

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Art Education curriculum maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potential. The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: create, respond, connect, and present.

How to Use the Middle School Visual Art Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. For Visual Art, this is generally reflected in the following quarterly framework*:

Big Ideas: The big idea helps students connect the skills/techniques to the purpose and relevance of the unit's content.

Guiding Questions: Asking guiding questions at the start of a unit allows students to move to higher levels of thinking that calls their attention to the big idea.

Vocabulary: This list of general art terms for each unit will help students speak and write about their art and the art of others.

Skills/Techniques: This column reflects the standards and essential tasks associated with mastery of the unit.

Suggested Activities: Like a menu, teachers may choose one or more student activities that will reinforce learning as it relates to the standards and big ideas. Teachers may also incorporate activities that are not explicitly listed in these maps.

Suggested Assessments: Like a menu, teachers may choose one or more assessment (formative or summative) that will gauge students' mastery of the knowledge/skills related to the standard. Teachers may also utilize an assessment that is not explicitly listed in these maps.

Interdisciplinary Connections: Connections to ELA, Math, Social Studies, and Science are included for overall support of the district's goals.

Visual Text/Art Criticism: A suggested work of art and reflection questions are included to further support the curriculum. Teachers may choose to incorporate other exemplar works of art and additional questions that are not explicitly listed in these maps.

Resources: Links to articles, books, websites, or videos are included to further support implementation of the curriculum.

*SCS Middle School Visual Art Education Curriculum assumes one hour of art instruction per day for a full year. Because instructional times differ across middle schools, units may be abbreviated or combined as needed to best fit students' needs.

Middle School Curriculum Map- Visual Art

Grade: 6th Grade	
Quarter and Timeframe (#days/weeks): Q1/Unit 1 (2 weeks)	Unit: Intro to Art: Thinking Like An Artist

<p>Big Ideas: The student can safely use and care for a variety of art materials. The student can follow a set of procedures when creating art. The student can critique, analyze, and interpret a work of art.</p> <p>Guiding Questions: How does an artist use and care for tools and materials? How do artists analyze and critique artwork?</p>		<p>Standards: <u>CREATE</u> 6.VA.Cr2.B Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.</p> <p><u>RESPOND</u> 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary. 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>medium/media, dry media, wet media, craft, technique, grid, enlargement, pre-assessment, formative assessment, post assessment, art categories, objective/non-objective art, abstract/realistic art, steps of critique: describe, analyze, interpret, judge</p>	<p>how to use a ruler: measurement, creating a grid, brush care, clean-up routine, storing/caring for artwork, visual thinking strategy, critiquing, creating an artist statement</p>	<p>practice of art room procedures and clean-up, completion of pre-assessments</p> <p>class discussion involving visual thinking strategies, critiquing, and interpreting art; writing artist statements</p>	<p>pre-assessments (to be saved for portfolio of student growth): create a line drawing of a still-life from observation, draw and shade the four basic geometric forms, draw a self-portrait from observation, draw and color a landscape, write a critique of an artwork, class discussion, oral critiquing, written critique, artist statement</p>	<p>ELA: reading an image as a text, citing evidence</p> <p>Math: measuring with a ruler</p>
<p>Visual Text</p> 		<p>Art Criticism <i>La Curandera</i>, Carmen Lomas Garza</p> <p>Describe: What is going on in the picture?</p> <p>Analyze: What makes you say that? What more can we find?</p> <p>Interpret: What do you think the artist was trying to express or communicate in her work?</p> <p>Judge: Do you think the work is successful in concept and/or skill level? Why, why not?</p>		<p>Resources</p> <p>Visual Thinking Strategies</p> <p>Art of Ed: 8 Fundamental Routines That Will Transform Your Art Room</p> <p>https://theartofeducation.edu/videos/give-directions-just-one-time/</p>

Middle School Curriculum Map- Visual Art

Grade: 6th Grade	
Quarter and Timeframe (#days/weeks): Q1/Unit 2 (2-3 weeks)	Unit: Elements of Art: Line, Shape, Form, Illusion of Space

Big Ideas: The student can create drawings with various types of lines. The student can draw shapes, forms, and combine them to create new objects. The student can create the illusion of space on a picture plane.

