

Topic	Art and Places - Sixth Grade Art
Big Idea	
Art and Places reflect the history, the culture, and the innovations of the community.	
Essential Questions	
<ul style="list-style-type: none"> • How does an artist contribute to daily community life? • How does art reflect, as well as shape, a community? • What ways can artists document the significance of a place? 	
Enduring Understandings	
<ul style="list-style-type: none"> • A community is a group of people who live in a common location and share common interests, beliefs and characteristics. • Every place has a history. • When and where we live shape our lives. • People attach special meanings to different places in our lives. • Artists design and create places for every aspect of our daily lives. 	
NJCCCS	Aesthetics:1.1; Creation and Performance:1.2; Elements and Principles of the Arts:1.3; Critique: 1.4; World Cultures, History, and Society: 1.5
Key Concepts and Skills	
<p>Aesthetics:1.1 B2,4</p> <ul style="list-style-type: none"> • Communicate ideas about the social and personal value of art work and how personal life experiences influence an aesthetic response to an artwork. • Ability to understand how various cultures and styles influence ability to respond to an art work <p>Creation and Performance:1.2 D1,2,3,4</p> <ul style="list-style-type: none"> • Introduce one-point perspective to understand the creation of the illusion of depth • Understand the system of perspective and the use of a vanishing point • Investigate art-related careers • Understand different visual art careers <p>Elements and Principles of the Arts:1.3 D1</p> <ul style="list-style-type: none"> • Study of free-form shape versus geometric shape, actual form and illusionary depth, positive and negative space in relationship to shape and form; and color schemes • Understand the use of the elements: space, shape, line, color and form to convey an emotional significance in art work <p>Critique:1.4 A2,3; B3/1.1B3,4</p> <ul style="list-style-type: none"> • Context, historical background, cultural and artistic tradition of an art work is applied in the art critique process; consideration of technique and craftsmanship is introduced in the critique process; the relationship between process and meaning is explored • Ability to research or apply presented information to understand the process of critique and demonstrate the process <p>World Cultures, History, and Society:1.5 B1,2</p> <ul style="list-style-type: none"> • Interpret and analyze the meaning and content of artistic works of significant artists from a historical period and or culture; presentation and discovery of arts impact on world culture 	

Topic	Art and Places - Sixth Grade Art
Learning Activities	
<ul style="list-style-type: none">• 1.1: Oral and written responses to student teacher discussion generating questions about aesthetic experiences• 1.2: Worksheet exercises, internet activities, Power Point presentations, analyzing master works for use of perspective and/or creation of a two-dimensional art work that uses one-point perspective• 1.2: Videos, PowerPoint presentations, web quests, research, guest speakers, performances• 1.3: Investigate art-making experiences that deal with the described elements focused on an understanding of their emotionally expressive uses• 1.4: Critique activities for interpretation of art works dealing with artists' biographies, historical periods, and culture; activities to evaluate art processes, technique and craftsmanship in relationship to meaning• 1.5: Compare and contrast works from different artists through teacher led student discussion, oral, written response or created art works; web quests; Power Point presentations; create art work in response to knowledge of art from world cultures	
Assessments	
Artwork; Rubrics; In-Process Behavior; Guided Discussions; Planning; Media Experiments; Journal Entries; Essays; Tests; Worksheets	

Topic	Art and Nature - Sixth Grade Art
Big Idea	
Our natural surroundings influence how we live and lead our daily lives.	
Essential Questions	
<ul style="list-style-type: none"> • How closely are we connected to nature? • How do you look at artworks as expressions of artists' attitudes toward nature? • Why are nature and animals an important topic in works of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Artists use elements and principles of art to express feelings about nature. • Artists express ideas about nature using different materials. • Artist's help people investigate nature through scientific documentation, expressive ideas, the recording of its natural beauty or to send a message to care. • Throughout history, artists have interpreted the land in many different ways. • Every artist has a style; every artistic period has a style. 	
NJCCCS	Aesthetics:1.1; Creation and Performance:1.2; Elements and Principles of the Arts:1.3; Critique: 1.4; World Cultures, History, and Society: 1.5
Key Concepts and Skills	
<p>Aesthetics:1.1 A1,2,3,4/B1,3</p> <ul style="list-style-type: none"> • Introduction of the aesthetic theories of Functionalism, Formalism, and Expressionism • Ability to explain the aesthetic qualities of selected works of art <p>Creation and Performance:1.2 D1,2,3,4</p> <ul style="list-style-type: none"> • Conceive and create art works that demonstrate an understanding of the elements and principles of art; explore the use of various media and techniques to create art works; recognize how media is related to desired effect in style and meaning; describe physical properties of works in various media; understand criteria for classification as abstract, realistic and conceptual; employ appropriate vocabulary to categorize the art works. • Demonstrate the ability to create two-dimensional or three-dimensional work that shows the unique characteristic of a particular media, technique or tool; employ the elements and principles of art; demonstrate appropriate use of vocabulary when discussing art work <p>Elements and Principles of the Arts:1.3 D2</p> <ul style="list-style-type: none"> • Study types of balance (symmetry, asymmetry, radial); how to create emphasis; and use of contrast • Understand the use of the principles: balance, emphasis and contrast <p>Critique:1.4 A1,2/B1,2</p> <ul style="list-style-type: none"> • Identify the elements of art, principles of design, art techniques and art media in critique of art work; explanation of how these components influence meaning in art work; specific arts terminology is applied to critique art work; consideration of technique and craftsmanship is introduced in critique process • Demonstrate the inquiry skills and appropriate vocabulary for applying their knowledge of formal structures using the Feldman method of art criticism (description, analysis, interpretation and evaluation) <p>World Cultures, History, and Society:1.5 A1,2</p> <ul style="list-style-type: none"> • Demonstrate an awareness of a chronology in all art forms 	

