

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Art Trivia Length (Days):1	Assessing prior art knowledge via team trivia	Accessing prior knowledge and using context clues to come to an answer. Teamwork	Formative: Trivia	Teamwork	Slide Presentation, Paper, Pencil
Name: Jen Stark Collaborative Mural Piece Length (Days): 2	Can I utilize pattern, contrast and color? Can I work on a small piece of a project with others?	Collaboration, VA:Pr4.1.6 VA:Cr1.1.6	Formative: Pencil Sketch Summative: Finalizing design with markers	Collaboration, pattern, contrast, color	Slide Presentation, Paper, Pencil, Marker, Crayons, Colored Pencil
Name: Elements of Art Slideshow (Review) Length (Days): 1	Can I learn about and apply the 7 Elements of Art?	Accessing and applying prior knowledge of art making processes and relate them to the Elements of Art	Formative: Verbal Quiz Summative: Elements of Art Booklet Creation	Creating and designing a non-fiction booklet with Elements of Art information.	Slide Presentation, Pencil, Paper, Dry Art Materials (Colored pencils, markers, crayons, etc.)
Name: Color Theory (Review) Length (Days): 2	Can I learn about and apply Color Theory knowledge?	Accessing and applying prior knowledge of art making processes and relate them to Color Theory concepts	Formative: Color Guide Worksheet completed together as a class	Watch color theory video, then go over Color Theory Worksheet as a class	Slide presentation, colored pencils
Name: “Artist Trading Card” Length (Days): 3	How can I design a trading card that reflects my personality / interests?	Self-expression VA:Cr1.2.6	Formative: Pencil Sketch Summative: Final Outlining / Coloring	Self-Expression, designing art based on personal interest, drawing portraits, using ruler to make things look neat.	Pencil, White Cardstock (cut to size), ruler, colored pencils or markers
Name: Clay Pinch Pots Length (Days): 5	How can I use clay to create a sculpture? How can I manipulate the clay to get the desired texture and design?	VA:Cr2.1.6 VA:Cr2.3.6 Motor skills improvement VA:Pr4.1.6	Formative: Pencil sketch of design / artist reflection sheet Summative: Creating and Painting Sculpture	Learn about the properties of air dry clay and different clay techniques, learn about using acrylic paint (including clean-up and painting techniques).	Air dry clay, paper, pencil, acrylic paint, wax paper
Name: Optical Illusion Drawing Length (Days): 2	Can I create a 3D illusion using 2D materials?	VA:Pr4.1.6	Formative: Pencil Sketch Summative: Finalizing with	Introduction to creating a simple 3D effect on a 2D surface	Paper, pencil, markers, ruler, circle stencil.

			markers		
Name: Oil Pastel Shading Length (Days): 1	Can I use different art materials to create realistic 3D effects on a 2D surface? Can I master a new art material to use in future artworks?	VA:Cr2.1.6	Value scales worksheet and shaded objects worksheet	Students will choose a 3 different colors oil pastels. They will create 3 different value scales with these 3 colors along with black and white to create a monochromatic value scale. Students will learn about tints and shades and how to mix a variety of new colors.	Oil pastels, paper, pencil, finger or tissue for blending
Name: “The Scream” Oil Pastel Parody Drawing Length (Days): 5-7	What kind of art exists in the world? Can I apply the oil pastel techniques that we learned about to create a completed work of art? Can I identify the defining features of an Expressionist work of art?	VA:Re7.2.6 Blending with oil pastels	Formative: Video notes / Rough Draft Summative: Final Draft	Learn about a famous artist, relate that artist to their upcoming project and create a “parody” of that painting. Students learn what a parody is.	Video, Paper Note Sheet Handout (fill in the blanks), sample photos of artwork in Google Classroom
Name: Paper Mache Sculpture Length (Days): 7-14	Can I construct a 3D object using scrap materials?	Problem-solving, creative thinking, planning/drafting, engineering, resourcefulness	Formative: Artist Reflection and note sheet Summative: Constructing base of object	Construct a 3D object using recycled materials.	Plastic bag, newspaper, Elmer’s Art Paste, Glue Acrylic / Tempera Paint, Masking Tape, Rubberbands, etc.
Name: Close-Up Candy Pop Art Drawings (Seasonal) Length (Days): 4	Can I create a painting that looks like a realistic candy brand?	VA:Cr2.1.6 Students will practice a realistic drawing to improve their drawing skills.	Formative: Artist Reflection and pencil sketch Summative: Finalizing drawing with paint sticks / oil pastels	Learn about pop art style, create drawing of a close-up logo design from a candy wrapper, learn about scale, use computer to crop to the proper size to match the scale of the paper.	12” x 18” drawing paper, pencil and eraser, tempura paint sticks / oil pastels, chromebook (photos app to use crop feature)

