

# Art Cycle 6 Overview

Content Area: **Art**  
Course(s): **ART CYCLE 6**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

### COURSE DESCRIPTION

The sixth grade cycle art course is designed to encourage creative ideas while continuing to develop artistic skills. Each cycle of study includes four major components:

- 1. Aesthetic perception
- 2. Creative expression and production
- 3. Critical analysis
- 4. Art history

Throughout the cycle students experience studio art based on aesthetics, history, and technology. Students learn to analyze, assess and critique their own work, as well as, the work of fellow students and “the masters”. The focus is to use different tools and media to enhance creativity and artistic knowledge and skill. Students are encouraged to work to their own potential. The course also emphasizes effort and problem solving as a large part of the artistic discovery process.

Students in grade six receive 40 minutes daily of art instruction for one fifth (cycle) of the school year. The course requires: fulfillment of the requirements of each assignment, work attitude and efforts, use of the principles and elements of design.

Quizzes will also be given periodically throughout the cycle and will be averaged together to create one grade. The quiz grade, homework grade, participation grade and the project grade will be averaged together to arrive at the student’s final grade.

### PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			

3. Language Arts Literacy	S	7. World Languages	S		
4. Mathematics	S	8. Technology Literacy			

## **Textbooks and other resources**

### **COURSE RESOURCES**

An updated collection of:

Prints

Reproductions

Digital Slides

DVD

CD-ROMs

Books

Magazines

Educational Literature

Color Printer

Computer Software

Digital Camera

## **Standards**

## COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1  <u><b>Drawing</b></u>  Introduction of observational techniques and drawing skills.	1.3.5.D.2 (R)  1.3.5.D.3 (R)  1.3.8.D.1 (D)  1.3.8.D.6 (D)  1.3.8.D.2 (D)  1.4.8.A.3 (D)  1.4.8.A.6 (D)  <i>9.1.8.A.1 (D)</i>  <i>9.1.8.A.4 (D)</i>  <i>9.1.4.B.1 (R)</i>  <i>9.1.8.B.2 (R)</i>  1.1.8.D.1 (D)  1.2.8.A.3 (D)  1.4.8.A.7 (D)  1.4.8.B.2 (D)  <i>9.1.8.C.2 (D)</i>	1	1-2 weeks	Completed exercises and projects in association with a rubric. Student's progress, time on task.
Unit 2  <u><b>Painting</b></u>  Introduction of painting techniques, exploration of color mixing.	1.3.5.D.3 (R)  1.3.8.D.1 (D)  1.3.8.D.6 (D)  1.4.8.A.6 (D)  1.3.8.D.2 (D)  1.4.8.A.1 (D)  1.4.8.A.6 (D)  1.4.5.B.5 (R)  1.4.5.B.4 (R)	1	1-2 weeks	Completed exercises and projects in association with rubric. Student's progress, time on task.

	1.4.5.B.2 (R)			
	1.4.5.B.3 (R)			
	1.1.8.D.1 (D)			
	1.2.8.A.3 (D)			
	1.4.8.B.2 (D)			
	1.4.8.B.3 (D)			
	<i>9.1.8.A.1 (D)</i>			
	<i>9.1.8.A.4 (D)</i>			
	<i>9.1.4.B.1 (R)</i>			
	<i>9.1.8.B.1 (D)</i>			
	<i>9.1.8.B.2 (D)</i>			
	<i>9.1.8.C.2 (D)</i>			
	<i>9.1.4.D.1 (R)</i>			
	<i>9.1.4.D.2 (R)</i>			
	<i>9.1.4.D.3 (R)</i>			
	<i>9.1.8.D.1 (D)</i>			
	<i>9.1.8.D.2 (D)</i>			
	<i>9.1.8.D.4 (D)</i>			
	<i>9.1.8.D.5 (D)</i>			
	<i>9.1.4.E.1 (R)</i>			
	<i>9.1.4.F.1 (R)</i>			
	<i>9.1.4.F.2 (R)</i>			
	<i>9.2.4.C.5 (R)</i>			
	<i>3.1.5.H.3 (R)</i>			
	<i>3.1.5.H.4</i> <i>(R)</i>			
	<i>3.1.5.H.5 (R)</i>			
	<i>4.2.4.A.1 (R)</i>			

	4.2.4.B.1 (R)			
	4.2.4.B.2 (R)			
	4.2.4.B.3 (R)			
Unit 3	1.2.8.A.1 (D)	1	1-2 weeks	Completed exercises and projects in association with rubric. Student's progress, time on task.
<b><u>Printmaking</u></b>	1.3.8.D.1 (D)			
Introduction to printmaking techniques, exploring various textures and forms to create a unified print.	1.3.8.D.6 (D)			
	1.4.8.A.6 (D)			
	1.3.8.D.2 (D)			
	1.4.8.A.1 (D)			
	1.4.8.A.2 (D)			
	1.4.8.A.6 (D)			
	1.4.5.B.5 (R)			
	1.4.5.B.4 (R)			
	1.1.8.D.1 (D)			
	1.2.8.A.3 (D)			
	1.4.8.A.4 (D)			
	1.4.8.B.2 (D)			
	9.1.8.A.1 (D)			
	9.1.8.A.4 (D)			
	9.1.4.B.1 (R)			
	9.1.8.B.1 (D)			
	9.1.8.B.2 (D)			
	9.1.8.C.2 (D)			
	9.1.4.D.1 (R)			
	9.1.4.D.2 (R)			
	9.1.4.D.3 (R)			
	9.1.8.D.1 (D)			
	9.1.8.D.2 (D)			

