Bristol Public Schools

Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	6th Grade Art Concentration
Course Description for Program of Studies	N/a
Grade Level	6
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Ceramics and Sculpture	Fiber and Construction	Comic and Graphic Novel	Single Cell Animation	Introduction to Digital Design	Introduction to Graphic Design
Creating									
VA:Cr1.1 Investigate, Plan, Make		S			S		P		
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P		P	P
VA:Cr3.1 Refine and complete artistic work.									
Presenting									
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.				S					
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						P	P	P	P
VA:Pr6.1 Convey meaning through the presentation of artistic work.									

Responding									
VA:Re7.1 Perceive and analyze artistic work.			S	S	S			S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S					S			
Connecting									
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S				S	S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S			S	S

ESSENTIAL QUESTIONS
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?   - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?   - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?   - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?   - How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?   - How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?   - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?   - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People evaluate art based on various criteria.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Visual imagery influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.6	● Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		**Learning Activities or Resources**:
		Physical Skill		● Sketchbook as a tool for planning and drawing
		Product Development		● Observational Drawing (still life, space inside/outside BAIMS)
		Learning Behavior		● Basic Volumes of Mass Drawing (cones, cubes, spheres, cylinder)
VA:Cn10.1.6	● Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Content Knowledge		● Figure Drawing (figure gesture tools and/or models)
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		● Portrait and/or Self Portrait Drawing
		Physical Skill		● One Point Perspective Drawing (can also include Bird's Eye and/or Worm's Eye View Drawing)
		Product Development		
		Learning Behavior		
VA:Re9.1.6	● **VA:Re9.1.6** Develop and apply relevant criteria to evaluate a work of art.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of drawings in different mediums, styles and subjects.
- Examine how other cultures use drawings to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate drawings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished drawings
- Create contour drawings of overlapped objects.
- Create gesture drawings to create a preliminary sketch of a figure with correct proportions.
- Practice a variety of sketching techniques and apply them to my artwork.
- Practice a variety of shadow/shading and value techniques and apply them to my artwork
- Use straight edges and/or a pencil to practice sighting techniques to draw correct proportions and consistent viewpoints.
- Utilize proportion and scale techniques to create portraits/ self portraits.
- Create a work utilizing one point perspectives (objects, letters, architecture).
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2.6	● Formulate an artistic investigation of personally relevant content for creating art.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● Aerial Perspective Painting
		Product Development	● Non-objective and/ Abstract Painting
		Learning Behavior	
VA:Cr2.2.6	● Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1.6	● Generate a collection of ideas reflecting current interests and concerns that could	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	be investigated in art-making.		
VA:Re8.1.6	● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Examine a variety of paintings in different mediums, styles and subjects.
- Examine how other cultures use painting to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate paintings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.

- Begin to record ideas and information in a sketchbook for finished paintings.
- Create a color wheel through color mixing.
- Identify and utilize color theories including analogous.
- Begin to express mood and/or atmosphere through the use of color.
- Create different effects using painting techniques including resist, salting, masking and impasto.
- Utilize a variety of painting media and tools safely and maintain a neat work area.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking			
UNWRAPPED STANDARDS			
Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6	● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**:
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.2.6	● Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11.1.6	● Analyze how art reflects changing times, traditions,	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

	resources, and cultural uses.	Product Development	
		Learning Behavior	
VA:Re7.2.6	● Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Examine a variety of prints in different mediums, styles and subjects.
- Examine how other cultures use prints to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate prints.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished prints.
- Create a print using registration of two colors.
- Create a print using lithography techniques.
- Create a print using monotype techniques.
- Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Ceramics and Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.6	● Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		**Learning Activities or Resources**:
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cn11.1.6	● Analyze how art reflects changing times, traditions, resources, and cultural uses.	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Pr.4.1.6	● Analyze similarities and differences associated with	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	preserving and presenting two-dimensional, three- dimensional, and digital artwork.	Learning Behavior	
VA:Re7. 1. I	● dentify and interpret works of art or design that reveal how people live around the world and what they value.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Examine a variety of assemblages and sculptures of different mediums, styles and subjects.
- Examine how other cultures use assemblages and sculptures to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Record ideas and information in a sketchbook for finished assemblages and sculptures.
- Create an assemblage and/or an architectural/environmental structure using found objects and/or recycled materials.

