

Winslow Township School District

Grade 6 Art

Unit 2: Principles of Art

Overview: In this unit of study, students will learn about the principles of design: balance, pattern, movement, emphasis, proportion, rhythm, variety, and harmony. This unit will give a brief overview of principles and the learner will evaluate the relationships between them and their purposes in creating more sophisticated artwork. They will study other cultures focusing on how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 2 Principles of Art	<ul style="list-style-type: none">• 1.5.8.Cr1a• 1.5.8.Cr1b• 1.5.8.Cr2a• 1.5.8.Cr2c• 1.5.8.Cr3a• 1.5.8.Pr4a• 1.5.8.Pr5a• 1.5.8.Pr63a• 1.5.8.Re7b• 1.5.8.Re8a• WIDA 1	<ul style="list-style-type: none">• The elements are the basic visual symbols an artist uses to create works of art whereas the principles are the manipulation of those elements.• The principle of movement focuses on the path the viewer’s eye takes through the work of art, often to focal areas.• Movement can be directed along lines, edges, shape, and color within the work of art.• Mathematical concepts like perspective play a large role in the principles of art.	<ul style="list-style-type: none">• What is the relationship between the elements of art and the principles of design?• How does movement further engage the viewer in the artwork?• How will the artist be able to create art

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<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will be able to identify artwork by various artists (Britto, Warhol) that represent a specific genre (Pop Art) based on common characteristics.• Students will be able to describe the elements of art (rhythm, pattern, repetition) and discuss how they were used in the work to create a specific mood and/or convey a message.• Students will be able to identify the similarities and differences in work by artists from the same genre using art terminology.• Students will be able to describe the various genres of art studied and their use of rhythm in art.• Students will be able to create artwork in the style of artists from the Pop Art movements, demonstrating the element of art (rhythm).• Students will be able to Compare and contrast the use of rhythm in artworks from various cultures (aboriginal, African textiles, mosaics, etc.).	<p>synthesizing shape and unity?</p> <ul style="list-style-type: none">• How will the artist be able to critique a piece of art with focus on shape and line?• How and why would an artist depict a place? Realistic? Imaginary?• What is space, in relation to visual art?
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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Principles of Art	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.	2	9
	1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.		
	1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.	2	
	1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.		
	1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.		
	1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.	2	
	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.		
	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.		
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.			

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	1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	2	
	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.		
	Assessment, Re-teach and Extension		1	

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Unit 2 Grade 6		
Enduring Understanding	Indicator #	Performance Expectation
<p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</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.
	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>Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p>	1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
	1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
	1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
<p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</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>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>	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>Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing</p>	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

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and refining artwork for display and or when deciding if and how to preserve and protect it.		
Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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. Visual arts influences understanding of and responses to the world.	1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.8.Re8b	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.

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Assessment Plan	
<ul style="list-style-type: none">• Class discussions• Independent & group work/projects• Benchmark assessments• Teacher Observations• Performance Tasks• Teacher designed activities and rubrics implemented to determine student understandings of: ‘6 color’ color wheel, painting vocabulary, care of material and routines.	<ul style="list-style-type: none">• Britto lesson: Students will learn about the artist Romero Britto and his neo-pop style of art that includes cubism, pop art and graffiti painting. Students will then create their own bald eagle in the style of Romero Britto.• Collaborate with a small group to apply what was learned about rhythm and create a PowerPoint presentation displaying the use of rhythm in visual art throughout many time periods and cultures.
Resources	Activities
<ul style="list-style-type: none">• Chromebooks• Group discussions• Manipulatives• SMARTboard / Mimio Technology• Google Applications (Documents, Forms, Spreadsheets, Presentation)• https://artclasscurator.com/artworks-that-show-space/• https://kinderart.com/• Art & Math (pattern)	<ul style="list-style-type: none">• The students will review the elements of art and their importance.• Students will view works of art by artists from various genres and identify common characteristics.• Warhol printmaking lesson: Students will identify characteristics of the pop art movement. They will create a series of four self portrait linoleum block prints that imitates the look of photo silk screen printmaking.• Students will partner with each other to list the comparisons and differences of how the artists used the elements in their respective work. Then they will share their findings with the group.• Students will produce their own patterns incorporating rhythm or a drawing with purposeful movement.

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLS.RST.6.8-3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

NJSLS.RST.6.8-4: Determine the Meaning of Symbols, Key Terms, And Other Domain-Specific Words and Phrases as They Are Used in A Specific Scientific or Technical Context Relevant to Grades 6-8 Texts and Topics.

NJSLS.RST.6.8-7: Integrate Quantitative or Technical Information Expressed in Words in A Text with A Version of That Information Expressed Visually (E.g., In A Flowchart, Diagram, Model, Graph, Or Table).

NJSLSA.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

NJSLS.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 Other Ideas and Expressing Their Own Clearly.

NJSLSA.L6.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Math Standards:

6.RP.A: Understand Ratio Concepts and Use Ratio Reasoning to Solve Problems.

6.G.A: Solve Real-World and Mathematical Problems Involving Area, Surface Area, And Volume.

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Integration of Computer Science and Design Thinking NJSLS 8

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.