating about art (SOL 6. 1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22)	Exploring painting art media using the elements principles as a framework Painting media and tools Color Schemes: complementary, Analogous, monochromatic, gradation, Positive/negative space, emphasis	Dick Blick Lesson Plans The Incredible Art Department Lesson Resource Yale Curriculum Units	Rubistar Rubric Generator Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments Performance assessments Portfolio

<p>ongoing</p>	<p>Art History & Cultural Context Understanding art in relation to history and cultures. (SOL 6. 22, 6.23, 6.24, 6.25, 6.26)</p>	<p>Discussing artist's styles, and major art movements 1877- present helps students understand the role of art in American History</p> <p>Events: How does history influence art? Examine the role and contributions of artists in society</p> <p>Guiding questions: 1. How would you describe each work of art? 2. How would you compare and contrast these works of art? 3. What questions do you need to ask about the artistic processes to further understand the works of art? 4. How do the artists use different media to communicate their ideas?</p>	<p><u>Untitled</u> <u>Linda Whittemore</u></p> <p><u>The Blue Rigi: Lake of Lucerne, Sunrise</u> <u>J.M.W. Turner</u></p> <p><u>CityArts Mosaic Mural Project Beryl Solla Lynchburg, Virginia</u></p> <p><u>The Four Seasons, section of floor mosaic from the House of the Drinking Contest</u> <u>Seleucia Pieria, a suburb of Antioch</u> <u>Virginia Museum of Fine Arts</u></p>	<p>Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
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Course Title/ Course #:

ongoing	<p>Analysis, Evaluation & Criticism Interpreting and evaluating art (SOL 6. 27, 6.28, 6.29)</p>	<p>Talking about art helps students identify biographical, historical, and contextual information as well as the processes used to create art Analyze: What can you determine about a work of art?</p>	<p>Kennedy Center ArtsEdge student critique sheet Four Step Art Critique Getty Center formal analysis</p>	<p>Pre- and post-assessment, Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
ongoing	<p>Aesthetics Reflecting on the meaning and value of art (SOL 6. 30, 6.31, 6.32, 6.33)</p>	<p>Analyzing the meaning in works of art allows students to generate possible answers to the questions about the nature of art. Value: How would you describe the value of a specific object?</p> <p>Aesthetics Ethics Visual Language</p>	<p>Aesthetics and Beauty Games, Activities and Puzzles for Teaching Aesthetics</p>	<p>Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection</p>

Course Title/ Course #:

Pacing Resources Assessments MP3

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication & Production Creating and communicating about art (SOL 6. 1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22)	Exploring sculpture and crafts media using the elements and principles as a framework Use sculptural processes to create a freestanding sculpture Modeling, assembling, carvin, clay, wire, paper maché Clay: How can you use clay to create a three-dimensional sculpture? Freestanding Assesmbling Papier-maché Structural integrity	Oldenburg Pop Sculpture Life Size Paper Mache Sculpture Paper Mache Pulp Mint Museum Face Jug Lesson Wire Sculpture lesson	Rubistar Rubric Generator Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments Performance assessments Portfolio

ongoing	<p>Art History & Cultural Context Understanding art in relation to history and cultures. (SOL 6. 22, 6.23, 6.24, 6.25, 6.26)</p>	<p>Architecture: What comparisons can you make between contemporary and historical architecture?</p> <p>Exploring various types of collaborative art careers e.g. architecture, fashion design, web design, film making, sculpture</p>	<p>Vietnam Memorial The Mall, Washington, D.C.</p> <p>Maya Lin Art21</p> <p>"Vietnam Women's Memorial" Glenna Goodacre</p> <p>Meta Vaux Warrick</p> <p>History for Kids: Greek Pottery</p> <p>Guide to Chinese Ceramics</p> <p>Explore Sculpture</p>	<p>Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
ongoing	<p>Analysis, Evaluation & Criticism Interpreting and evaluating art (SOL 6. 27, 6.28, 6.29)</p>	<p>What are similarities and differences of natural and constructed environments?</p> <p>Processes vs. finished products</p>	<p>Kennedy Center ArtsEdge student critique sheet</p> <p>Four Step Art Critique</p> <p>Getty Center formal analysis</p>	<p>Art reflections/Feldman's Art Criticism Process Self-assessments Peer-assessments/group critiques</p>

ongoing	Aesthetics Reflecting on the meaning and value of art (SOL 6. 30, 6.31, 6.32, 6.33)	Change: How has the criterion to value art in a culture changed over time? Aesthetics Ethics Visual Language	Aesthetics and Beauty Games, Activities and Puzzles for Teaching Aesthetics What is Aesthetics?	Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection
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Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
ongoing	Visual Communication & Production Creating and communicating about art (SOL 6. 1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22)	Exploring mixed media, printmaking, and graphic design using the elements and principles as a framework Appropriation Additive printing/monoprinting Optical illusions Visual Illusion Reflection Positive shape Negative shape Copyright Design Ethics	mono prints Optical Illusions Yale Curriculum Units MOMA Interactive: What is a print? The Incredible Art Department NAEA Artsonia Lessons Faith Ringgold Unit adaptable to 6th grade ArtsEdge "Making the Ordinary Pop" from Warhol to Oldenburg	Rubistar Rubric Generator Pre- and post-assessment Warm-up and exit tasks Exploratory activities Student participation Teacher observation Studio projects Self-assessments Peer assessments /group critiques Sketchbook assignments Performance assessments Portfolio

Course Title/ Course #:

<p>ongoing</p>	<p>Art History & Cultural Context Understanding art in relation to history and cultures. (SOL 6. 22, 6.23, 6.24, 6.25, 6.26)</p>	<p>Research and Careers: What information can you find to research, compare, and contrast two cultures? What specific careers are related to commercial art?</p> <p>Mosaic Mood Gallery Frieze Design</p>	<p>The Art Career Project</p> <p>CityArts Mosaic Mural Project Beryl Solla Lynchburg, Virginia</p> <p>The Four Seasons, section of floor mosaic from the House of the Drinking Contest Seleucia Pieria, a suburb of Antioch Virginia Museum of Fine Arts</p>	<p>Quizzes & Tests Warm-up and exit tasks Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
<p>ongoing</p>	<p>Analysis, Evaluation & Criticism Interpreting and evaluating art (SOL 6. 27, 6.28, 6.29)</p>	<p>Point of View: What is the artist’s point of view on a particular work of art?</p> <p>Visual Language Ethics Copyright Artistic Style</p>	<p>Kennedy Center ArtsEdge student critique sheet</p> <p>Four Step Art Critique</p> <p>Getty Center formal analysis</p>	<p>Art reflections/Feldman’s Art Criticism Process Self-assessments Peer-assessments/group critiques</p>
<p>ongoing</p>	<p>Aesthetics Reflecting on the meaning and value of art (SOL 6. 30, 6.31, 6.32, 6.33)</p>	<p>Preference: What are your reasons for establishing a preference among works of art?</p> <p>Aesthetics Ethics Visual Language</p>	<p>Aesthetics and Beauty</p> <p>Games, Activities and Puzzles for Teaching Aesthetics</p> <p>What is Aesthetics?</p>	<p>Class discussions Class questionings Student participation Teacher observation Journal entries /written reflection</p>