

Grade 6 Scope and Sequence for Visual Arts**Grade 6 Scope and Sequence for Visual Arts**

Visual Arts	Number of Instructional Days
<u>Unit 1: Form and Value Shading</u> <i>This unit is designed to expose students to different works of art, art mediums, and design processes.</i>	10
<u>Unit 2: Form and Color Theory</u> <i>This unit is designed to expose students to the effects of color on art. Students will become more skilled students of art with a better understanding of color theory.</i>	10
<u>Unit 3: Form, Color Theory, and Painting Techniques</u> <i>This unit is designed to extend students' skill level from Unit 2, so that they are able to apply form and color theory to painting.</i>	10
<u>Unit 4: Aesthetic Response and Critique</u> <i>This unit will examine criteria in making informed judgments about works of art and defend those judgments. It is important to analyze the artists' sensory, formal, technical and expressive properties in a work of art.</i>	10

Visual Arts		Grade: 6
Unit 1: Form and Value Shading Unit Overview: In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.		
New Jersey Student Learning Standards 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. Standard 8 Computer Science Performance Expectations: 8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.		
Enduring Understandings <ul style="list-style-type: none"> Many different art works use various mediums to display emotions and use the elements and principles of art You and manipulate the elements to create visually stimulating pieces of art that are diverse. 		Essential Questions <ul style="list-style-type: none"> How do artists use 2- and 3-Dimensional shapes in the creation of their artwork How is light represented in pencil drawings?
Unit Goals <i>Session 1 - (Adding Dimension to Drawing)</i>	Teaching Points <ul style="list-style-type: none"> Today I want to teach you that artists add depth and realism to their drawing by using 2- and 3-dimensional shapes in the creation of their work <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> sketching 2-dimensional shapes to estimate objects and designs adding lines to 2-dimensional shapes to create 3-dimensional shapes drawing 3-dimensional shapes such as: rectangular prisms, cylinders, cones, and spheres adding height, length, and width to shapes to add dimension 	

Grade 6 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> • Today I want to teach you that artists can show a light-source in their work through the use of value changes on an object's surface. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. using three different shading values of light, medium, and dark 2. layering shades of graphite 3. increasing hand pressure while shading 4. using a kneaded eraser to create value changes 5. using a blending stick to create value changes
Skills (Students will be able to...)	
<ul style="list-style-type: none"> • create three shading values of light, medium and dark using graphite • create controlled and even shading by controlling hand pressure and movement • show the placement of a light-source by using value changes and cast shadows • properly use a kneaded eraser and blending stick to create value changes • accurately draw 3-dimensional shapes showing height, length and width • apply knowledge of 3-dimensional shape drawing and value shading into the creation of an individual piece of art 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Written short answer assessments • Repeat verbal directions back • Sketchbook notes • Sketchbook drawings • Rough draft drawings 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task 	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment using rubrics and short answer responses 	
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards

Grade 6 Scope and Sequence for Visual Arts

	<table><tr><td>Students at Risk for Failure</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr><tr><td>Gifted and Talented</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr><tr><td>Students with 504 Plans</td></tr><tr><td><ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications</td></tr></table>	Students at Risk for Failure	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications	Gifted and Talented	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications	Students with 504 Plans	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications				
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources										
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Grade 6 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ◦ Short answer responses • Science <ul style="list-style-type: none"> ◦ Reflection of light • Mathematics: <ul style="list-style-type: none"> ◦ 3-dimensional shape drawing ◦ Volume and mass of objects 	<ul style="list-style-type: none"> • Watch differentiated drawing tutorials • Use of the document camera for direct modeling on drawing • Use of board projector for written project steps
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Career Opportunities in the arts • Critical Thinking and Problem-Solving • Communication and Collaboration • Curiosity and Imagination • Productivity and Accountability 	<ul style="list-style-type: none"> • Evaluate the use of 3-D shapes in book illustrations • Analysis of value shading in book illustrations • Google Slideshow Portfolio Analysis
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Book Illustrations -Graphic Design</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts	Grade: 6
Unit 2: Form and Color Theory	
Unit Overview: In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.	
New Jersey Student Learning Standards	
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.	

Grade 6 Scope and Sequence for Visual Arts

9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.