	<p>9.1.8.D.4 (D)</p> <p>9.1.8.D.5 (D)</p> <p>9.1.4.E.1 (R)</p> <p>)D)ustify 4.F.1 (R)R)9.1.4.F.1 (R)</p> <p>9.1.4.F.2 (R)</p> <p>9.2.4.C.5 (R)</p> <p>3.1.5.H.3 (R)</p> <p>3.1.5.H.4 (R)</p> <p>3.1.5.H.5 (R)</p> <p>4.2.4.A.1 (R)</p> <p>4.2.4.B.1 (R)</p> <p>4.2.4.B.2 (R)</p> <p>4.2.4.B.3 (R)</p>			
<p>Unit 4</p> <p><b><u>Collage</u></b></p> <p>Introduction to collage techniques in order to demonstrate composition.</p>	<p>1.2.8.A.2 (D)</p> <p>1.3.8.D.1 (D)</p> <p>1.3.8.D.5 (D)</p> <p>1.3.8.D.6 (D)</p> <p>1.3.8.D.2 (D)</p> <p>1.4.8.A.1 (D)</p> <p>1.4.8.A.6 (D)</p> <p>1.4.5.B.5 (R)</p> <p>1.4.5.B.4 (R)</p> <p>1.1.8.D.1 (D)</p> <p>1.2.8.A.3 (D)</p> <p>1.4.8.A.5 (D)</p> <p>1.4.8.B.1 (D)</p>	1	1-2 week	Completed exercises and projects in association with rubric. Student's progress, time on task.

	1.4.8.B.2 (D) 9.1.8.A.1 (D) 9.1.8.A.4 (D) 9.1.4.B.1 (R) 9.1.8.B.1 (D) 9.1.8.B.2 (D) 9.1.8.C.2 (D) 9.1.4.D.1 (R) 9.1.4.D.2 (R) 9.1.4.D.3 (R) 9.1.8.D.1 (D) 9.1.8.D.2 (D) 9.1.8.D.4 (D) 9.1.8.D.5 (D) 9.1.4.E.1 (R) )D)ustify 4.F.1 (R)R)9.1.4.F.1 (R) 9.1.4.F.2 (R) 9.2.4.C.5 (R) 3.1.5.H.3 (R) 3.1.5.H.4 (R) 3.1.5.H.5 (R) 4.2.4.A.1 (R) 4.2.4.B.1 (R) 4.2.4.B.2 (R) 4.2.4.B.3 (R)			
Unit 5	1.3.8.D.1 (D)	1	1-2 week	Completed
<u>Sculpture</u>	1.3.8.D.6 (D)			exercises and projects in

Introduction of sculptural techniques and three dimensional compositions.	1.1.8.D.1 (D) 1.2.8.A.3 (D) 1.4.8.B.2 (D) 1.3.5.D.1 (R) 1.3.8.D.2 (D) 1.3.8.D.3 (D) 1.3.8.D.4 (D) 1.4.8.A.1 (D) 1.4.8.A.6 (D) 1.4.5.B.5 (R) 1.4.5.B.4 (R) <i>9.1.8.A.1 (D)</i> <i>9.1.8.A.4 (D)</i> <i>9.1.4.B.1.(R)</i> <i>9.1.8.B.1 (D)</i> <i>9.1.8.B.2 (D)</i> <i>9.1.8.C.2 (D)</i> <i>9.1.4.D.1 (R)</i> <i>9.1.4.D.2 (R)</i> <i>9.1.4.D.3 (R)</i> <i>9.1.8.D.1 (D)</i> <i>9.1.8.D.2 (D)</i> <i>9.1.8.D.4 (D)</i> <i>9.1.8.D.5 (D)</i> <i>9.1.4.E.1 (R)</i> <i>)Dustify 4.F.1</i> <i>(R)9.1.4.F.1 (R)</i> <i>9.1.4.F.2 (R)</i>			association with rubric. Student's progress, time on task.
---	---	--	--	--



	9.2.4.C.5 (R)			
	3.1.5.H.3 (R)			
	3.1.5.H.4 (R)			
	3.1.5.H.5 (R)			
	4.2.4.A.1 (R)			
	4.2.4.B.1 (R)			
	4.2.4.B.2 (R)			
	4.2.4.B.3 (R)			

VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.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.
VPA.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.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.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.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.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.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.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).
VPA.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.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.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.
VPA.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.
VPA.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.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.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).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.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.
VPA.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.

VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.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.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.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.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

## **Grading and Evaluation Guidelines**

---

### **GRADING PROCEDURES**

-

#### 50% Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and expectations.

-

#### 5% Homework:

Students will receive homework through out the cycle to develop their creative ideas for assignments. They will be graded on demonstration of skills and completion of the homework assignments.

#### 5% Quizzes:

Students will be quizzed on their knowledge of art terms and organizational skills.

#### 40% Participation:

Students will be assessed on their approach to the given assignment, their work ethic and overall positive attitude in the class.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient

C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

## COURSE EVALUATION

In sixth grade art cycle the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

## Other Details

---

### #3264 6<sup>th</sup> Grade Art Cycle

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
750	056	A	Q	6	0.00	210	Required	10/28/1988

