

**WALLENPAUPACK AREA SCHOOL DISTRICT**  
 Hawley, Pennsylvania

## PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
<b>Course / Grade:</b>	6 <sup>th</sup> Grade Art	<b>Type of Offering:</b>	X <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
<b>Department:</b>	Art	<b>Length of Course:</b>	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
<b>Course # / Code:</b>			X 22.5 Days/70 Minutes Per Day

	<b>Date of Completion:</b>	
	<b>Date Adopted:</b>	

<b>Date of Revision:</b>	May 15 <sup>th</sup> , 2023
<b>Revision Author(s):</b>	Heather Bannan. Tiffany Guzzo

**Course Description** – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

The 6<sup>th</sup> Grade Fine Art Curriculum teaches creativity, working individually and in groups. Students will learn appropriate processes for working with different types of materials and mediums, while emphasizing correct material handling, skill building, and individual creativity. Students will develop their skills through the materials and mediums as they complete the curriculum that is aligned with the PA Standards and National Standards.

**Course Rationale** – *highlight the purpose of this course and what makes it relevant.*

- Students will be able to perform basic reverse printmaking skills.
- Students will be able to draw from direct observation and shade a still life.
- Students will be able to create a work of art from geometric designs.
- Students will be able to draw a proportionate self-portrait and complete using the medium of their choice.
- Students will be able to explore watercolor painting techniques.
- Students will be able to create a 3-D sculpture utilizing the elements of art.

<b>Unit</b>	<b>Standard</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Vocabulary</b>	<b>Materials/Resources</b>	<b>Assessment</b>
Print Making	9.1.8.A,B,C,H, J 9.2.8.B, C 9.3.8.A,B, C 9.4.8 A National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What can we do with different printmaking techniques to represent elements of art?  How can tools and media be manipulated to create different printmaking grids?  Why is it important to be able to make repetitive	Knowledge of materials- tools and reverse printing process  Use of erasers to create prints  Ability to create a final print on a grid and free design drawing  Understanding of set up and clean-up of the process	Elements of Art: color, shape/form, line, texture, value, and space  Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony  Print Making: Reverse prints Symmetry/Asymmetry Pattern/repetition Stamping Grid Linoleum Cutter	Demonstration  Handout/Artist References  Project Examples  Gum Erasers  Tracing Paper  Linoleum Cutter  Crayola Washable Markers  White/Colored Paper	Observations  Student Participation  Design Copies  Oral Questioning  Student Final Project

		<p>patterns within the printmaking media for personal art and everyday life?</p> <p>How do repetition, symmetry, printmaking, and mathematics apply to everyday life?</p> <p>How do you design stamps that are reverse prints?</p> <p>How can you incorporate stamp designs into a creative-colored pencil drawing?</p>			<p>Rulers</p> <p>Drawing Pencils</p> <p>Colored Pencils</p>	
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<p>Water Color Painting/ Mixed Media</p>	<p>9.1.8. A,B,C,H,J, 9.2.8 B,C 9.3.8. A,B</p> <p>National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 &amp; 11</p>	<p>How do we use brushes to create effects with watercolor?</p> <p>What does transparent mean and is watercolor transparent?</p> <p>In what ways can we apply the elements and principles of art to create a painting?</p> <p>Can you create bubble letters pierced with an object?</p> <p>What effect do color, texture, and style have on lettering.</p>	<p>Knowledge of materials- tools and paper</p> <p>Knowledge of medium-watercolor/mixed media</p> <p>Knowledge of techniques- Wet-on-wet, dry-on-wet, dry-on-dry, wet-on-dry, wax resist, bleeding, blending</p> <p>Knowledge of the process of a mixed media piece of art</p> <p>Knowledge of bubble letters and piercing with objects</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Painting media: watercolor, watercolor brush, palette, watercolor paper</p> <p>Transparent</p> <p>Bubble Letters Piercing Objects Font, Grid</p> <p>Wet-on-wet, dry-on-wet, dry-on-dry, wet-on-dry, wax resist, bleeding, scratching, and blotting</p> <p>Color theory Warm/cool colors Primary, secondary, and intermediate/tertiary colors Complementary colors Neutral color Tint, tone, and shade</p>	<p>Demonstration</p> <p>Handouts/Artist References</p> <p>Drawing Pencils and Eraser</p> <p>Watercolor Paints</p> <p>Watercolor Paper</p> <p>Water Cans</p> <p>Watercolor Paint Brushes</p> <p>Samples of Completed Projects</p> <p>Oil Pastels</p> <p>Colored Pencils</p> <p>Paper Towels</p>	<p>Observations</p> <p>Student Participation</p> <p>Practice/Rough Draft Copy</p> <p>Oral Questioning</p> <p>Student Final Project</p> <p>Technique Sheets</p>
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing/ Shading	<p>9.1.. A,B,C,D, E,H, 9.2.8 A,C, F G 9.3.8. A,C 9.4.8.A</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 &amp; 11</p>	<p>How would you show highlight on an object with a direct light source?</p> <p>How would you show shadow on an object with a direct light source?</p> <p>How do we communicate ideas onto paper with drawing?</p> <p>How do we draw from imagination and from observation?</p> <p>What is a value scale?</p>	<p>Knowledge of creating value scales with pencil and colored pencils</p> <p>Knowledge of highlights, light source, and casting shadows</p> <p>Knowledge of contour drawing, placement, and proportions of still life objects</p> <p>Understanding of set up and clean-up of the process</p>	<p>Elements of Art: color, shape/form, line, texture, value, and space</p> <p>Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony</p> <p>Drawing media: pencil (range of values from 2H-8B), colored pencil.</p> <p>Drawing techniques: Shading value scale, subtractive (eraser), and blending.</p> <p>Still Life, contour, highlight, light source, shadow, cast shadow, proportion, placement.</p> <p>Foreground, middle ground, and background</p>	<p>Handouts</p> <p>Demonstration</p> <p>Pencil and Eraser</p> <p>Colored Pencils</p> <p>Paper</p> <p>Rulers</p> <p>Templates</p> <p>Blending Sticks</p> <p>Samples of Completed Projects</p> <p>Still life Objects</p>	<p>Observations</p> <p>Student Participation</p> <p>Practice/Rough Draft Copy</p> <p>Oral Questioning</p> <p>Student Final Project</p>