31.18.02.5 Model leadership skills during classroom and extra-curricular activities.	
Enduring Understandings	
<ul style="list-style-type: none">Color theory is a body of practical guidance to color mixing and the visual effects of a specific color combination.The color wheel shows all of the color combinations.The kinds of colors on the color wheel are primary colors, secondary colors, and tertiary colors.	
Essential Questions	
<ul style="list-style-type: none">What is color theory?How do you make different shades of colors?How can you change the effect of a piece of artwork by using different color combinations?What are primary colors?What are secondary colors?What are tertiary colors?	
Unit Goals	Teaching Points
Session 1 - (Understanding Color)	<ul style="list-style-type: none">Today I want to teach you that color can be used to change the emotional impact of a piece of artwork, and that artists often experiment with color to change the impact of their work.<ul style="list-style-type: none">Artists do this by:<ol style="list-style-type: none">mixing primary colors to create secondary and tertiary colorsmixing different amounts of black or white into colors to create tints and shadesusing tints and shades to create value changes in paint colorscontrolling brushstrokes to create even colorsmixing tempera paint with water to create opaque or translucent colors
Skills (Students will be able to...)	
<ul style="list-style-type: none">Identify and name the primary, secondary and tertiary colorsIdentify and name tints and shades of the primary, secondary and tertiary colorsCreate secondary and tertiary colors through mixing various amounts of the primary and secondary colorsCreate tints and shades by mixing white and black into colorsProperly setup and cleanup painting tools and materials	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Student portfolio Rubric based projects Verbal Discussions Teacher observations Written short answer assessments Repeat verbal directions back Sketchbook notes Sketchbook drawings Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubric based final projects for each unit Observation of student application of skills Completion of individual assignments and projects Participation in activities Time on task <p>Benchmark Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities

Grade 6 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment using rubrics and short answer responses <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Homework - extended drawing at home Presentations Quick response chalkboards Quick Verbal Responses Verbal and written Critiques 	<ul style="list-style-type: none"> <i>Exploration by interest</i> <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications Multi-language glossary Pupil edition in Spanish Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
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Grade 6 Scope and Sequence for Visual Arts

	<div> Supplemental Resources: <ul style="list-style-type: none"> • Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School by Eileen S. Prince • How to Paint like the Impressionists: A Practical guide to re-creating your own Impressionist paintings by Susie Hodge • What Color is your World by Bob Gill </div> <div> Intervention Resources: <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils </div>
Interdisciplinary Connections <ul style="list-style-type: none"> • Science: Pigment Spectrum vs. the Light Spectrum • Social Studies: History of colored pigments • Science: History of colored pigments • World Language: Colors used in various cultures 	Integration of Technology through NJSLs <ul style="list-style-type: none"> • Watch differentiated drawing tutorials • Use of the document camera for direct modeling on drawing • Use of board projector for written project steps
Integration of 21st Century Themes <ul style="list-style-type: none"> • Career Opportunities in the arts • Critical Thinking and Problem-Solving • Communication and Collaboration • Curiosity and Imagination • Productivity and Accountability 	Media Literacy Integration <ul style="list-style-type: none"> • Evaluate the use of 3-D shapes in book illustrations • Analysis of value shading in book illustrations • Google Slideshow Portfolio Analysis
Career Education <p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>-Careers in Arts</p>	Global Perspectives <ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts

Grade: 6

Grade 6 Scope and Sequence for Visual Arts**Unit 3: Form, Color Theory and Painting Techniques****Unit Overview:**

In grades 6-8 students have already been experimenting with art mediums and creating works of art that are modeled from a specific form. Students in grades 6-8 are now encouraged to unleash their creative potential, deepen and increase their aesthetic awareness and appreciation, develop their power of observation, make connections to real life, and to grow in their organization and planning skills. Students at this age become increasingly critical of their own works and can acknowledge their own creative talents.

New Jersey Student Learning Standards

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.

9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.

Enduring Understandings

- Color theory is a body of practical guidance to color mixing and the visual effects of a specific color combination.
- The color wheel shows all of the color combinations.
- The kinds of colors on the color wheel are primary colors, secondary colors, and tertiary colors.

Essential Questions

- What is color theory?
- How do you make different shades of colors?
- How can you change the effect of a piece of artwork by using different color combinations?
- What are primary colors?
- What are secondary colors?
- What are tertiary colors?

Unit Goals

Session 1 - (Understanding Color, Dimension, and Form)

Teaching Points

- **Today I want to teach you that artists use a variety of techniques to add depth and dimension to their artwork. They sometimes do this to make their work appear more realistic, and sometimes it is to reflect a different style of art, such as cubism or impressionism.**
 - Artists do this by:
 1. using size changes and overlapping to reflect depth or distance in a painting or drawing
 2. changing the tint or shade of an object to show the placement of a light source in a painting
 3. creating texture through the use of various painting techniques

Skills (Students will be able to...)

