

GRADE 6, Art – Unit 1 (Trimester 1, 60 days)

Mission Statement: Students will explore, create and investigate methods of applying elements of art and principles of design in order to connect the tangible act of art making with essential components for its creation, presentation, response and connection to the world around them.

Unit Overview

In Unit 1, students will learn to:

- Utilize specific art practices within the four new domains of creating, presenting, responding, and connecting as it applies to unit projects.

Visual Art Processes

Artistic Practices

Creating	<ul style="list-style-type: none"> • Explore • Investigate • Reflect, refine, continue
Presenting	<ul style="list-style-type: none"> • Select • Analyze • Share
Responding	<ul style="list-style-type: none"> • Perceive • Analyze • Interpret
Connecting	<ul style="list-style-type: none"> • Synthesize • Relate

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law</u> (under rationale statement)	<u>LGBT Law</u>	Asian Pacific Islander
Including but not limited to literary connections, science of color theory and color mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects. 6th grade Social Studies curriculum integration.	Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.	During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.	Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons including, but not limited to, Alma Woodsey Thomas, Horace Pippin, Kehinde Wiley, Lois Mailou Jones.	Students will be exposed to artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, Egon Schiele, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.	Students will be exposed to diverse artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.	Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Pacific Islanders of U.S. territories and non U.S. territories including Central, East and Southeast regions encompassing diverse countries.

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines 	<ul style="list-style-type: none"> • Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments • Alternate assignments/ enrichment assignments • Provide texts associated with artists and art movements • Extension activities • Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> • Continue practicing vocabulary • Vary test formats • Read directions to student • Provide picture/word format guides to show steps to project/work completion • Clarify directions, read aloud

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Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies • Turn and talk • Running Records/skills check off • Project intro guides/skill guides 	<ul style="list-style-type: none"> • Completed Projects • Self-Critiques • Artist Statements 	<ul style="list-style-type: none"> • Final folder designs • Explosion book Rubric <ul style="list-style-type: none"> ○ Use of color ○ Inclusion of personal interest ○ Overall creativity • Addition of Texture to explosion book 	<ul style="list-style-type: none"> • Pattern exercises • Pattern block template designs • Various media resources explored for folder creation/design • Introduction/modeling of explosion book • Texture activity and slideshow • “What’s in the box?” - Texture activity

Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products
PERFORMING (producing and presenting)	
Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work

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Anchor Standard 6	Conveying meaning through art
RESPONDING	
Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning
CONNECTING	
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grade 6 Selected Questions/Understandings	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Enduring Question: Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?? 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?</p>	<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>Media Arts:</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions</p>

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		<p>for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: What criteria, methods and processes are used to select work for preservation or presentation? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>Media Arts:</p> <p>1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).</p>
Responding	<p>Anchor Standards 7, 8, 9</p> <p>Enduring Understandings: 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. People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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</p>	<p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between</p>

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	<p>responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>personal and established criteria for evaluating artwork.</p> <p>Media Arts:</p> <p>1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.</p>
Connecting	<p>Anchor Standards 10, 11</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does art help us understand the lives of people of different times, places and cultures?</p>	<p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p>Media Arts:</p> <p>1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.</p> <p>1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p>

GRADE 6 Art– Unit 2 (Trimester 2)

Mission Statement: Students will explore, create and investigate methods of applying elements of art and principles of design in order to connect

the tangible act of art making with essential components for its creation, presentation, response and connection to the world around them.

Unit Overview

In Unit 2, students will learn to:

- Utilize specific art practices within the four new domains of creating, presenting, responding, and connecting as it applies to unit projects.

Visual Art Processes

Artistic Practices

Creating	<ul style="list-style-type: none"> • Explore • Investigate • Reflect, refine, continue
Presenting	<ul style="list-style-type: none"> • Select • Analyze • Share
Responding	<ul style="list-style-type: none"> • Perceive • Analyze • Interpret
Connecting	<ul style="list-style-type: none"> • Synthesize • Relate

Preparation for College, Careers, and Beyond

[Career Ready Practices](#)

[Personal Financial Literacy \(9.1\) and
Career Awareness, Exploration, and Preparation \(9.2\)](#)

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<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific Islander
Including but not limited to literary connections, science of color theory and color mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects. 6th grade Social Studies curriculum integration.	Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.	During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.	Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons including, but not limited to, Alma Woodsey Thomas, Horace Pippin, Kehinde Wiley, Lois Mailou Jones.	Students will be exposed to artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, Egon Schiele, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.	Students will be exposed to diverse artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.	Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Pacific Islanders of U.S. territories and non U.S. territories including Central, East and Southeast regions encompassing diverse countries.