Guiding Questions: How can artists use the element of line to create variety and interest? How can artists combine shapes and forms to create new objects? How do artist create the illusion of space on a picture plane?

Standards:

CREATE

6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.

RESPOND

6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
line types (curved, zig-zag, vertical, horizontal, parallel, straight, broken, dashed, diagonal, thick, thin), styles of line drawing (blind contour, modified contour, contour, gesture, sketching) organic vs. geometric shapes, 2d vs. 3d, circle, square, triangle, rectangle, ellipse, sphere, cone, cylinder, cube, shape-to-form drawing technique, axis line, top line, base line, proportion, one point perspective, horizon line, vanishing point, worm's eye view, bird's eye view, eye level, parallel/orthogonal lines, positive space, negative space, depth, dynamic composition, static composition, foreground, middleground, background, linear perspective vs. atmospheric/aerial perspective	<p>drawing various types of lines, creating line drawings in different styles</p> <p>drawing geometric shapes and forms, one-point linear perspective, shape-to-form drawing technique</p> <p>methods of creating depth, how to create a dynamic composition: overlap, vary the placement, vary the size, touch 3 parts of the picture plane</p>	<p>create a design using various types of lines, draw objects in various styles of line drawing, critique art with a focus on the element of line</p> <p>draw round objects (spherical, conical, cylindrical), draw angular objects (cubes, rectangular prism), draw boxes in 1 pt-perspective from 3 viewpoints, shape-to-form drawing (draw an object by breaking it down into its simple shapes), critique art with a focus on the element of shape/form</p> <p>rearrange and resize shapes to create a dynamic composition, critique art with a focus on the element of space</p>	<p>create a contour line drawings of shoes, leaves, hands, or objects from observation</p> <p>create a line design print from scratch-foam</p> <p>create drawings of objects by combining shapes (shape-to-form)</p> <p>create a drawing using your imagination of the inside of a machine using shapes and forms</p> <p>draw grouped objects to create depth on the picture plane</p> <p>arrange shapes of different sizes to create depth on a picture plane</p>	Math: line types, shapes, forms

Visual Text



Orange Tulip, Victor Ekpuk

Art Criticism

Describe: What types of line are used in the artwork? (Ekpuk) What shapes and forms can you find in the artwork? (Leger) What methods did the artist use to create the illusion of space? (Seurat)

Analyze: How does the artist use line to create a sense of movement? (Ekpuk) How did the artist make the forms different from the shapes? (Leger) Explain the difference between linear and atmospheric perspective. Do you see both in the artwork? Where? (Seurat)

Interpret: What do you think served as the inspiration for the artist's work? (Ekpuk) Why do you think the artist used both shapes and forms in his work? (Leger) How does the artist's use of space convey the feeling of a Sunday afternoon on an

Resources

[Artist's Toolkit](#)

[Line](#)

[Shape](#)

[Form](#)

[Illusion of Space](#)



Still Life in the Machine Elements, Fernand Leger



Sunday Afternoon on the Island of La Grande Jatte, Georges Seurat

island? (Seurat)

Judge: Do you think the artist's use of line is successful? Why, why not? (Ekpuk) Do you think the artwork fits the title? Why, why not? (Leger) Do you think the artist was successful in creating space? Why, why not? (Seurat)