- Create depth and distance on a flat surface by using size changes and overlapping of objects
- Mix the primary colors to create secondary and tertiary colors
- Use adjectives to describe visual and actual textures
- Use various brushes and tools to create visual texture with tempera paint

Formative Assessments:

- Student portfolio
- Rubric based projects
- Verbal Discussions
- Teacher observations
- Written short answer assessments
- Repeat verbal directions back
- Sketchbook notes
- Sketchbook drawings

Special Education

- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)
- [Subgroup Accommodations and Modifications](#)
- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*

Grade 6 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubric based final projects for each unit Observation of student application of skills Completion of individual assignments and projects Participation in activities Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment using rubrics and short answer responses <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Homework - extended drawing at home Presentations Quick response chalkboards Quick Verbal Responses Verbal and written Critiques 	<ul style="list-style-type: none"> Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clubbing activities Exploration by interest Flexible groupings
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Grade 6 Scope and Sequence for Visual Arts

<div data-bbox="120 254 906 430"> <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> theartofeducation.org - The Art of Education www.nga.gov - National Gallery of Art artsandculture.google.com - Google Arts and Culture </div>	<div data-bbox="932 254 1552 1150"> <ul style="list-style-type: none"> Googlearproject.com Scholastic Art Magazine Google Classroom Google forms Youtube.com Newsela Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School by Eileen S. Prince How to Paint like the Impressionists: A Practical guide to re-creating your own Impressionist paintings by Susie Hodge What Color is your World by Bob Gill <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes Visual examples of completed projects Light-boxes Tracing paper and graphite transfer paper Tracing templates Manipulatives Stencils </div>
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> Science: Light Spectrum vs. Pigment Spectrum, light reflection English: Use of adjectives to describe visual and actual texture Social Studies: Geography of the United States, Geography of various Countries 	<ul style="list-style-type: none"> Watch differentiated drawing tutorials Use of the document camera for direct modeling on drawing Use of board projector for written project steps
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> Career Opportunities in the arts Critical Thinking and Problem-Solving Communication and Collaboration Curiosity and Imagination Productivity and Accountability 	<ul style="list-style-type: none"> Evaluate the use of 3-D shapes in book illustrations Analysis of value shading in book illustrations Google Slideshow Portfolio Analysis
<p>Career Education</p>	<p>Global Perspectives</p>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month,

Grade 6 Scope and Sequence for Visual Arts

9.1 Personal Finance Literacy 9.2 Career Awareness, Exploration, and Preparation -Careers in Arts	<ul style="list-style-type: none"> • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
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Visual Arts		Grade: 6
Unit 4: Aesthetic Response and Critique Unit Overview: Aesthetics is the study of beauty and taste, whether in the form of the comic, the tragic, or the sublime. When we speak of something that creates an aesthetic experience, we are usually talking about some form of art; yet the mere facts that serve as discussing a work of art does not guarantee that we are also discussing aesthetics-the two are not equivalent. Not all works of art necessarily create an aesthetic experience, for example when we look at a painting to determine how much we can sell it for.		
New Jersey Student Learning Standards 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. 1.4.8.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.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. 1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 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. 1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. 1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. 1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. 1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. 9.1.8.A.1 - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities.		
Enduring Understandings <ul style="list-style-type: none"> • Art criticism fosters skills of informed judgement • Responding to aesthetics affects students’ personal lives in reference to the significance, value, and preference in art • Artwork is evaluated using an analysis of of art and principles of design • Context influences the way we make and evaluate art 		Essential Questions <ul style="list-style-type: none"> • How do the sensory, formal, technical, and expressive properties in a work of art help one to analyze artworks? • How does one construct meaning when examining artwork based solely upon properties found in the work such as subject matter, media, expression, and style, and then defend those choices? • What is the role of the art critic?
Unit Goals <i>Session 1 - (Learning to Critique)</i>	Teaching Points <ul style="list-style-type: none"> • Today I want to teach you that artists are critiqued regularly. Some artists are able to use the critiques to help them become better at their craft; however, some critiques are quite harsh and they do not help the artist much at all. It is important for an artist to learn how to offer a critique that will help other artists and not crush their spirit. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. describing the use of shading values in an established work of art 2. describing the colors seen in established artwork using specific, concrete adjectives 3. analyzing the artist’s use of value changes to show the placement of a light source 4. interpreting an artist’s technical skill in applying paint to their work 5. judging the demonstrated skills in creating a work of art 6. providing constructive feedback on peers’ artwork 	

Grade 6 Scope and Sequence for Visual Arts

Skills (Students will be able to...)

