

Phelps County R-3

ART

6th Grade

Board Adopted , 2011

Subject	Grade	Strand	Big Idea
Art			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation
Art	6 th	Elements and Principles	Recognize and use various art media, methods, and tools
Art	6 th	Elements and Principles	Recognize and successfully employ the elements of art and principles of design
Art	6 th	Elements and Principles	Recognize and successfully employ the elements of art and principles of design
Art	6 th	Artistic Perceptions	Understand that people have visually recorded experiences and idea through out history
Art	6 th	Elements and Principles	Recognize and use various art media, methods, and tools

RATIONALE

The study of art has both personal and social value for middle school students, providing an effective bridge to understanding and appreciating other cultures. Middle school students are establishing ideas toward learning that will be with them for the rest of their lives. They are seeking both concrete and abstract activities, and are open to some of the most dynamic ways of learning: hands-on activities, group projects, and experimental and exploratory processes. At the heart of the middle school Art program is the belief that every student will rise to meet high expectations and the demands of a challenging, exciting curriculum.

COURSE DESCRIPTION

The Middle School art program is formulated around the Art Key Skills and the Show ME Standards set forth by the Missouri Department of Elementary and Secondary Education. IT is further based on the art curriculum established by the Waynesville R-VI School District. Sixth grade student will receive reinforcement and enhancement of art skills and methods previously studied. Students will also receive instruction in more advanced art skills and the use of various art media, tools, and techniques. Art history and art appreciation will also be introduced. Students will be introduced to the changing role of technology in the art world. Art lessons are based on the application of the elements of art and principles of design. Methods of instruction will include the following: studio practice, class discussion, lecture, resource and media material.

MOST IMPORTANT LEARNER OUTCOMES

Students will be able to

1. Recognize and use various art media, methods, and tools
2. Apply problem solving skills to artistic situations
3. Recognize and successfully employ the elements of art and principles of design
4. Understand that people have visually recorded experiences and idea through out history
5. Describe, interpret, and judge works of art, and use appropriate art vocabulary in explaining their evaluations.

EVALUATION

Students will be evaluated by the following methods: studio work, written tests where it is appropriate and measurable, worksheets, class participation, written assignments, homework (when given).

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 6 th
Unit: Recognize and successfully employ the elements of art and principles of design	Duration: Ongoing
Show-Me Standards Content: FA2 Show-Me Standards Process: 1.5, 1.6, 2.5	
Grade Level Expectations: EP1A6	
Benchmarks: Identify and use the element of line	Performance Indicators(Local Objective): <ul style="list-style-type: none"> • Use • Identify
Activities and Assessments:	
* Blind contour	
* Gesture drawing	
* Figure drawing	
* String print	
* Create a portrait from observation	
* Create different types of lines using general software	
* Create a string/linoleum/styrofoam print	
<u>Assessments-</u>	
Informal assessment using teacher observation	
Group/individual oral assessment of the essential questions	
Group critique	

Resources:

Art examples to view

“Madame Thadee Natanson atthe Theater” – Henry de Toulouse-Lautrec

“Ballerinas” – Edgar Degasw

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 6 th
Unit: Recognize and use various art media, methods, and tools	Duration: Ongoing
Show-Me Standards Content: FA1; FA2 Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP1A6; EP1D6	
Benchmarks: Identify and use implied/simulated texture	Performance Indicators(Local Objective): 1. Create 2. Identify 3. Use
Activities and Assessments:	
*Copper tooling	
* Textured clay boxes	
* Objects glued to create a collage	
Assessments-	
Informal assessment using teacher observations	
Group/individual oral assessment of the essential questions	
Group critique	
Resources:	
Art examples to view	
“Kings Crown” – artist Unknown	
“Coming of Age Hat” – artist unknown	
“Basket” – Louisa Keyser	

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 6 th
Unit: Recognize and successfully employ the elements of art and principles of design	Duration: Ongoing
Show-Me Standards Content: FA1; FA2 Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP1B6; EP1E6	
Benchmarks: Identify and use the element of color	Performance Indicators(Local Objective): 1. Identify 2. Use
Activities and Assessments:	
* Paint a monochromatic “Blues” Cityscape	
* Chalk or oil pastel pumpkin	
* Create a pencil or crayon value scale	
Assessments-	
Informal assessment using teacher observations	
Group/individual oral assessment of the essential questions	
Group critique	
Resources:	
Art examples to view	
“Map” – Jasper Johns	
“King Family” – Ben Jones	

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 6 th
Unit: Recognize and successfully employ the elements of art and principles of design	Duration: Ongoing
Show-Me Standards Content: FA2 Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: EP1A6; EP2A6; EP1G6	
Benchmarks: Identify and use the elements of space	Performance Indicators(Local Objective): 1. Identify 2. Use
Activities and Assessments:	
<ul style="list-style-type: none"> * Make your name look 3-D by using converging lines * Draw the interior of a room using converging lines * Draw a cityscape using converging lines * Positive and negative space Printmaking * Chalk stenciling * Create a positive/negative paper portrait * Create a paper Greek vase * Create an African Mask * Create tessellations 	
Assessments-	
Informal assessment using teacher observations	
Group/individual oral assessment of the essential questions	
Group critique	

Resources:

Art examples to view

“The Picture Gallery of
Cardinal Silvio Valenti
Gonzaga” – Giovanni Paolo
Pannin

“Cafe Terrace at Night” –
Vincent Van Gogh

“Cows Skull: Red, White
and Blue” – Georgia O’Keeffe

“Eiffel Tower” – Alexandre

Gustave

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 6 th
Unit: Recognize and successfully employ the elements of art and principles of design	Duration: Ongoing
Show-Me Standards Content: FA1; FA2 Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP2A5; PP3A5; P1C5; EP1G5	
Benchmarks: Identify and use the element of form	Performance Indicators(Local Objective): <ul style="list-style-type: none"> • Identify • Use
Activities and Assessments:	
* Create a cylinder - soup can project	
* Create illusion of form using various shading techniques	
* Coil pots	
* Create a 3-D paper sculpture	
* Weave a container	
* Still life drawing by observation	
* Sculpture in the round	
Assessments-	
Informal assessment using teacher observations	
Group/individual oral assessment of the essential questions	
Group critique	

Resources:

Art examples to view

“Soup Can” – Andy Warhol

“Homesick Proof Space Station”
– Roger Brown

“Space Station” – Robert McCall

“Gracehoper” – Tony Smith

“St. Michaels Counterguard” –
Frank Stella

“Oval with Points” – Henry Moore