

Sixth Grade: Art Curriculum

Unit: Portraits

Time: 12 weeks

Standards:

Essential Questions

- What is a portrait?
- Why are portraits made?
- What shapes and lines can you see in your own face that would transfer to paper?
- What is values?
- How do you make good use of space?
- How is contrast created using black and white?
- What does the No. 2 pencil represent?
- How does the Mona Lesa represent value?
- How do I create a realistic portrait?
- How do I add value to a face correctly?
- How do cartoons differ from realistic portraits?
- Does a portrait have to always be a true representation of the person?
- Who are some famous portrait artists?
- Does a portrait have to be of a human being?

Enduring Understandings

- I can tell you what a portrait is.
- I can tell you why Renaissance artists created portraits.
- I can use simple shapes to make a sketch.
- I understand that value creates dimension
- I can recognize different elements of art such as pattern, shape and texture in various portraits by famous artists.
- I can identify contrast.
- I have an understanding of different levels of softness in a pencil based on its number.
- I can identify value using the Mona Lesa and a in a black and white photograph of myself
- I understand that prior to the Renaissance, Egyptian art and Cave art appeared flat.
- I can create a realistic portrait through the use of correct proportions and shading.
- I can tell you how a cartoon differs from a realistic portrait.
- I can recognize that portraits can include human beings as well as animals.
- I understand that portraits can be abstract

1.1.2.D.1 -Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.

1.3.2.D. 1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4-- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.B.2- Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.A.1 -- Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

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Benchmark Assessment(s)

- SWBAT identify what a portrait is and create one that is realistic. They will create a black and white portrait of themselves. These portraits will be assessed on the correct placement of features. Students will also be assessed on their use of a variety of lines, shape, contrast, details, value and textures. Through discussion and critique, students will compare and contrast their own work of art to enhance their abilities and recognize changes that can be made. These critiques will focus on the elements of art, and how to utilize them. Students will develop the ability to identify see contours and shapes as well as value and transfer the images of themselves to the other side of their paper. .(1.4.2.A.1, 1.1.2.D.1, 1.3.2.D. 1, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.B.2)

Other Assessments

- Finished portraits
- Critiques/Student self assessment
- Teacher observation

Materials

- Reference pictures of the work of the Mona Lesa, Egyptian and Cave art
- Pencils
- Erasers
- rulers
- Paper
- Tape

SUGGESTED ACTIVITIES

- Create a self- portrait step-by-step. Emphasis will be placed on placement of features and using shape and line to create successful and realistic works.
- Compare and contrast the works of The Mona Lesa, Egyptian art and Cave art. Discuss how their styles are the same and different. What elements of Art can be seen? How does each artist use the elements differently? Which Art style of these two artists does your art resemble most? Why?
- Discuss the works of Picasso and cubism. Create an abstract portrait. Compare and contrast the differences in drawing a human compared to a portrait in cubism.
- Look at the work of Joel Colo. Discuss the way he uses value and line to create

REINFORCEMENT

- Reference self-portrait proportions and the values of shading.
- Use simple shapes as a basis for all drawing instructions.

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realism in his art. Have students draw a self- portrait step-by-step. Show students the way to use guidelines for where features belong on the face. Shade with pencil.

- Look at Serie Golo’s work. Create an original character. Fill the character with vibrant patterns. Outline in sharpie marker, color in with Crayola marker. Have a critique of the two works. Compare the Elements of Art in the two pieces. How are the elements used that make a piece realistic? Unrealistic?

ENRICHMENT

- How does drawing an animal portrait differ from a human? How are they the same?

Suggested Websites

- <http://theartgallery.com.au/kidsart/learn/portrait/>
- <http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids>
- <http://www.wikihow.com/Draw-Animals-%28Kids%29>
- http://www.mykidsart.com.au/Pablo_Picasso_Famous_Artists_My_Kids_Art.html
- <http://makingartfun.com/pdf/renior-printit-biography.pdf>
- <https://www.youtube.com/watch?v=dbRMCgtcchw>
- <https://www.facebook.com/JOEL-COLO-Visual-Artist-159590537389473/>

Suggested Materials

- Draw 50 Animals: The Step-by-Step Way to Draw Elephants, Tigers, Dogs, Fish, Birds and Many More by Lee J. Ames
- How to Draw Faces by Barbara Soloff Levy

Cross-Curricular Connections

21st Century Skills. CRP6. Demonstrate creativity and innovation. (When drawing portraits, students show their creativity.)

