



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Design & Technology

GRADE LEVEL(S): 6th Grade

COURSE: Exploring the Elements of Design

TIME FRAME: Cycle (39-40 days)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

Cycle art courses are offered in 6th, 7th and 8th grades, building upon the students' skills and abilities while providing scaffolding for students who do not have previous experience.

The sixth grade cycle art course is designed to engage the students in an exploration of the basic elements of art including color, line, form, and compositional space in order to make informed aesthetic choices when creating original works of art. Printmaking, Ceramics, Charcoal Drawing, and Watercolor will be presented.

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. Teachers also alternate between the 2D and 3D units based on timing and pacing.

Unit 1: 2D Art (~20 days)

- Charcoal Still Life
- Radial Symmetry Linoleum Print
- Zentangle Watercolor Animal Painting

Unit 2: 3D Art (~20 days)

- Ceramic Thematic Mug
- Ceramic Character Gnome

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
 - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
 - *Teacher-led demonstration/modeling of new skills.*
 - *Students practice new skills.*

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Project Planning & Execution
 - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
 - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: 2D Art

- How can an artwork that is two-dimensional have the illusion of a three-dimensional space?
- What is the difference between something that is two-dimensional and something that is three-dimensional?
- Even though a drawing is two-dimensional, how can we make it look three-dimensional?
- How do positive space and negative space work together to create an image?
- How can creating patterns (in art and life) bring a sense of confidence, accomplishment, and relaxation to each individual?
- How do repetitive patterns exist all around us in our everyday lives (natural world, art, architecture)?

Unit 2: 3D Art

- Should form always follow function?
- How can an art object be both decorative and functional?
- How can you transform an everyday object into a “mug” format (body, handle, details)?
- Are mugs functional or decorative?
- Why do certain objects get associated with bringing an individual good luck?
- What purpose and significance does “good luck” play in our lives?

IV. Learning Objectives

- Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- Distinguish between drawing, painting, ceramics, sculpture, printmaking, textiles, and computer images by physical properties.
- Recognize and use various media and materials to create different works of art.
- Employ appropriate vocabulary for such categories as realistic, abstract, non-objective, and conceptual.
- Students will be able to apply basic charcoal drawing & blending techniques and vocabulary.
- Students will be able to apply basic printmaking techniques and vocabulary, including positive and negative space.
- Students will be able to apply basic watercolor techniques and vocabulary.
- Students will be able to apply basic clay coil and pinch pot construction techniques and vocabulary.
- Students will be able to apply sculptural clay techniques utilizing compositional and textural applications.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



NJSLS Visual Art Standards:

- 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. This will enable them to understand that art is a universal language that crosses cultural and language barriers throughout time.
- 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. The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
- 1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 - Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Students will analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 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).
- 1.3.8.D.2 Students will 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.
- 1.3.8.D.3 Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- 1.3.8.D.4 Students will delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- 1.3.8.D.5 Students will 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.
- 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.
- 1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of visual art.
- 1.4.8.A.2 - Identify works of visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.
- 1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of visual art.
- 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.
- 1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of visual art.

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- 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.
- 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.

National Core Arts Standards

- VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.
- VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.
- VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- VA:Re8.1.6a 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.
- VA:Re9.1.6 Develop and apply relevant criteria to evaluate a work of art.
- VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

Technology Integration | NJSLS 8.1

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Integration | NJSLS 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Language Arts (*symbolism, visual symbols*)
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Math (*two-dimensional vs. three-dimensional, symmetry*)
 - Standards for Mathematical Practice:
 - 1. Make sense of problems and persevere in solving them.
 - 2. Reason abstractly and quantitatively.
 - 5. Use appropriate tools strategically.
 - 6. Attend to precision.
- Social Studies (*Eastern philosophy of Zen, vessels of ancient cultures*)
 - 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems.
 - 6.1.12.D.3.e Determine the impact of religious and social movements on the development of culture, literature, and art.
- Science (Chemical Reactions - Heat [Kiln])
 - MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Geometric Shapes
- Paper
- Charcoal Pencil
- Watercolor Paper
- Paints
- Sharpie Marker
- 4x4 Paper Squares
- Pencils
- Linoleum
- Carving Tools
- Safety Gloves
- Bench Hooks
- Brayer Rollers
- Clay
- Clay Tools
- Glazes
- Kiln

Supplemental/District Created Materials:

- M.C Escher Presentation
- Shading Presentation/Demonstration
- Charcoal Drawing Project Sheet
- Charcoal Drawing Critique Sheet
- Charcoal Drawing Self-Critique Sheet
- Charcoal Drawing Grading Rubric
- Zentangle Presentation
- Zentangle Project Sheet
- Zentangle Grading Rubric
- Zentangle Self-Critique Sheet
- Positive & Negative Space Presentation
- Radial Symmetry Linoleum Print Project Sheet
- Radial Symmetry Linoleum Print Self-Critique
- Radial Symmetry Linoleum Print Grading Rubric
- Ceramic Mug Presentation
- Ceramic Mug Project Sheet
- Ceramic Mug Self-Critique Sheet
- Ceramic Mug Grading Rubric
- Gnomes/Good Luck Symbols Presentation
- Gnome Project Sheet
- Gnome Critique Sheet
- Gnome Grading Rubric

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately four (4) projects between unit 1 and 2.