Course Name/Number: ART

Grade Level: 6

Curriculum Map

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Name: Elements of Art Booklet / Zine Length (Days): 2	Can I memorize and define the 7 elements of art?	Accessing and applying prior knowledge of art making processes and relate them to the Elements of Art	Elements of Art Booklet (done in pencil first, then colored / designed)	Create a handmade book with definitions and images (2 pages per each element of art)	Pencil and eraser, paper, stapler, glue stick, colored pencils, circle stencil, ruler, document camera, slide presentation
Name: Kimmy Cantrell Masks Length (Days): 5	Can I construct a relief sculpture out of cardboard? Can I create a work of art inspired by another artist?	Problem-solving, creative thinking, planning/drafting, engineering, resourcefulness	Formative: Rough Pencil Sketch Summative: Final Sculpture	Students create a pencil sketch of their masks after learning about the artist and seeing visual examples of student and artist's work.	Pencil, eraser, cardboard, cardboard cutter (electric scissors), hot glue, acrylic/tempera paint
Name: Cardboard Gingerbread House (Seasonal) Length (Days): 2	Can I construct a gingerbread house out of recycled materials and craft supplies?	Problem-solving, creative thinking, planning/drafting, engineering, resourcefulness	Formative: Rough Pencil Sketch Summative: Final Sculpture	Students sketch their design and then present to teacher for approval. Students begin tracing shapes onto cardboard and creating their gingerbread house sculptures.	This lesson went well! The students were successful when given shape templates for each side of the 3D structure.
Name: Positive / Negative Space Collage Length (Days): 1	Can I successfully design and create a collage?	Problem-solving, critical thinking, planning/drafting	F: Pencil sketch S: Final Draft	Students learn about a type of collage. Students apply knowledge of positive and negative space to create this assignment.	Scissors, glue stick, construction paper, pencil, eraser
Name: Henri Matisse Inspired Collage Length (Days): 1-2	Can I learn about a famous artist and apply what I know about their style to my own artwork?	VA:Cr2.1.6	Summative: Henri Matisse Inspired Collage Creation (No Rough Draft for this project, we just go right into it)	Students practice their collage skills further and learn to trust their gut instinct. Students cut random shapes without overthinking the process and glue the pieces of paper that they cut out down to a larger piece of paper.	Scissors, glue, construction paper

<p>Name: Textured Paper Flower Pot Collage Length (Days): 1-2</p>	<p>Can I use prior collage /cutting skills to create identifiable objects out of scraps of construction paper?</p>	<p>VA:Cr2.1.6</p>	<p>F: Pencil sketch of flower pot and flowers</p> <p>S: Final collage where students “fill in” their shapes using pieces of construction paper that they have cut out.</p>	<p>Students continue to practice their collage, cutting and gluing skills. Students create a collage of identifiable objects with their collage materials.</p>	<p>Scissors, glue, construction paper.</p>
<p>Name: Artsonia Artists Reflections</p>	<p>Can I reflect on my artmaking processes in a thoughtful manner?</p>	<p>VA:Cr3.1.6</p>	<p>Formative: Artist Statements submitted to teacher for review</p> <p>Summative: Teacher approves final draft of artist statements</p>	<p>Students learn what a portfolio is and view their own art portfolio. When they are in their online portfolio, they create titles and artist statements for all of their artwork to reflect on the artmaking process.</p>	<p>Artsonia.com, Chromebook, Google Slides</p>
<p>Name: Pop Art Paintings Length (Days): 2</p>	<p>Can I learn about a specific style of art and create an artwork inspired by this style while still applying my personal style?</p>	<p>VA:Cr2.1.6</p>	<p>Formative: Pencil Rough Draft</p> <p>Summative: Final Pop Art Painting or Drawing</p>	<p>Students learn about a historic art movement and apply that to their own artwork. Students get to choose their subject matter to relate the artwork to their interest. Students practice using a ruler to make four even 6” x 6” squares on their paper.</p>	<p>12” x 12” Sulphite Paper, Ruler, Pencil, Paint or dry media</p>
<p>Name: Identity Profile Drawings Length (Days): 5</p>	<p>Can I create a “collage” style drawing of my personal interests?</p>	<p>VA:Cr2.1.6 Self-expression VA:Cr3.1.6</p>	<p>Formative: Students create a list of their top 10 interests (can be any of their “favorites”) and then create a rough draft of their drawing including these 10 interests</p> <p>Summative: Final draft of the drawing that is completed on a piece of sulphite drawing paper with</p>	<p>Students apply their personal interests into their drawing. This gives students practice implementing self-expression into their own artwork.</p>	<p>9” x 12” sulphite drawing paper, pencil, eraser, colored pencil, Sharpie</p>