- Create a clay sculpture using basic hand building ceramics techniques.
- Create a stabile or mobile that implies motion.
- Compare and contrast the use of glaze colors and apply them to a sculpture.
- Create a sculpture using plaster and/or paper mache.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Construction				
UNWRAPPED STANDARDS				
Standard		**Type of Standard**		**Concepts and Disciplinary-Specific Vocabulary**
VA:Cr1.1.6	● Combine concepts collaboratively to generate innovative ideas for creating art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.6	● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.6	● Analyze how art reflects changing times, traditions,		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	resources, and cultural uses.	Learning Behavior	
VA:Re7. 1.	● Identify and interpret works of art or design that reveal how people live around the world and what they value.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Examine a variety of construction/fiber works in different mediums, styles and subjects.
- Examine how other cultures use construction/fiber works to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate construction/fiber works.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of papers, images, and visual textures.
- Create a mosaic using paper.
- Create an art work utilizing weaving techniques.
- Create decorative paper using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.

UNIT 6: Comic & Graphic Novel Design (Intro to Sequential Art)

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.6	● Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**
		Physical Skill	● Differences between 'comics', 'manga', and 'bande dessinée' ● Difference ways to express dialogue within a comic and graphic novel
		Product Development	
		Learning Behavior	
VA:Pr5.1.6	● Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1.6	● Generate a collection of ideas reflecting current	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	interests and concerns that could be investigated in art-making.	Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re9.1.6	● Develop and apply relevant criteria to evaluate a work of art.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of comics and graphic novels in different mediums, styles and subjects.
- Examine how other cultures use comics and graphic novels to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate comic and graphic novel drawings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished comics and/or graphic novels.
- Create a storyline and develop characters.
- Create preliminary sketches for my background and characters.
- Incorporate dialogue and sound effects within my comic/graphic novel.

UNIT 7: Single Cel Animation (Introduction to Animation History)			
UNWRAPPED STANDARDS			
Standard		**Type of Standard**	**Concepts and Disciplinary-Specific Vocabulary**
VA:Cr1.2.6	● Formulate an artistic investigation of personally relevant content for creating art.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**:
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr5.1.6	● Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1.6	● Generate a collection of ideas	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening,	

	reflecting current interests and concerns that could be investigated in art-making.	Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8. 1.6	● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

● Examine a variety of animation cels in different styles and subjects.

- Examine how animators used animation cels to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate animation cels.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished cel design.
- Create a sketch of a single cel animation and its background
- Refine and trace my animation cel and the background
- Transfer my final sketch to a plastic cel
- Layer acrylic paints to eliminate transparency from animation
- Add color with materials of choice to the background
- Mount and frame my animation cel for presentation.

UNIT 8: Introduction to Digital Design

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6	● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**:
		Physical Skill	Logos
		Product Development	Posters
		Learning Behavior	Web layouts
VA:Pr5.1.6	● Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Cn11.1.6	● Analyze how art reflects changing times, traditions, resources, and cultural uses.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2.6	● Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of digital images in different styles and subjects.
- Examine how companies and cultures use digital designs to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate digital images.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished digital images.
- Use digital software and tools to create images.

- Make decisions on how my work will be presented based on my audience.
- Participate in discussions on how technology has changed in relation to digital design.

UNIT 9: Introduction to Graphic Design

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6	● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	**Learning Activities or Resources**:
		Physical Skill	Interactive pages, advertisement, web designs, 2D and 3D modeling, movies/commercials
		Product Development	
		Learning Behavior	
VA:Pr5.1.6	● Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Cn11.1.6	● Analyze how art reflects changing times, traditions, resources, and cultural uses.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re7.2.6	● Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets
I CAN: ● Examine a variety of graphic design images in different styles and subjects. ● Examine how companies and cultures use graphic designs to communicate ideas

- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate graphic design images.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished graphic design images.
- Use digital software and tools to enhance an original piece of art to use in my graphic design image.
- Make decisions on how my work will be presented based on my audience
- Explain the differences of graphic design images when compared to digital design images.