Grade: 6th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 3 (1-2 weeks)			Unit: Elements of Art: Value, Texture, Color	
<p>Big Ideas: The student can apply the element of value to make an object appear 3-dimensional. The student can create the illusion of texture. The student can create a color wheel by appropriately mixing colors. The student can shade in color to make an object appear 3D. The student can apply various color schemes to a work of art.</p> <p>Guiding Questions: How do artists use value to create an illusion of 3-dimensions on a 2-d surface? How do artists use the element of texture to create the illusion of smooth and rough surfaces? How do artists mix colors? What emotions are connected to specific colors? How do artists use color to convey emotional expression?</p>			<p>Standards: CREATE 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.</p> <p>RESPOND 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary. 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>value, gradient, light source, highlight, cast shadow, directional strokes, contrast, chiaroscuro</p> <p>implied texture, actual texture, visual texture</p> <p>color wheel, primary colors, secondary colors, intermediate/tertiary colors, warm colors, cool colors, neutral colors, hue, tint, shade, complementary colors, analogous colors, monochromatic color scheme, split complementary color scheme, triadic color scheme, color intensity</p>	<p>creating values ranging from very dark to very light, radiating from dark to light, shading forms/objects to make them look 3d, applying shading techniques such as blending, hatching, cross-hatching, stippling, and scumbling</p> <p>texture rubbings, shading to create texture</p> <p>mixing colors to create a color wheel, shading in color using analogous and complementary colors, applying various color schemes in a work of art</p>	<p>create a value scale, shade the geometric forms to make them look 3d, critique art with a focus on the element of value</p> <p>create texture rubbings, create implied texture by using the elements of line and value, critique art with a focus on the element of texture</p> <p>create a color wheel, shade the geometric forms using 3 analogous colors and the complementary color, critique art with a focus on the element of color</p>	<p>draw grouped geometric forms(preferably from observation with a light source) and shade them to make them look 3d</p> <p>draw an object from observation such as strawberry, pineapple, crushed paper ball, pinecone, etc. to create the illusion of texture</p> <p>create a drawing of a dessert or candy by shading in color, create an artwork with a particular color scheme to convey a particular mood</p>	<p>Math: shapes and forms</p> <p>Science: various textures, color theory</p>
<p>Visual Text</p>  <p><i>Hand with Reflecting Sphere, M.C. Escher</i></p>		<p>Art Criticism</p> <p>Describe: How do the artist create the illusion of space? (Escher) How many different textures do you see in the paintings? (Ryan) What color schemes did the artist use? (MacIntosh)</p> <p>Analyze: When shading, why is it important to use the full range of value from dark to light? (Escher) Did the artists use implied texture or actual texture? (Ryan) How did the artist create the various hues of color in this painting? (MacIntosh)</p> <p>Interpret: How did Escher make the sphere look shiny and the skin look soft? (Escher) What causes the texture of the jelly, peanut butter, and bread look different from one another in this painting? (Ryan) How does the artist's use of color make you feel? Why? (MacIntosh)</p>		<p>Resources</p> <p>Basic Shading Techniques</p> <p>Shape to Form</p> <p>Texture</p> <p>Color</p> <p>Virtual Instructor-Color</p>



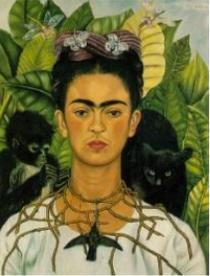
Peanut Butter and Jelly, Abbey Ryan



Boiled Sweeties, Kathryn MacIntosh

Judge: Is this an example of chiaroscuro? Why, why not? (Escher) Did the artist successfully create the illusion of texture? Why, why not? (Ryan) Did the artist show master of color theory in this work? Why, why not? (MacIntosh)

Grade: 6th Grade				
Quarter and Timeframe (#days/weeks): Q1/Unit 4 (2-3 weeks)			Unit: Demonstrating Knowledge of Art Elements: Still-Life Drawing	
<p>Big Ideas: The student can create a still-life drawing of grouped objects from observation.</p> <p>Guiding Questions: What strategies do artists use to create still-life drawings? How have artists across time periods and cultures created still-life drawings?</p>			<p>Standards: CREATE 6.VA.Cr1.A Combine concepts collaboratively to generate innovative ideas for creating art. 6.VA.Cr1.B Investigate personally relevant content for creating art.</p> <p>RESPOND 6.VA.R1.B Identify and interpret works of art that reveal a variety of world cultures and values. 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.</p> <p>CONNECT 6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
dynamic composition, viewfinder, thumb-nail sketch, axis line, depth, overlapping, shape-to-form, ellipse, value, gradient, color scheme, texture	using a viewfinder, creating thumbnails, mapping out the composition, drawing objects using shape-to-form; creating depth on the picture plane through overlapping, variation in size and placement of objects, touching 3 sides of the picture plane; using value to make objects look 3d; applying a color scheme; making objects appear to have texture	critique various still-life drawings/paintings over various time periods and cultures create thumbnail sketches using a viewfinder to plan a dynamic composition develop a rubric to self-assess	create a still-life drawing using a particular artistic style (i.e. impressionism, realism, cubism, etc.) create a still-life of objects with significance to you self-assess with student designed rubric	Math: shapes and forms, proportion Science: various textures, color theory
<p>Visual Text</p>  <p><i>The Basket of Apples, Paul Cezanne</i></p>		<p>Art Criticism</p> <p>Describe: What methods did the artist use to convey depth? Analyze: How did the artist use the elements of line, shape, color, value, texture, and space? Interpret: What is the purpose of creating a still-life? How has that purpose changed over time? Judge: Do you like the style the artist used in painting the still-life? Why, why not?</p>		<p>Resources</p> <p>https://emptyeasel.com/2006/11/24/how-to-draw-what-you-see-techniques-and-tips-to-improve-your-drawing-skills/</p> <p>https://mymodernmet.com/what-is-still-life-painting-definition/</p>

