

Thurston Middle School



Grade 6 Art Curriculum

Program Overview

The Thurston Middle School art program is designed to teach students to become critical thinkers and visual problem solvers. In Grade 6, students will be made aware of the creative process, which includes brainstorming, problem solving, and analyzing and evaluating art. Design problems are solved using visual art structures and functions, while leaving room for a student's own personal ideas and artistic style.

Students begin to see how the creative process relates to all disciplines, and come to know art as a tool of communication and self-expression. Studio assignments have a connection to art history and are reinforced with thoughtful art criticism and appreciation, strengthening analytical thinking skills. Through whole class critiques and written reflections, students learn how to analyze their own art and the work of others. They begin to understand the value of reflection and critical judgment in creative work.

Through a series of hands-on experiences using a wide variety of materials and techniques, students use the elements and principles of design to translate thoughts and feelings into 2 and 3 dimensional works of art. Students draw from direct observation, memory and their imagination. They are introduced to the art of various artists and cultures to expand their appreciation of the role of the arts in different societies.

Trimester courses involve studio exercises in drawing, painting, printmaking, design and sculpture. There is an emphasis on fundamental skills, particularly drawing from observation. There is a focus on line, gesture, value and the study of linear perspective. Color theory is explored in painting and mixed media. Students learn about the history and methods of printing, and learn to apply the building blocks of good design in mixed media assignments. Three-dimensional forms are investigated through additive and subtractive sculpture projects.

Students are expected to chronicle and display their portfolio projects on classroom web pages. This involves becoming competent in the use of available technology such as

digital cameras, scanners and a variety of Web 2.0 tools.

The value and importance of quality craftsmanship is a high priority. The proper use of tools and materials is emphasized, as well as a respect for fellow student's studio space and artwork.

ENDURING UNDERSTANDINGS

- The arts help students develop attitudes, characteristics, and intellectual skills necessary to work in a changing society.
- In works of art, there are many problems that have various solutions, each different from the other but equally credible.
- Art conveys knowledge and meaning not learned through the study of other subjects. Art education represents a form of thinking and a way of knowing based on human judgment.
- Art is the common thread that ties together all other disciplines.
- Overall good design and strong composition transcend all media.

INSTRUCTIONAL STRATEGIES

- In-class demonstrations and digital presentations.
- On-line museum and gallery research.
- Whole class critiques and discussions.
- Peer assistance.
- Cross-curricular connections to other disciplines.
- Written reflections, formative and summative assessments.

ASSESSMENT

- Ongoing formative and summative assessments based on project goals.
- Evidence of student growth through art portfolios.
- Evidence of exhibiting work using a digital web based portfolio.
- Emphasis is placed on individual growth and effort, as well as a respect for materials and the work of others.

RESOURCES

- Images and text that introduce students to a variety of cultures, artists and styles.
- Web 2.0 based tools, on-line museums and galleries.
- Digital presentations.
- Reproduction posters.

ESSENTIAL QUESTIONS

- *How does creativity help us solve problems?*
- *How do design elements and principles help us create art? How do they affect a composition?*
- *Why is craftsmanship important?*
- *What makes a piece of art successful?*
- *How can you use contour lines to describe shape? What can we do with a pencil to describe form?*
- *What is the difference between shape and form?*
- *How does positive and negative space interact in a composition?*
- *How can an artist create mood through color?*
- *How do we make colors lighter and darker?*
- *How can the placement of color in a picture affect the composition and mood?*
- *How has color evolved in artwork throughout history? What does it tell us about the period and style?*
- *How do balance, gravity and stability affect the choices an artist must make in creating a piece of sculpture?*

CONCEPTS AND SKILLS LEADING TO DISCOVERY

Students review and intensify their study of the elements and principles of design in a variety of media. Experiences in drawing, painting, printmaking and sculpture emphasize traditional and experimental approaches. Emphasis is placed on refining and expanding skills in order to organize and depict ideas and feelings in expressive ways. The elements and principles in art, which have been the building blocks for students up to this point, are incorporated and recognized in the creative process.

Students continue to study work created by individual artists and relate it to their own artwork in portraiture, landscape and still life, etc. They practice how to critique a work of art using age appropriate vocabulary. Students will refine their ability to use drawing, painting and sculpting techniques to organize and depict ideas, feelings and moods.

Unit 1 Skills - Drawing

- Explore the expressive concepts and effects of mark making with a variety of media.
- Show movement through a series of quick gesture drawings.
- Use fractured and broken contour line in a composition.
- See and activate edges in a composition using line.
- Draw shapes and spaces in proportion and in perspective.
- Draw and connect ellipses to create cylinders.
- Explore the use of shading (cross-hatching, stippling) to create value.
- Begin to employ one- and two-point perspective to create the illusion of depth on a two-dimensional surface.

- Incorporate your own “point of view” and orientation in the work.
- Understand and be able to render foreground, middle ground and background in a piece of art.
- Understand how value and gradation is used to describe form and create an illusion of 3D on a 2D surface.
- Practice rendering pattern, texture and implied texture in a drawing.

Unit 2 Skills - Painting

- Demonstrate an understanding of basic color theory and the color wheel; understand primary, secondary, tertiary, analogous, complementary, neutral, warm, cool, and monochromatic color schemes. Demonstrate an awareness of the properties of color relationships in a painting.
- Mix and blend colors to create a special effect or mood in a painting.
- Use tints and shades to create gradation, contrast or harmony.
- Use appropriate color vocabulary when discussing a piece of art.
- Be able to mix monochromatic and black and white value scales
- Create a monochromatic painting that has a range of value.
- Use complementary colors when color mixing.
- Use complementary colors next to one another to create energy in a painting.
- Explore abstraction with a variety of painting media.
- Experience constructing collage and mixed media art projects.

Unit 4 Skills - Printing

- Make a relief (collagraph) or intaglio print.
- Create an original design that can be repeated to create a unified, abstract design.

Unit 5 Skills - Design

- Demonstrate an understanding of composition, balance and harmony in a composition
- Show repetition, rhythm and movement in a print design
- Use cropping to create emphasis and a focal point. (Consider positive and negative shapes)
- Organize the elements in a design to create unity.

Unit 6 Skills - Sculpture

- Create a sculptural composition out of a variety of materials.
- Model a sculpture in the round using additive and subtractive methods.
- Understand the properties (and steps necessary) to create sculpture in a variety of materials.
- Create a sculpture that has structural integrity and solid craftsmanship.