- Compare and contrast art in various mediums that utilize the same art elements and principles of design
- Determine the value of a critique's context and form by evaluating the written critiques of critics, peers and self
- Distinguish ways individuals have different opinions regarding the merits and effectiveness of aesthetic choices in the creation and performance of the visual and performing arts
- Compare and contrast changes in accepted meanings of known artworks over time given shifts in societal norms, beliefs or values, Interpret symbolism embedded in art works from various mediums and artistic disciplines.
- Delineate thematic content of multicultural art works and plan, design, and execute multiple solutions to challenging visual arts problems expressing similar thematic content

Formative Assessments:

- Student portfolio
- Rubric based projects
- Verbal Discussions
- Teacher observations
- Written short answer assessments
- Repeat verbal directions back
- Sketchbook notes
- Sketchbook drawings
- Rough draft drawings

Summative Assessments:

- Participation in critique activities
- Rubric based final projects for each unit
- Written critique responses
- Observation of student application of skills
- Completion of individual assignments and projects
- Time on task

Benchmark Assessments:

- Round-Robin critiques
- Rubric based classwork/rough drafts for each unit
- Rubric based final project for each unit
- Student self-assessment using rubrics and short answer responses

Alternative Assessments:

- Homework - extended drawing at home
- Presentations
- Quick response chalkboards
- Quick Verbal Responses
- Verbal and written Critiques

Special Education

- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)
- [Subgroup Accommodations and Modifications](#)
- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)

Differentiation:

- Preview content and concepts
- Behavior management plan
- Highlight text
- Small group setting

High-Prep Differentiation:

- Alternative formative and summative assessments
- Guided Reading
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Varying organizers for instructions

Low-Prep Differentiation:

- Clubbing activities
- Exploration by interest
- Flexible groupings

English Language Learners

- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)
- [Unit 1: Curriculum for ELL](#)
- [Subgroup Accommodations and Modifications](#)
- Multi-language glossary
- Pupil edition in Spanish
- Vocabulary flash cards

Students at Risk for Failure

- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)
- [Subgroup Accommodations and Modifications](#)

Gifted and Talented

Grade 6 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications <div>Students with 504 Plans</div> <ul style="list-style-type: none">• Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)• Subgroup Accommodations and Modifications
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div>Core Professional Resources:</div> <ul style="list-style-type: none">• New Jersey Visual Arts State Standards• Art Educators of New Jersey Association <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none">• theartofeducation.org - The Art of Education• www.nga.gov - National Gallery of Art• artsandculture.google.com - Google Arts and Culture	<div>Core Instructional Resources:</div> <ul style="list-style-type: none">• ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx• www.nga.gov/kids• www.crayola.com• Googleartproject.com• Scholastic Art Magazine• Google Classroom• Google forms• Youtube.com• Newsela• Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels)• Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes)• Ceramic tools and materials (clay, glaze) <div>Supplemental Resources:</div> <ul style="list-style-type: none">• Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School by Eileen S. Prince• How to Paint like the Impressionists: A Practical guide to re-creating your own Impressionist paintings by Susie Hodge• What Color is your World by Bob Gill <div>Intervention Resources:</div> <ul style="list-style-type: none">• Resource manual for Intervention and Referral Services• Hand grips• Various sized drawing tools• Various sized paintbrushes• Visual examples of completed projects• Light-boxes• Tracing paper and graphite transfer paper• Tracing templates• Manipulatives• Stencils

Grade 6 Scope and Sequence for Visual Arts

Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> English: Critique methodologies in written short answer responses Social Studies: History of the Arts and Cultures World Language: History of the Arts and Cultures 	<ul style="list-style-type: none"> Use of board projector for showing work of established artists Use of computers for typing written responses Virtual tours of museums
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> Career Opportunities in the arts Critical Thinking and Problem-Solving Communication and Collaboration Curiosity and Imagination Productivity and Accountability 	<ul style="list-style-type: none"> Critique Criticism: <ul style="list-style-type: none"> Describe Analyze Interpret Judge
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>-Careers in Arts</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)