Grade: 6th Grade				
Quarter and Timeframe (#days/weeks): Q2/Unit 1 (3-5 weeks)			Unit: Portrait Drawing	
<p>Big Ideas: The student can create a portrait from observation using the shape-to-form drawing technique including expression and symbolism.</p> <p>Guiding Questions: How do artists create portraits containing likeness, expression, and symbolism?</p>			<p>Standards: <u>RESPOND</u> 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary 6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions. 6.VA. R1.B Identify and interpret works of art that reveal a variety of world cultures and values</p> <p><u>CREATE</u> 6.VA.Cr1.B Investigate personally relevant content for creating art. <u>6.VA.Cr3.A:</u> Reflect on and revise personal artwork to convey intended meaning.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
<p>portrait, self-portrait, shape-to-form, proportions, symmetrical, asymmetrical, eye level, nose level, mouth level, ear level, pupil, iris, eyelid, tear duct, frontal view, ¾ view, profile view, symbolism, expression, style</p>	<p>drawing facial features realistically with accurate proportions; shading the face; creating colors of various skin tones; applying texture to hair; portrait viewpoint: frontal, ¾, profile; symbolism/ self-expression; methods: shape-to-form vs. grid; analyzing self-portraits for symbolism, expression, style, and technique</p>	<p>create a self-portrait from observation by looking in the mirror, compare and contrast the pre-assessment self-portrait done at the beginning of the year to the self-portrait created after instruction, analyze and discuss self-portraits of master artists and contemporary artists, create a rubric to self-assess</p>	<p>create a self-portrait from a photograph using the grid technique</p> <p>create a portrait of a classmate</p> <p>create a self-portrait in a particular artistic style</p> <p>self-assess using student designed rubric</p>	<p>Science: anatomy of facial features</p> <p>Math: proportion</p> <p>ELA: interpretation, analysis</p>
<p>Visual Text</p>  <p><i>Self-Portrait with Thorn Necklace and Hummingbird, Frida Kahlo</i></p>		<p>Art Criticism</p> <p>Describe: Describe the animals and objects used as symbolism in the self-portrait.</p> <p>Analyze: Why do you think Kahlo exaggerated her unibrow and mustache?</p> <p>Interpret: Based on what you have learned about Kahlo's struggles in life, what do you think she was trying to express with her use of symbolism?</p> <p>Judge: What do you like or dislike about Kahlo's self-portrait?</p>		<p>Resources</p> <p>History of Portraiture, http://www.fabulousnoble.com/news/history_of_portraiture</p>

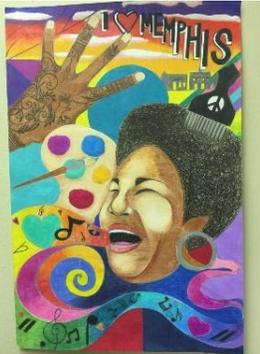
Quarter and Timeframe (#days/weeks): Q2/ Unit 2 (1-2 weeks)	Unit: Principles of Design
<p>Big Ideas: The student can create a work of incorporating the principles of design.</p> <p>Guiding Questions: How does an artist use the principles of design to create a visually compelling piece of work?</p>	<p>Standards: <u>CREATE</u> 6.VA.Cr1.A Combine concepts collaboratively to generate innovative ideas for creating art. 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship. 6.VA.Cr3.A Reflect on and revise personal artwork to convey intended meaning.</p>

