

UNIT OVERVIEW

Grade: 6

Duration: 4 weeks, 20 periods

Course: Art

Unit: Color Theory & Value

REQUIRED SOURCES

Project Examples

OPTIONAL SOURCES

Color Wheels, PowerPoints, internet, worksheets, image resources, objects for observation, document camera

KEY VOCABULARY

color theory, primary, secondary, tertiary, neutral, warm, cool, value, highlight, body tone, body shadow, cast shadow, reflected light, enlargement, blending, complimentary, realism, pencil pressure, light source, collage, adhere, craftsmanship

ESSENTIAL QUESTIONS

How do artists use knowledge of Color Theory to enhance their artworks?
In what ways can the proper use and application of value be used to improve the quality of an artwork?
Why is understanding the five tonal values important for artists?
How can viewpoint or composition impact an artwork?

KEY LEARNING TARGETS

Be able to mix the secondary and tertiary colors.
Be able to put the twelve basic color wheel colors in correct order.
Be able to shade a sphere that shows the five value tones.
Be able to draw and shade an object from observation.
Be able to draw an enlarged image.
Be able to blend colors to create the five value tones in color.
Be able to group colors into color groups.

ASSESSMENTS

Assignments will be assessed based on completion, understanding of key concepts, neatness, creativity and inclusion of all required elements.

CORE STANDARDS

Pennsylvania Standards for Arts & Humanities
9.1.8. A-K
9.2.8 A-L
9.3.8 A-G
9.4.8 A-D

UNIT OVERVIEW

Grade: 6

Duration: 4 weeks, 20 periods

Course: Art

Unit: Space, Shape, & Form

REQUIRED SOURCES

Project Examples

OPTIONAL SOURCES

PowerPoints, internet, worksheets, image resources, objects for observation, videos, document camera

KEY VOCABULARY

batik, resist, positive space, negative space, in the round, low relief, abstract, pinch, coil, score, slip and seal, realism, Cubism. representational, proportion, composition, symmetry, assemblage

ESSENTIAL QUESTIONS

How can clay be manipulated to create three-dimensional art works?
Why are proportional guidelines applied to the human face when creating an art work?
How does composition impact a work of art?
How can symmetry be used to create a three dimensional artwork?
How can the use of color impact an artwork?
Why should negative space be considered important to an artwork?
How is positive space represented differently in two dimensional artworks compared to three dimensional artworks?

KEY LEARNING TARGETS

Be able to draw an object from observation.
Be able to create a realistic representation of an object from life.
Be able to use various clay techniques to create a three-dimensional piece.
Be able to securely attach two pieces of clay.
Be able to mix different colors using paint.
Be able to use facial proportion to create a Cubist artwork.
Be able to identify realism, Cubism and abstract art.
Be able to create a symmetrical assemblage.

ASSESSMENTS

Assignments will be assessed based on completion, understanding of key concepts, neatness, creativity and inclusion of all required elements.
Teachers will monitor and assist students throughout the duration of the assignment.

CORE STANDARDS

Pennsylvania Standards for Arts & Humanities
9.1.8. A-K
9.2.8 A- A-L
9.3.8 A-G
9.4.8 A-D

UNIT OVERVIEW

Grade: 6

Duration: 4 weeks, 20 periods

Course: Art

Unit: Line, Texture, & Pattern

REQUIRED SOURCES

Project Examples

OPTIONAL SOURCES

PowerPoints, worksheets, internet, handouts, document camera, image resources, observation

KEY VOCABULARY

texture, line, pattern, value, spacing, foreground, middle ground, background, horizon line, cultural, landscape, simulated, overlapping, depth, symbolism, repetition, Aboriginal

ESSENTIAL QUESTIONS

How can you create depth in an artwork?
How do artists use different textures to enhance works of art?
How do artists use pattern and symbolism to improve their art?
How does repetition create unity and symbolism in an artwork?
How do artists create value using texture and pattern?

KEY LEARNING TARGETS

Be able to identify the three main areas of a landscape.
Be able to create depth using more than one technique.
Be able to use repetition to create a variety of designs and patterns.
Be able to create value using patterns.

ASSESSMENTS

Completed assignments will be evaluated on completion and inclusion of required elements, use of materials, understanding of key concepts, neatness and creativity.

CORE STANDARDS

Pennsylvania State Standards for Arts & Humanities
9.1.8 A-K
9.2.8 A-L
9.3.8 A-G
9.4.8 A-D