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Key Concepts and Skills	
<ul style="list-style-type: none">• Increase the awareness of historical and cultural influences, and develop interpretation skills in relation to understanding these themes in art	
Learning Activities	
<ul style="list-style-type: none">• 1.1: View a selection of two-dimensional and three-dimensional art works that focus on several elements and/or principles of design and respond orally or in writing to their contribution to the aesthetic value of that particular work; create art work that displays similar elements and /or principles; view functional objects and identify aesthetic qualities; introduce art works that exhibit expressive qualities that students will identify through exercises, worksheets or discussion; create artwork that displays expressionism• 1.2: Compositional exercises for use of the elements and principles, and thematic content; experimentation with media and techniques to learn their properties; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, nonobjective and conceptual• 1.3: Investigate art-making experiences that deal with the described elements focused on an understanding of their emotionally expressive uses• 1.4: Critique activities for criticism structure and identification of elements, principles and arts terminology; select images relating to art-making activity presented for analysis and application in the critique process; completed student work critiqued for meaning; master work critiqued for structure and meaning• 1.5: Utilize prints, postcards or internet to align images with the correct historical chronology; research how the making of the art work relates to it's historical context (technology, economics, trade, science, popular culture, politics), view videos or visual presentations dealing with arts' chronology as art-making motivational background	
Assessments	
Artwork; Rubrics; In-Process Behavior; Guided Discussions; Planning; Media Experiments; Journal Entries; Essays; Tests; Worksheets	

Topic	Art is Skill – Sixth Grade Art
Big Idea	
Skills are essential in the production of art and to the understanding and interpretation of works of art.	
Essential Questions	
<ul style="list-style-type: none"> • What is art? • Why do people create art? • How do we interpret and understand art? • Is choosing the right medium an important decision for an artist to make? • Does practice make perfect? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Art is a visual statement that communicates an idea, expresses a feeling or presents an interesting design. • People create art to educate, to remember important people, to express a feeling, or to make things look beautiful. • Artists make visual statements using many different tools, materials and methods. • Elements and Principles of Design are important to the creative process. • The beauty and value of art should be recognized and appreciated regardless of personal opinion. • The ability to create and perceive art can be learned and will increase with practice. 	
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Key Concepts and Skills	
<p>Aesthetics:1.1 B2,4</p> <ul style="list-style-type: none"> • Communicate ideas about the social and personal value of art work and how personal life experiences influence an aesthetic response to an art work. • Ability to understand how various cultures and styles influence ability to respond to an art work <p>Creation and Performance:1.2 D1,2,3,4</p> <ul style="list-style-type: none"> • Conceive and create art works that demonstrate an understanding of the elements and principles of art; explore the use of various media and techniques to create art works; recognize how media is related to desired effects in style and meaning; describe physical properties of works in various media; understand criteria for classification as abstract, realistic and conceptual; employ appropriate vocabulary to categorize the art works • Demonstrate the ability to create two-dimensional or three-dimensional work that shows the unique characteristics of a particular media, technique or tool; employ the elements and principles of art; demonstrate appropriate use of vocabulary when discussing art work <p>Elements and Principles of the Arts:1.3 D1,2</p> <ul style="list-style-type: none"> • Study of free-form shape versus geometric shape, actual form and illusionary depth, positive and negative space in relationship to shape and form; and color schemes • Understand the use of the elements: space, shape, line, color and form to convey an emotional significance in art work • 	

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Critique:1.4	
<ul style="list-style-type: none"> • Identify the elements of art, principles of design, art techniques and art media in critique of art work; explanation of how these components' influence meaning in art work; specific arts terminology is applied to critique of art work; consideration of technique and craftsmanship is introduced in critique process • Demonstrate the inquiry skills and appropriate vocabulary for applying their knowledge of formal structures using the Feldman method of art criticism (description, analysis, interpretation and evaluation) 	
World Cultures, History, and Society:1.5	
<ul style="list-style-type: none"> • Interpret and analyze the meaning and content of artistic works of significant artists from a historical period and or culture; presentation and discovery of arts impact on world culture • Ability to analyze art works for use of elements and principles, content, relationship to historical context, relevant cultures and aesthetic qualities 	
Learning Activities	
<ul style="list-style-type: none"> • 1.1: Oral and written responses to student teacher discussion generating questions about aesthetic experiences • 1.2: Compositional exercises for use of the elements and principles, and thematic content; experimentation with media and techniques to learn their properties; use of appropriate vocabulary during construction of art work, all culminating in the creation of art work in such categories as realistic, abstract, nonobjective and conceptual • 1.3: Investigate art-making experiences that deal with the described elements focused on an understanding of their emotionally expressive uses • 1.3: Investigate art-making experiences that deal with the described principles; group critique activity of student or master work identifying described principles • 1.4: Critique activities for criticism of structure and identification of elements, principles and arts terminology; select images relating to art-making activity presented for analysis and application in the critique process; completed student work critiqued for meaning; master work critiqued for structure and meaning • 1.5: Compare and contrast works from different artists through teacher led student discussion, oral, written response or created art works; web quests; Power Point presentations; create art work in response to knowledge of art from world cultures 	
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