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
emphasis, rhythm/movement, balance, asymmetrical balance, symmetrical balance, radial balance, unity, variety/contrast, harmony	arranging and experimenting with the elements of art to create emphasis, rhythm/movement, balance, unity, variety, and contrast in works of art	analyze and critique works of art according to the principles of design	collaboratively create an accordion-fold book with small art pieces that focus on each principle of design create an arrangement of origami that incorporates at least one principle of design	<p>Science: balance</p> <p>Math: pattern</p>

<p>Visual Text</p>  <p><i>Moonbeams</i>, Andrew Covell</p>	<p>Art Criticism</p> <p>Describe: Which principles of design did the artist use in the creation of this work?</p> <p>Analyze: How are the elements of art used to create the principles of design?</p> <p>Interpret: How is the effect of “moonbeams” created?</p> <p>Judge: Did the artist successfully incorporate the principles of design? Why, why not?</p>	<p>Resources</p> <p>Principles of Design</p> <p>https://theartofeducation.edu/2017/12/18/everything-need-design-perfect-intro-art-course/</p> <p>https://theartofeducation.edu/2015/12/24/3-helpful-elements-and-principles-downloads/</p>
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Middle School Curriculum Map- Visual Art

Grade: 6th Grade	
Quarter and Timeframe (#days/weeks): Q2/ Unit 3 (2 weeks)	Unit: Creating Art for Presentation

<p>Big Ideas: The student can create a work of art for presentation in a local, regional, or national contest..</p> <p>Guiding Questions: How does an artist create a work of art for display? What steps go into the creation of artwork with a specific theme?</p>		<p>Benchmark: <u>CREATE</u> 6.VA.Cr1.B Investigate personally relevant content for creating art. 6.VA.Cr3.A Reflect on and revise personal artwork to convey intended meaning.</p> <p><u>PRESENT</u> 6.VA.P2.A Individually or collaboratively, develop a plan to display works of art that includes analyzing the exhibit space, while considering the audience.</p> <p><u>CONNECT</u> 6.VA.Cn1.A Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art making.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
brainstorming, thumb-nail sketch, first draft/preliminary, dynamic composition, revising, reflecting, theme, elements and principles of design, image source	steps in the creative process, generating ideas that relate to a specific theme, communicating a message in artwork, revising work to get it "presentation ready," writing an artist statement	discuss theme as a class, brainstorm individual ideas/concepts, locate sources of imagery, critique examples of winning and non-winning entries, discussion of elements and principles of art	create a work of art for presentation in a local, region or national contest such as the Cooper-Young Art Contest, SCS Holiday Card Contest, MLGW Contest, Briarcrest Regional Art Contest, Mid-South Scholastic Art Awards, Magnet Schools of America Contest, Doodle4Google, etc.	Science: process of investigation
<p>Visual Text</p>  <p><i>Cooper-Young Celebrates Memphis Music and Art, Noah Broadway; Snowden School, 1st place, 2017</i></p>		<p>Art Criticism</p> <p>Describe: Describe the symbols used in the artwork.</p> <p>Analyze: How did the student use the elements of art and principles of design?</p> <p>Interpret: How did the student's art represent the theme?</p> <p>Judge: What makes this an award-winning contest entry?</p>		<p>Resources</p> <p>Principles of Design</p> <p>https://emptyeasel.com/2009/04/09/how-to-prepare-for-an-art-presentation-from-first-draft-to-presentation-day/</p>

Middle School Curriculum Map- Visual Art

Grade: 6th grade	
Quarter and Timeframe (#days/weeks) Q3/Unit 1 (1 week)	Unit: Media, Techniques, and Processes of Painting

Big Ideas: I can use and care for paint and brushes in a safe and effective manner.

Guiding Questions: Why is it important to know how to take care of brushes in the art room? How does knowing different brush strokes help you to identify different artistic styles? How do artists choose tools, techniques, and materials to express their ideas?

Standards:

CREATE

6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.

6.VA.Cr2.B Explain environmental implications of conservation, care, clean-up of art materials, tools, and equipment.

PRESENT

6.VA.P1.A Analyze similarities and differences associated with preserving and presenting traditional and emerging media.