Possible Assessment and Instructional Modifications

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<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts associated with artists and art movements ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Vary test formats ● Read directions to student ● Provide picture/word format guides to show steps to project/work completion ● Clarify directions, read aloud
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies • Turn and talk • Running Records/skills check off • Project intro guides/skill guides 	<ul style="list-style-type: none"> • Completed Projects 	<ul style="list-style-type: none"> • Tile creations for Mural wall • Projects of Cityscapes with various elements 	<ul style="list-style-type: none"> • Introduction to collage studio • Tile Mural Designs modeling and design • Demonstrations and artists explorations of cityscapes

Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products
PERFORMING (producing and presenting)	
Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art
RESPONDING	
Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products

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Anchor Standard 9	Interpreting intent and meaning
CONNECTING	
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grade 6 Selected Questions/Understandings	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Enduring Question: Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?? 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?</p>	<p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>Media Arts:</p> <p>1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria</p>	<p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p>

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	<p>when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: What criteria, methods and processes are used to select work for preservation or presentation? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>Media Arts:</p> <p>1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.</p> <p>1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks</p>
Responding	<p>Anchor Standards 7, 8, 9</p> <p>Enduring Understandings: 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. People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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 is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>Media Arts:</p> <p>1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.</p>
Connecting	Anchor Standards 10, 11	1.5.8.Cn10a: Generate ideas to make art individually or

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	<p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does art help us understand the lives of people of different times, places and cultures?</p>	<p>collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p>Media Arts:</p> <p>1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.</p> <p>1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p>
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GRADE 6 Art – Unit 3 (Trimester 3)

Mission Statement: Students will explore, create and investigate methods of applying elements of art and principles of design in order to connect the tangible act of art making with essential components for its creation, presentation, response and connection to the world around them.
Students will engage in the meaningful creation of art displays that demonstrate tiered learning and culmination of unit goals.

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Unit Overview

In Unit 3, students will learn to:

- Apply skill specific strategies within tiered levels of instruction to complete projects in two and three dimensional modalities.
- Continue to apply specific art processes within the four new domains of creating, presenting, responding, and connecting.
- Display and coordinate an art show to promote school to community interactions and address exhibition of culminating works of art.

Visual Art Processes

Artistic Practices

Creating	<ul style="list-style-type: none"> • Explore • Investigate • Reflect, refine, continue
Presenting	<ul style="list-style-type: none"> • Select • Analyze • Share
Responding	<ul style="list-style-type: none"> • Perceive • Analyze • Interpret
Connecting	<ul style="list-style-type: none"> • Synthesize • Relate

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific Islander
Including but not limited to literary connections, science of color theory and color mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects. 6th grade Social Studies curriculum integration.	Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.	During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.	Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons including, but not limited to, Alma Woodsey Thomas, Horace Pippin, Kehinde Wiley, Lois Mailou Jones.	Students will be exposed to artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, Egon Schiele, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.	Students will be exposed to diverse artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.	Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Pacific Islanders of U.S. territories and non U.S. territories including Central, East and Southeast regions encompassing diverse countries.

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	Gifted	English Language Learners
<i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i> Possible Modifications/Accommodations <ul style="list-style-type: none"> Extra time on assessments 	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs,	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments 	<ul style="list-style-type: none"> Continue practicing vocabulary Vary test formats Read directions to student Provide picture/word format guides to show steps to project/work completion Clarify directions, read aloud

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<ul style="list-style-type: none"> • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes 	<p>and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts associated with artists and art movements • Extension activities • Pairing direct instruction w/coaching to promote self directed learning 	
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies 		<ul style="list-style-type: none"> • Students will participate in 	<ul style="list-style-type: none"> • Peer Feedback Practices

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<ul style="list-style-type: none"> • Turn and talk • Running Records/skills check off • Peer feedback 	<ul style="list-style-type: none"> • Completed Projects 	selecting pieces for the annual art show while self-reflecting and peer critiquing.	<ul style="list-style-type: none"> • Exploration of art show/exhibit preparations • Art Show Exhibit
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Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products
PERFORMING (producing and presenting)	
Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art
RESPONDING	
Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning
CONNECTING	
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grade 6 Selected Questions/Understandings	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Enduring Question: Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?? 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?</p>	<p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>Media Arts:</p> <p>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: What criteria, methods and processes are used to select work for preservation or presentation? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>Media Arts:</p>

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		<p>1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.</p> <p>1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.</p>
Responding	<p>Anchor Standards 7, 8, 9</p> <p>Enduring Understandings: 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. People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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 is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p> <p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>Media Arts:</p> <p>1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.</p>
Connecting	<p>Anchor Standards 10, 11</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does art help us understand the lives of people of different times, places and cultures?</p>	<p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p> <p>Media Arts:</p> <p>1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as</p>

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		<p>cultural and societal knowledge, research and exemplary works.</p> <p>1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p>
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