			colored pencils		
Name: Tessellation Paintings Length (Days): 3-4	Can I successfully use tessellation stencils to create a cohesive artwork that looks neat? Can I stay in the lines when I am coloring / painting? Can I relate this lesson to prior math knowledge?	VA:Cr1.2.6 VA:Cr2.2.6 Critical-thinking, problem solving	Formative: Pencil drawing before starting painting / coloring (show to teacher to check) Summative: Final draft completed either with paint or dry media	Students use the tessellation stencils and problem-solve how to get the stencils to “lock” into place like a puzzle piece	9” x 12” sulphite drawing paper, pencil, eraser, paint or dry media
Name: Grid Drawings Length (Days): 1	Can I translate the original grid drawing and successfully recreate the image in the given grid below?	VA:Cr2.1.6 Critical-thinking, problem solving	Grid drawing worksheet	Students recreate the original image on a larger grid and learn about scale in artwork.	Grid drawing worksheet, pencil, colored pencil
Name: Day of the Dead Sugar Skull Collage (Seasonal) Length (Days):1	Can I learn about different cultures and create an artwork inspired by that culture / tradition?	VA:Cr2.1.6 VA:Re7.1.6	Day of the Dead Sugar Skull Collage Project	Students follow step by step instruction on how to complete their collage and also learn about an alternate culture / tradition.	9” x 12” construction paper, mosaic squares, glue, scissors, white computer paper, oil pastels
Name: Shaded Oil Pastel Pumpkin Drawings (Seasonal) Length (Days): 1	Can I apply my oil pastel skills to create a semi-realistically shaded pumpkin drawing?	VA:Cr2.1.6	F: Oil pastel shading worksheets S: Final pumpkin drawings	Students draw pumpkin with pencil, then use oil pastel to color and shade the pumpkin to add depth.	9” x 12” construction paper, pencil, oil pastel
Name: Glowing Christmas Lights Oil Pastel Drawing (Seasonal) Length (Days): 1-2	Can I apply my oil pastel skills to create an artwork of Christmas lights to make them look like they are glowing?	VA:Cr2.1.6	F: Oil pastel shading worksheets S: Final oil pastel drawing	Students use a white colored pencil to draw their Christmas lights on a black piece of paper. Then, they follow the steps to add oil pastels and blend them out with their fingers.	9” x 12” black construction paper, oil pastels, white colored pencil
Name: Glowing Hearts Oil Pastel Drawing(Seasonal) Length (Days): 1-2	Can I apply my oil pastel skills to create an image of a heart that looks like its glowing? Can I create a pattern with the colors that I choose to use around my heart?	VA:Cr2.1.6	F: Oil pastel shading worksheets S: Final oil pastel drawing	Students draw their heart on a blank piece of construction paper and then use different colored oil pastels to add a “glow” around hte heart	9” x 12” black construction paper, oil pastels , white colored pencil

Name: Pictionary Game (End of Quarter art game) Length (Days): 1	Can I successfully draw an image from a prompt for my classmates to guess in 30 seconds?	Teamwork, drawing skills		Students receive a random word prompt from teacher and have 30 seconds to draw / guess.	Smartboard, pictionary word generator
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