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
watercolor paint, acrylic paint, oil paint, tempera paint, stippling, dry brushing, wet-on-wet, hatching, cross-hatching, sgraffito	brush care and usage, use of various brush strokes, use and recognition different techniques and styles artists use to express an idea or concept in artwork.	experiment with various painting techniques and media, different brush strokes, dry brush, wet on wet, stippling, blending, crayon resist, pointillism, examine and critique paintings of different styles and media	pre-assessment of painting techniques, formative assessment of painting techniques, class critique	<p>Science: experimentation</p> <p>Social studies: conservation, ethical responsibility</p> <p>ELA: analysis</p>

Visual Text



Art Criticism

Birch at Hart Lake, Zoltan Szabo

Describe: What painting techniques did the artist use?

Analyze: How do the various types of techniques affect the mood of the painting?

Interpret: What mood was the artist trying to convey?

Judge: Critique the artist's use of watercolor.

Resources

<http://www.artic.edu/aic/collections/artwork/27992>

<https://www.youtube.com/watch?v=G5ltlgaytLM>

Grade: 6th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 2 (2 weeks)			Unit: Color Theory in Painting	
<p>Big Ideas: I can apply the concept of the color wheel, color schemes, and color theory to painting.</p> <p>Guiding Questions: In what ways color can be combined to create harmonious combinations? How can color evoke emotion? Why is it important to know your primary colors? What is the formula for secondary and tertiary colors?</p>			<p>Standards: CREATE 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.</p> <p>RESPOND 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Interdisciplinary Connections
color/hue/value, color wheel, analogous colors, complementary colors, warm/cool colors - monochromatic colors - neutral colors - primary colors - secondary colors, tertiary, tint, shade	painting the color wheel, applying the properties of color (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, neutral, cool/warm), apply the expressive qualities of color (emotional, psychological, cultural, symbolic)	mix the primary colors to create the color wheel, analyze the three properties related to color: hue, value, intensity, understand and demonstrate that value reflects the lightness or darkness of color (tints and shades), analyze paintings for the emotional expression of color	painting in a specific color scheme written critique of the expressive qualities of color in a painting	Science: color, experimentation ELA: interpretation
<p>Visual Text</p> 		<p>Art Criticism <i>Night Hawks</i>, Edward Hopper</p> <p>Describe: What color schemes did the artist use in the painting?</p> <p>Analyze: How does the color impact the emotional quality of the painting?</p> <p>Interpret: How did the artist make the cafe the focal point?</p> <p>Judge: Critique the artist's use of color.</p>		<p>Resources</p> <p>https://www.youtube.com/watch?v=ae6olgZK2-s&pbjreload=10 https://www.youtube.com/watch?v=0DXZvcfPVrk https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/color-visual</p>

Grade: 6th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 3 (2 weeks)			Unit: Spatial Relationships in Painting	
<p>Big Ideas: I can create the illusion of space in a painting by using various methods.</p> <p>Guiding Questions: How does the use of linear and atmospheric perspective make work of art appear more realistic? How can space be used to express/communicate ideas? How can an artist create the illusion of depth on a 2 dimensional surface?</p>			<p>Standards: <u>CREATE</u> 6.VA.Cr1.B Investigate personally relevant content for creating art. 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design using course specific craftsmanship.</p> <p><u>RESPOND</u> 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
positive and negative space, depth, atmospheric perspective, one point, linear perspective, horizon line, spatial organization, foreground, midground, background, illusion of depth, eye level, birds-eye view, worm's-eye view, vanishing point	methods of creating depth, atmospheric perspective, one-point linear perspective	draw boxes in linear perspective, draw a street in 1 point linear perspective, demonstrate atmospheric perspective using watercolor (bluer tint, less detail)	landscape with a street, river, train tracks, or buildings in linear perspective as well as the use of atmospheric perspective	<p>Science: spatial relationships</p> <p>language arts: evaluation based on criteria</p>
<p>Visual Text "Portrait of an Artist's Pool" David Hockney</p> 		<p>Art Criticism Describe: How did the artist create the illusion of space? Analyze: How did the artist create the effect that a figure was under water? Interpret: Why do you think the artist used red for the man's jacket? Judge: Critique the artist's use of perspective.</p>		<p>Resources https://www.finearttips.com/2014/09/create-depth-in-your-landscape-painting/ https://www.nationalgallery.org.uk/paintings/meindert-hobbema-the-avenue-at-middelharnis</p>

