

GRADE 6

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	One point perspective landscape drawing	Grade: 6	Placement in 22 class cycle: 10-18, 21-22
Theme or Big Idea	Understanding Space			
Big Idea/ Enduring understanding	Attitudes: Students will value: *The illusion of three dimensional art on a two dimensional surface *Art a multi-step process *The creation of a believable landscape *The rules of one point perspective * Technology's effect and abilities in art			
Essential questions	What is the relationship between two dimensional shapes and three dimensional forms? What are the rules of one point perspective? What is a horizon line? What is a vanishing point? What is the relationship between color and distance? What is the relationship between size and distance? What is proportion?			
Knowledge and Skills targeted	Concepts, Facts, Generalizations: Students will know: *The art element of space *The difference between shape and form *The terminology associated with perspective drawing * The rules of perspective *The effect of color on distance Skills: Students will be able to: * Create a believable landscape of their choosing *Demonstrate an understanding of depth * Demonstrate an understanding of color and space			
Assessment	Ability to create a three dimensional landscape in two (two-dimensional) media (paper and computer), anonymous critique of incorrect project through class blog			
Cross curricular components	Math- Use of a ruler, spatial relationships			
Resources	School web page for blog			
Standards	1.1.5.D.1, 1.1.5.D.2, 1.1.8.D.2, 1.3.5.D.1, 1.3.5.D.4, 1.3.5.D.5			

1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
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.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
National	
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas Students select and use the qualities of structures and functions of art to improve communication of their ideas
<u>NA-VA.5-8.5</u>	<ul style="list-style-type: none"> Students compare multiple purposes for creating works of art Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
<u>NA-VA.5-8.6</u>	<ul style="list-style-type: none"> Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Belhaven Middle School Visual Arts Curriculum Map	Robin Moore, Art Educator	Pottery introduction	Grade: 6	Placement in 22 class cycle: 3-9, 19-20
Theme or Big Idea	Understanding Space			
Big Idea/ Enduring understanding	Attitudes: Students will value: *Art in the third dimension *Art a multi-step process *Their own abilities in a new medium *An interdisciplinary education			
Essential questions	How do has pottery been used throughout history? What techniques and tools are used in pottery? How does a two dimensional drawing relate to the three dimensional sculpture?			
Knowledge and Skills targeted	Concepts, Facts, Generalizations: Students will know: *The art element of space *The difference between shape and form *The tools used for clay hand building * The terminology of the techniques they will be using *The steps needed to create a successful ceramic project *A general history of ceramics through time and different regions Skills: Students will be able to: * Create a ceramic piece of their choosing from the techniques of pinch, slab, and coil *Glaze their project to finish it * Participate as part of a group to research ceramic information * Create and present a PowerPoint about their researched information			
Assessment	Group presentation: Correctness of information, Groups ability to work as a team to present, visually stimulating presentation Individual project: Ability to create a three dimensional ceramic creation, anonymous critique of project through class blog			
Cross curricular components	Social Studies- historical and regional information Public Speaking- presentation of information Cooperative Education			
Resources	School web page for blog and links for group research, PowerPoint program , School web page blog			
Standards	1.1.5.D.1, 1.1.8.D.2, 1.2.8.A.1, 1.2.8.A.2, 1.3.5.D.1, 1.3.5.D.4, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.2			

Content Standards	Achievement Standard
NJCCS	
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
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.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
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.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
National	
<u>NA-VA.5-8.1</u>	<ul style="list-style-type: none"> Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
<u>NA-VA.5-8.2</u>	<ul style="list-style-type: none"> Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas Students select and use the qualities of structures and functions of art to improve communication of their ideas
<u>NA-VA.5-8.5</u>	<ul style="list-style-type: none"> Students compare multiple purposes for creating works of art Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

<u>NA-VA.5-8.6</u>	<ul style="list-style-type: none"> • Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context • Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts
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