		What is a contour drawing?				
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Geometric Design	9.1.8. A,B,C,H 9.2.8 C 9.3.8. A,B  National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What are geometric shapes?  What is an asymmetric design?  What is symmetric design?  What is radial design?  What is repeated design?	Use tools to create a geometric design  Define geometric, symmetric, asymmetric, radial, and repeated design  Effective color design, textures, patterns, and using proper medium techniques	Elements of Art: color, shape/form, line, texture, value, and space  Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony  Geometric Design: Geometric shapes, symmetric, asymmetric, radial, repeated, balanced, overlapping, variety, texture, pattern	Demonstration  Handouts  Samples of Completed Projects/Artists References  Paper  Pencils and Eraser  Erasers  Colored Pencils  Markers  French Curves  Triangles  Templates	Observations  Student Participation  Practice/Rough Draft Copy  Oral Questioning  Student Final Project

					Protractors	
					Rulers	

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Sculpture	9.1.8. A,B,C,H,I,J,K 9.2.8 B,C 9.3.8. A,C 9.4.8. A  National Standards:  Creating: 1, 2, 3  Performing/Presenting/ Producing: 4, 5, 6  Responding: 7, 8, 9  Connecting: 10 & 11	What is sculpture?  How do 3-D sculpture develop higher critical thinking skills?  How can you attach cardboard/cardstock pieces together?  How would you make the piece stand and be balanced?  How would you apply color with this project?	Knowledge of creating a 3-D piece of art.  Knowledge of building a 3-D structure, proportions, balance, and unity  Define sculpture terminology  Use of appropriate decorating techniques  Ability to select paint colors, and monochromatic use	Elements of Art: color, shape/form, line, texture, value, and space  Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony  Sculpture: Paper/cardstock/cardboard, found and recycled materials, Balance, Dimensional, Space, Structure, Monochromatic, Unity	Demonstration  Sample Works/Artist References  Cardboard  Cardstock Paper  Glue  Masking tape  Hot Glue  Found Objects/Materials  Drawing Pencils and Eraser  Paper	Observations  Student Participation  Oral Questioning  Student Final Project



			Use of cardboard tools, cutters, and adhesives		Acrylic Paints and Brushes Cardboard Cutters/Scissors Craft Supplies	
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Self-Portrait	9.1.8. A,B,C,H,J, 9.2.8 B,C 9.3.8. A,B  National Standards:  Creating: 1, 2, 3  Performing/Presenting/ Producing: 4, 5, 6  Responding: 7, 8, 9  Connecting: 10 & 11	Can you map out a self-portrait with proper features and correct feature placement?  Can you use different mediums to complete a self-portrait with correct proportions?	Knowledge of various materials  Use of exploration of many mediums  Ability to create a final project  Understanding of set up and clean-up of the process	Elements of Art: color, shape/form, line, texture, value, and space  Principles of Art: repetition, proportion/scale, balance, contrast, emphasis/focal point, movement/rhythm, and unity/harmony  Facial Proportions Features Mapping Guidelines Tracing/Transfer Pupil, Iris	Demonstration  Video  Pencil, Eraser, Paper, Watercolor Paper, Colored Paper  Handouts  Mirrors/iPad  Light Trace Table  Colored Pencils, Markers, Pen & Ink,	Observations  Student Participation  Practice/Rough Draft Copy  Oral Questioning  Student Final Project

				Symmetry Transparent Textures and Details Unique Background and Foreground	Magazines, Chalk, Watercolors, Watercolor Pencils	
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