Grade: 6th grade				
Quarter and Timeframe (#days/weeks): Q3/Unit 4 (2 weeks)			Unit: Painting Themes/Genres	
<p>Big Ideas: I can identify different painting themes and genres and develop my observation skills to appreciate the work of great artists' and to critique the way in which artists have expressed themselves using different media.</p> <p>Guiding Questions: How does media choice, theme, and subject matter affect an artwork? How can observational skills gained through the visual arts and the artistic process carry over into daily life?</p>			<p>Standards: <u>PRESENT</u> 6.VA.P2.A Individually or collaboratively, develop a plan to display works of art that includes analyzing the space, while considering the audience. <u>CREATE</u> 6.VA.Cr1.B Investigate personally relevant content for creating art. <u>CONNECT</u> 6VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Activities	Content Integration
still life, portrait, cityscape, seascape, media, composition, proportions	recognizing and creating various themes in painting, creating preliminary sketches	discuss, analyze, and critique paintings of different themes	create a painting with a theme of your choice write an artist statement discussing your theme, choice of subject matter, technique, style, and use of media.	<p>language arts: analysis</p> <p>social studies: collaboration</p>
<p>Visual Text "Cafe Terrace at Night" Vincent Van Gogh</p> 		<p>Art Criticism Describe: What type of painting is this? Analyze: How does the color impact the emotional quality of the painting? Interpret: How did the artist create the illusion of space? Judge: Critique the artist's painting style.</p>		<p>Resources http://www.visual-arts-cork.com/painting-genres.htm</p>

Quarter and Timeframe (#days/weeks): Q3/Unit 5 (2 weeks)	Unit: Painting Styles and Movements
Big Ideas: I can recognize and apply various painting styles in my work and the work of others.	Standards: <u>CREATE</u> 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship. <u>RESPOND</u> 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary. 6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions. <u>CONNECT</u> 6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses.
Guiding Questions: How do artists' styles differ from each other? How do artists express themselves through their works of art? How can I identify characteristics of an artist's style of art? How and why do artists make stylistic choices?	

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
realism, impressionism, post-impressionism, pointillism, cubism, fauvism, expressionism, dada, surrealism, abstract, pop-art, op-art	identifying various painting styles and movements, replicating various painting styles	view, discuss, and critique paintings in different styles and movements	create a painting of a still-life or animal in a particular painting style	language arts: interpretation, analysis social studies: culture, traditions

Visual Text "Red Interior: Still Life on a Blue Table" Henri Matisse 	Art Criticism Describe: Is this painting realistic or abstract? Analyze: What is the painting style and movement? Interpret: Why do you think the artist chose to paint in this style and use these colors? Judge: Do you like this painting style? Why/why not?	Resources http://www.artfactory.com/art-appreciation.html https://theartofeducation.edu/2015/04/03/8-classic-painting-techniques-from-the-masters-to-teach-today/
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Middle School Curriculum Map- Visual Art

Grade: 6th grade	Unit: Introduction to Sculpture/3-D Design: History of Sculpture
Quarter and Timeframe (#days/weeks): Q4/Unit 1 (1 week)	

<p>Big Ideas: Students will understand what makes a work of art a sculpture. Students will understand the history of sculpture and its' origins.</p> <p>Guiding Questions: How does knowing the contexts histories and traditions of art forms help us create works of art and design? How does art help us understand the lives of people of different times, places, and cultures? What is sculpture? Who created the first sculptures? Why were sculptures created? Is sculpture considered art or is it also functional?</p>		<p>Standards: <u>CREATE</u> 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship. 6.VA.Cr1.B Investigate personally relevant content for creating art <u>CONNECT</u> 6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
sculpture, 3-dimensional, prehistoric, utilitarian, decorative, clay, stone, marble, modeling, additive, subtractive, carving, slab, casting, assemblage, armature	explain and conceptualize the form and function of three dimensions. understand various types of sculpture mediums and materials.	discussion of sculpture from specific periods in time (prehistoric, Egyptian, Renaissance Neo-Classic, Native American, 20 th century)	mixed-medium drawing of historical works of sculpture	social studies: people, cultures, countries, traditional and ceremonial
<p>Visual Text</p>  <p>Ochre Stone Incised with Cross-hatch Patterns, dating from 70,000 BCE. One of the earliest examples of Prehistoric Art from Africa</p>		<p>Art Criticism Describe: What do you see? Analyze: How do you think this sculpture was made? Interpret: Why was this work created? Do you think it was created for a specific purpose? Judge: Critique the sculpture.</p>		<p>Resources http://www.visual-arts-cork.com/earliest-art.htm, http://www.scholastic.com/browse/article.jsp?id=3753866 http://www.theartstory.org/sculpture_timeline.htm https://worldhistoryproject.org</p>