Revision Date: November 2019



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- Charcoal Still Life (*Charcoal Drawing*)
 - Students will create a charcoal drawing of three-dimensional shapes using shading.
- Radial Symmetry Linoleum Print (*Printmaking*)
 - Students will print their stamp 16 times to create a symmetrical pattern.
- Zentangle Watercolor Animal Painting (*Watercolor Paint*)
 - Students will create a painting of an animal, filled with Zentangle patterns.
- Ceramic Thematic Mug (*Ceramics*)
 - Students will create a themed mug where the body, handle and decoration are all related. Students will create the mug, based on their sketch, out of clay.
- Ceramic Character Gnome (*Ceramics*)
 - Students will create a sculpture of a gnome as their own personal good luck symbol.

Formative:

- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Charcoal Still Life (*Charcoal Drawing*)
 - Charcoal Drawing Critique Sheet
 - Charcoal Drawing Self-Critique Sheet
- Radial Symmetry Linoleum Print (*Printmaking*)
 - Radial Symmetry Linoleum Print Self-Critique
- Zentangle Watercolor Animal Painting (*Watercolor Paint*)
 - Zentangle Self-Critique Sheet
- Ceramic Thematic Mug (*Ceramics*)
 - Students will create two sketches for the creation of a ceramic mug. The mug will have a theme where the body, handle and decoration are all related. This will be reviewed by the teacher with feedback provided prior to starting the final clay piece.
 - Ceramic Mug Self-Critique Sheet
- Ceramic Character Gnome (*Ceramics*)
 - Gnome Critique Sheet

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below..



VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Potential Charcoal Still Life Modifications:
 - Extended time.
 - Reduce total number of projects so student can successfully complete the project in its entirety.
 - Reduced number of shapes.
 - Teacher assistance with drawing shapes.
 - Allow student to keep & follow teacher sample.
- Potential Radial Symmetry Linoleum Print Modifications:
 - Extended time.
 - Reduce total number of projects so student can successfully complete the project in its entirety.
 - Reduced detail in the print.
 - 2 initials instead of 3 initials.
 - Teacher assistance with line drawing of print.
 - Allow student to keep & follow teacher sample.
- Potential Zentangle Watercolor Animal Painting Modifications:
 - Extended time.
 - Reduce total number of projects so student can successfully complete the project in its entirety.
 - Reduced detail in the drawing.
 - Teacher assistance with line drawing of animal.
 - Allow student to keep & follow teacher sample.
- Potential Ceramic Thematic Mug Modifications:
 - Extended time.
 - Reduce total number of projects so student can successfully complete the project in its entirety.
 - 3-4 coils instead of 5-7.
 - No handle or teacher created handle.
 - 1-2 details instead of a minimum of 3.
- Potential Ceramic Character Gnome Modifications:
 - Extended time.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Reduce total number of projects so student can successfully complete the project in its entirety.
- Eliminate details and/or props.
- Create a model pinch pot for them as an example.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
 - Charcoal Still Life:
 - More complex shapes and composition.
 - Broader range of values.
 - Student modeling and leadership opportunities.
 - Radial Symmetry Linoleum Print:
 - More complex lettering/font.
 - More detailed carving.
 - Larger print.
 - Student modeling and leadership opportunities.
 - Zentangle Watercolor Animal Painting:
 - More complex/detailed animal choice.
 - More sophisticated patterning.
 - Greater complexity of value demonstrated in watercolor.
 - Student modeling and leadership opportunities.
 - Ceramic Thematic Mug:
 - More complex structural design.
 - More advanced ceramic techniques.
 - Incorporate shading and value in glazing.
 - Student modeling and leadership opportunities.
 - Ceramic Character Gnome:
 - More challenging pose/props.
 - More details in clothing/face.
 - Advanced glazing techniques.
 - Student modeling and leadership opportunities.



Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Teachers also alternate between the learning experiences within the 2D and 3D units based on timing and pacing.
- Days are fluid and some activities may extend longer.
- Cycle art courses are offered in 6th, 7th and 8th grades, building upon the students' skills and abilities while providing scaffolding for students who do not have previous experience.
- Lessons and units will be adjusted as per students' prior knowledge.