

Middlesex County Schools Curriculum Map

Grade/Course: Art I/Sixth Grade

Schedule Type: Semester

School Year: 2012-2013

Time Frame 80 min class	Unit/SOL Number/ SOL	Strand	Essential Knowledge/ Understandings	Date of Common Formative Assessment (i.e., culminating project)
On-going	Art History: 6.12 The student will identify the components of an artist’s style, including materials, design, technique, and subject matter. 6.13 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology. 6.14 The student will identify how artists contribute to society. 6.17 The student will demonstrate inquiry skills and appropriate art vocabulary for 1. describing works of art; 2. responding to works of art; 3. interpreting works of art; and evaluating works of art. 6.18 The student will interpret the ideas and emotions expressed in works of art, using appropriate art vocabulary. 6.23 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art. 6.24 The student will explain orally the means by which visual art evokes sensory and emotional responses.	Cultural Context and Art History Judgment & Criticism Aesthetics	How do artists communicate and record experiences? How does art history help us make connections to other cultures and time periods?	Every 3 rd class-written answers and oral dialogue
ORDER & SELECTION OF FOLLOWING UNITS VARIES – SHOWN IN ALPHABETICAL ORDER				
Apr. 3	3-D Paper Art:		Why is good craftsmanship	End of Unit

classes	<p>6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.</p> <p>6.5 The student will use visual memory skills to produce a work of art.</p> <p>6.8 The student will produce a kinetic work of art.</p> <p>Project examples: Origami, Paper Sculptures, Boxes, Little Star Books, Mobiles</p>	Visual Communication & Production	<p>important?</p> <p>How can I create art that has practical applications?</p>	
On-going	<p>Art Careers – Contemporary:</p> <p>6.11 The student will describe and discuss various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).</p> <p>6.15 The student will discuss the ways that art can be persuasive.</p> <p>6.20 The student will identify and examine ethical standards in the use of</p> <ol style="list-style-type: none"> 1. print and digital images; 2. materials protected by copyright; and 3. information technology. <p>Project examples: Research an art career; describe career as a flyer using computer graphics and computer-generated text.</p>	<p>Cultural Context & Art History</p> <p>Judgment & Criticism</p>	<p>How do I respect ethical standards?</p> <p>How does art offer insight into daily lives?</p> <p>How can I have a career as an artist?</p>	End of Unit
Appr. 5 classes	<p>Ceramics:</p> <p>6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.</p> <p>6.5 The student will use visual memory skills to produce a work of art.</p> <p>6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.</p> <p>6.14 The student will identify how artists contribute to society.</p> <p>6.19 The student will identify the relationship between art processes and final solutions.</p> <p>6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.</p> <p>Project examples: character bowl (6.9); wind chimes</p>	<p>Visual Communication & Production</p> <p>Cul. Context & Art History</p> <p>Judgment & Criticism</p> <p>Aesthetics</p>	<p>How does art help us think about people in history?</p> <p>How do ceramics allow personal expression?</p> <p>How have I developed the skills necessary to produce ceramic art?</p>	End of Unit

	<p>6.14 The student will identify how artists contribute to society.</p> <p>6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.</p>	Aesthetics		
Varies-generally less than one class period each	<p>Mini-Units:</p> <p>6.1 The student will solve design problems, using color relationships selected from the color wheel.</p> <p>6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.</p> <p>Project examples: kites, scratch art, shrink art, knotted jewelry, flip books, bookmarks</p>	Visual Communication & Production	<p>How can art improve my reasoning and thinking skills?</p> <p>How can I use art in other areas of my life?</p>	End of Unit
Appr. 3-4 classes	<p>Watercolor:</p> <p>6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.</p> <p>6.4 The student will depict the proportional relationships among the parts of the human body or among other objects.</p> <p>6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.</p> <p>6.9 The student will utilize fantasy as a means of expression in works of art.</p> <p>Project examples: underwater scenes, nature paintings</p>	Visual Communication & Production	<p>How do I use my knowledge of art techniques to create art?</p> <p>How do specialized techniques improve the appearance and content of my art?</p>	End of Unit
Appr. 1-2 classes	<p>English-Writing:</p> <p>6.7 The student will write narration, <u>description</u>, exposition, and persuasion.</p> <p>Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p> <p>Organize writing structure to fit mode or topic.</p>			

	<p>Establish a central idea and organization.</p> <p>Select vocabulary and information to enhance the central idea, tone, and voice.</p> <p>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>Use correct spelling for frequently used words.</p> <p>Interdisciplinary Unit- Poem written and creatively presented to describe art project, e.g.ceramic storyteller doll</p>			
On-going	<p>Mathematics:</p> <p>SOLs reinforced-e.g. identify a given fraction, decimal, or percent from a representation; identify and represent integers; solve practical problems involving area and perimeter</p> <p>3-D paper, etc.</p>			
On-going	<p>Science:</p> <p>SOLs reinforced-e.g. water as the universal solvent</p> <p>Painting, glazing</p>			
On-going	<p>History:</p> <p>SOLs reinforced-e.g. make connections between the past and the present; locating where American Indians lived-Southwest; describing how the American Indians used resources in their environment</p> <p>Ceramic projects</p>			