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 	Cultural Context and Art History Judgment & Criticism	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
	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	Aesthetics		
	which visual art evokes sensory and emotional responses. ORDER & SELECTION OF FOLLOWING UNITS VARIES – SHOWN IN ALPHABETICAL ORDER			
Appr. 3	3-D Paper Art:		Why is good craftsmanship	End of Unit

classes	 6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images. 6.5 The student will use visual memory skills to produce a work of art. 6.8 The student will produce a kinetic work of art. Project examples: Origami, Paper Sculptures, Boxes, Little Star Books, Mobiles 	Visual Communication & Production	important? How can I create art that has practical applications?	
On-going	Art Careers – Contemporary: 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). 6.15 The student will discuss the ways that art can be persuasive. 6.20 The student will identify and examine ethical standards in the use of 1. print and digital images; 2. materials protected by copyright; and 3. information technology. Project examples: Research an art career; describe career as a flyer using computer graphics	Cultural Context & Art History Judgment & Criticism	How do I respect ethical standards? How does art offer insight into daily lives? How can I have a career as an artist?	End of Unit
Appr. 5 classes	ceramics: 6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images. 6.5 The student will use visual memory skills to produce a work of art. 6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art. 6.14 The student will identify how artists contribute to society. 6.19 The student will identify the relationship between art processes and final solutions. 6.21 The student will respond to works of art and analyze those responses in terms of cultural and visual meaning. Project examples: character bowl (6.9); wind chimes	Visual Communication & Production Cul. Context & Art History Judgment & Criticism Aesthetics	How does art help us think about people in history? How do ceramics allow personal expression? How have I developed the skills necessary to produce ceramic art?	End of Unit

	(6.8); mobile (6.8); tiles (6.5); sculpture			
Appr. 3-4 classes	Color Theory: 6.1 The student will solve design problems, using color relationships selected from the color wheel. 6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images. 6.4 The student will depict the proportional relationships among the parts of the human body or among other objects. 6.5 The student will use visual memory skills to produce a work of art. 6.19 The student will identify the relationship between art processes and final solution Project examples: Color mixing packet; warm-cool woven painting; painted color collage; cartoon expressions (professorgarfield.org); watercolor workshop; watercolor painting; tempera painting	Visual Communication & Production Judgment & Criticism	How are colors related? How are feelings influenced by color? How are colors produced?	End of Unit
On-going & Specific Classes	Drawing - Perspective/Shading: (Drawing is an integral part of every project unit, used in the creative design process.) 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing. 6.5 The student will use visual memory skills to produce a work of art. 6.7 The student will use chiaroscuro to create the illusion of form in a work of art. 6.19 The student will identify the relationship between art processes and final solutions. Project examples: one point perspective lettering, cubes, eye views; value scales; contour line; still life; landscapes	Visual Communication & Production Judgment & Criticism	How do I use my knowledge of art techniques to create art? How do specialized techniques improve the appearance and content of my art?	End of Unit
Appr. 1 class	Portfolio Creation: 8.9 The student will create and maintain an art portfolio.	Visual Communication & Production	How can I follow the advancement of my art skills? How can I provide a "resume" of art projects?	End of the semester
On-going	Styles in Art: 6.12 The student will identify the components of an artist's style, including materials, design, technique, and subject matter.	Cultural Context & Art History	How do artists expand our thinking? How does art reflect culture?	End of Unit

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

	Establish a control idea and arganization		
	Establish a central idea and organization.		
	Select vocabulary and information to		
	enhance the central idea, tone, and voice.		
	6.8 The student will edit writing for correct		
	6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling,		
	sentence structure, and paragraphing.		
	Use correct spelling for frequently used words.		
	Interdisciplinary Unit- Poem written and creatively		
	presented to describe art project, e.g.ceramic		
	storyteller doll		
On-going	Mathematics:		
genig			
	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		
	2 D		
	3-D paper, etc.		
On-going	Science:		
	SOLs reinforced-e.g. water as the universal solvent		
	B		
	Painting, glazing		
On-going	History:		
	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		
	Ceramic projects		