Technology. 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue. (Comparing and contrasting portraits by viewing online photographs.)

SEL Self Awareness- Recognize one’s personal traits, strengths and limitations. (Become aware of physical traits when drawing self-portraits.)

Language Arts SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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**Unit: Black and White Project
Color Project
Technology (Computer or other)
3Dimensional Project**

Time: 7 Months

Standards:

Essential Questions

- What art styles can fit into these categories: Black and White, Color, Technology and 3D?
- Which mediums fit well with the project I have chosen?
- Which mixed media work well together?
- What can I create based on my interests and the supplies I have available?
- Which artist have my same art style?
- Which elements and principles of design can I apply to my artwork?

Enduring Understandings

- I will be able to choose my own art style.
- I will be able to test different mediums to see which one works best with the category and artwork I have to decided to create.
- I will be able to try different art styles as well as become familiar with different art styles based on my own artwork and the artwork of others in the class.

1.3.2.D.4-- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.B.2- Apply the principles of positive critique in giving and receiving responses to performances.

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- How can I help my classmates become better artists?

- I will be able to aide in the help of a critique to others.

presence of training, style, etc.).1.4.8.B.1- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

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.7- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

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.

Benchmark Assessment(s)

- SWBAT identify different art styles, elements and principles of design in their artwork, critique themselves, use appropriate art vocabulary, come up with projects based on their skill levels and interests, and use and apply appropriate mediums to their artwork. Students will be assessed weekly by the teacher on their progress as well as intermittent critiques. (1.4.8.A.1, 1.4.8.A.7,1.1.8.D.2)

Other Assessments

- ✓ Critique
- ✓ Word Wall-Students will be asked to identify words on the wall each week.
- ✓ Art Style wall-Students will be asked to identify art styles and give examples
- ✓ Teacher Observation

Materials-Mixed Media/Various materials

- Pencils
- Paper
- Markers
- Construction paper

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- Beads
- Paint
- Clay
- Oil pastels
- Chalk pastels
- Water color
- Buttons
- Pom poms
- Pipe cleaners
- Other

SUGGESTED ACTIVITIES

- Students will observe various artists throughout the year. Critique and compare artist styles, similarities and differences to the student's artwork periodically.
- Have a round table discussion on how art of the past has influenced art today. Have students comment on how their art would be different if they were living in a different era.
- Each student will come up with their own project based on each category and their abilities. We will discuss different artists, art styles and mediums to use. This would be similar to an independent study with guidance by the teacher.

REINFORCEMENT

- Have students bring in an artwork from an artist online once a month to discuss with their fellow classmates

ENRICHMENT

- Keep an art journal of your sketches to each project. Look back at them at the end of the year to see how

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your artwork has changed.

Suggested Websites

- <https://crayolateachers.ca/classroom-posters/>

Suggested Materials

- The Arts, a visual encyclopedia by DK
- 13 Architects You should Know
- Klee, Velasquez, Rembrandt all by Raboff
- Frida Kahlo, Andy Warhol, Da Vinci, Van Gogh all by Venezia
- The Museum of Modern Art by Mayers
- Alexander Calder by Patricia Geis
- A child's Introduction to Art by Heather Alexander
- Masterpieces of Art by A.N. Hodge
- Incredible Visual Illusion by Al Seckel

Cross-Curricular Connections

21st Century Skills

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology

8.2.8.C.2 Explain the need for optimization in a design process.

SEL

Through the creation of various art pieces, students will need to recognize the importance of self-confidence in handling daily tasks and challenges. They will also be developing, implementing, and modeling effective problem solving and critical thinking skills.

Language Arts

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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