

Grade 6 Art Curriculum Maps

[Unit of Study: Color and Shape](#)

[Unit of Study: Line, Value, and Space](#)

[Unit of Study: Texture and Form](#)

[Unit of Study: Culture and History](#)

Grade: 6 Subject: Art	Unit of Study: Color and Shape
Big Idea/Rationale	Students will study the elements and principles of design and understand how they are used to create works of art
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will use color and shape through the use of various media and materials. • Students will mix all color families as well as create tints, tones and shades. • Students will focus on artists who use color and shape as their principle element.
Essential Questions (Instructional Objective)	In what ways do the elements of art and principles of design affect communication of an idea?
Content (Subject Matter)	Elements of art and principles of design
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.8.D.1 incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. • 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art
Materials and Resources	Visual Artist samples, video streaming, PowerPoint, technology cart, markers, paint
Notes	

Grade: 6 Subject: Art	Unit of Study: Line, Value and Space
Big Idea/Rationale	Students will learn how to create drawing using perspective, line and texture as key elements in art
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will use line and space through the use of various media and materials. • Students will focus on artists who use line and space as their principle element. • Students will use specific art terms to describe art. • Students will recognize positive discussion as a way for artists to evaluate their work
Essential Questions (Instructional Objective)	Why is it important to show three-dimensional form in a drawing done on two-dimensional paper?
Content (Subject Matter)	One-point perspective , grid illustration method
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. • 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. • 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form
Materials and Resources	Visual Artists, video streaming, PowerPoint, technology cart, rulers,
Notes	

Grade: 6 Subject: Art	Unit of Study: Texture and Form
Big Idea/Rationale	Students will plan and execute a three-dimensional project
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will be able to independently recognize and apply the properties of form. • Students will be able to create a multiple, complex textures using advanced materials. • Students will learn the pinch pot method
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the qualities of two and three-dimensional artwork? • What are the steps necessary to create a three dimensional form?
Content (Subject Matter)	Ceramics
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. • 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. • 1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. • 1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. • 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.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. • 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. • 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. • 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of

	representative works of dance, music, theatre, and visual art.
Materials and Resources	Clay, glaze, texture rollers, PowerPoint,
Notes	

Grade: 6 Subject: Art	Unit of Study: Culture and History
Big Idea/Rationale	Students will be introduced and create art influenced by works of art from various cultures and historic periods.
Enduring Understanding (Mastery Objective)	Students will learn about the lives of artists and make connections between styles, cultural influences and historical periods
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the cultural impact of sample works of art? • What characteristics can be used to identify the culture from which a piece of art was created?
Content (Subject Matter)	The cultural and historical significance of the creation of works of art as a whole and individual works
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. • 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. • 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. • 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). • 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. • 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.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. • 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

Materials and Resources

Visual Artists, video streaming, PowerPoint, technology cart, rulers

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