Middle School Curriculum Map- Visual Art

Grade: 6th grade	Unit: Types of Sculpture: Assembling, Modeling, Carving, and Casting
Quarter and Timeframe (#days/weeks): Q4/Unit 2 (6 weeks)	

<p>Big Ideas: Students will understand and learn to utilize various sculpture techniques and mediums. Students will recognize the various materials used to create three-dimensional works of art.</p> <p>Guiding Questions: How do the various ways to create sculpture form and or create a work of art? What is the difference between functional and decorative art?</p>	<p>Standards: <u>CREATE</u> 6.VA.Cr1.B Investigate personally relevant content for creating art. 6.VA.Cr2.C Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p>
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Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
assembling, modeling, casting, carving, subtractive, additive, relief, ceramic, slab, coil, paper mache, armature, utilitarian	working with various mediums and materials, proper use of various materials, care of clay usage	ceramics/clay: create an original freeform base, learn two hand-building techniques: pinch and coil, learn how to apply glaze paper mache(or paper and masking tape) balsa wood carving assembling found objects	create a pinch pot or coil pot create a paper mache African mask create a balsa wood totem pole create an assemblage	<p>social studies: cultures and civilizations</p> <p>science: building structures</p>

<p>Visual Text</p> 	<p>Art Criticism</p> <p>Describe: Compare and contrast the two sculptures.</p> <p>Analyze: What sculptural types did the artists use?</p> <p>Interpret: Why do you think the sculptures were created?</p> <p>Judge: Critique the sculptures according to your personal preference.</p>	<p>Resources</p> <p>http://www.getty.edu/museum/</p> <p>http://www.theartstory.org/artist-nevelson-louise.htm</p> <p>http://artistsinspireartists.com/sculpture/famous-sculptures-world</p>
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Middle School Curriculum Map- Visual Art

<p>Grade: 6th grade</p>	
<p>Quarter and Timeframe (#days/weeks): Q4/Unit 3 (2 weeks)</p>	<p>Unit: Art Careers</p>

Big Ideas: Students will study and understand the various types of careers associated with visual art.
Guiding Questions: How does knowing and using visual art careers help us understand and interpret works of art? How does an understanding of other subjects help us understand the requirements for various art careers? What are the educational requirements for careers in art? What are the differences between a fine arts career and a design career?

Standards:
PRESENT
 6.VA.P2.A Individually or collaboratively, develop a plan to display works of art that includes analyzing the exhibit space, while considering the audience.
 6.VA.P3.A Explain how an exhibition in a traditional or emerging presentation space reflects the history and values of a community.
RESPOND
 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
fine artist, designer, graphic designer, illustrator, decorative artist, animator, computer animator, game designer, environmental designer, web designer, multimedia designer, photographer, photojournalist, art director, curator, conservator, textiles designer, art educator	education, job responsibilities, experience, necessary skills, median income required for particular careers in art	research and discuss necessary education and skills for specific art careers work in groups to create a PowerPoint or Prezi presentation that focuses on various art careers	powerpoint of art career create a work of art related to a chosen art career (floorplan for architect, logo for graphic designer, etc.)	language arts: evaluation based on criteria social studies: collaboration, art careers

Visual Text



Careers for Art Poster (download from link in resources)

Art Criticism
Describe: What art careers are featured in the poster?

Analyze: Are you surprised by the number of careers in the arts? Why, why not?

Interpret: What do all of the categories of careers have in common?

Judge: Would you consider a career in the arts? Why, why not?

Resources
<https://www.studentartguide.com/articles/art-careers-list>