

Pine Hill Public Schools Curriculum

Content Area:		Visual Art	
Course Title/ Grade Level:		6th Grade	
Unit 1:	Introduction to Art	Month:	week 1, day 1
Unit 2:	Color Theory and Elements of design: The Color Wheel	Month:	week 1, day 2
Unit 3:	History of an Artist	Month:	week 1 - 3
Unit 4:	Critique and Aesthetic Response	Month:	week 3 (upon completion of Pointillism)
Unit 5:	Elements and Principles	Month:	week 4 - 5
Unit 6:	Performance: Mixed Media Experimentation	Month:	week 5 - 6
Unit 7:	Culture	Month:	week 7-8
Unit 8:	Art Impact: Historical Event	Month:	Dates vary
Unit 9:	Black History Month	Month:	February
Unit 10:	Earth Day	Month:	April
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Introduction to Art		Unit #: 1
Course or Grade Level: Sixth		Length of Time: 1 day
Pacing	week 1, day 1	
Essential Questions	<ul style="list-style-type: none"> • How can you make the best use of your time in art? • Who are you?/Who am I? • What can you expect in art this marking period? • What materials are available? Where are they located? • What do you know about the principles/elements of art? 	
Content	<ul style="list-style-type: none"> • Student/teacher introduction • Rules and procedures • Terminology • History • Philosophy 	
Skills	<ol style="list-style-type: none"> 1. Successfully follow directions. 2. Identify the basic terminology used to describe art, about artists, color theory, the elements and principles of design. 	
Assessments	<ul style="list-style-type: none"> • Verbal feed back through class discussion 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	
2009 NJCCCS		
Standard: 1.1 The Creative Process		
Strand(s): D. Visual Art D. Visual Art D. Visual Art		
Content Statement(s): Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.		CPI # / CPI(s): 1.1.5.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.
<u>21st Century Themes</u>		

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Color Theory and Elements of design: The Color Wheel	Unit #: 2
Course or Grade Level: Sixth	Length of Time: 1 day
Date Created: 9.1.11	BOE Approval Date:
Pacing	week 1, day 2
Essential Questions	<ul style="list-style-type: none"> • What are the relationships between colors on the color wheel? • Do these relationships change dependant on culture or time period?
Content	<ul style="list-style-type: none"> • Primary, secondary, tertiary colors • Blending • Analogous colors • Contrast/Complimentary colors • Warm/cool colors • Neutrals
Skills	<ul style="list-style-type: none"> • Identify primary colors • Blend secondary colors • Blend neutral grays • Demonstrate understanding of interrelationships
Assessments	<ul style="list-style-type: none"> • Visual evidence • Teacher observation • Information included on written assessment
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD
2009 NJCCCS	
Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Strand(s): D. Visual Art	
Content Statement(s): Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	CPI # / CPI(s): . 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.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: History of an Artist (Henri Rousseau or other)		Unit #: 3
Course or Grade Level: Sixth		Length of Time: 11 class periods
Date Created: 9.1.11		BOE Approval Date:
Pacing	week 1, day 3 – week 3, day 3	
Essential Questions	<ul style="list-style-type: none"> • How was the artists work influenced by the period or place in which they lived? • How is art impacted by the work of this artist? 	
Content	<ul style="list-style-type: none"> • Proportion • Innovations 	
Skills	<ul style="list-style-type: none"> • Evaluate the work of a famous artist • Demonstrate accurate proportion • Create dynamic positive and negative space • Layering • Color blending 	
Assessments	<ul style="list-style-type: none"> • Visual evidence • Peer critique • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Interdisciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board, Artstor online resource 	

2009 NJCCCS

Standard: 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand(s): D. Visual Art

Content Statement(s): Technological changes have and will continue to substantially influence the development and nature of the arts.

CPI # / CPI(s): 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and		Critical Thinking and		Communication and		Information
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	Innovation		Problem Solving		Collaboration		Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Critique and Aesthetic Response		Unit #: 4	
Course or Grade Level: Sixth		Length of Time: 2 class periods	
Date Created: 9.1.11		BOE Approval Date:	
Pacing	week 3, days 4 and 5		
Essential Questions	<ul style="list-style-type: none"> • Which principles of design are evident in the work? • What elements contribute to the appeal of the piece? • How could it be improved? 		
Content	<ul style="list-style-type: none"> • Positive feedback • Creative criticism • Verbal presentation 		
Skills	<ul style="list-style-type: none"> • Public speaking • Providing creative criticism 		
Assessments	<ul style="list-style-type: none"> • Students assess peers through verbal critique • Teacher observation of verbal presentation 		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 		
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 		
2009 NJCCCS			
Standard: 1.4 Aesthetic Responses and Critique Methodologies			
Strand(s): D. Visual Art 1.4.8.A.7			
Content Statement(s): Artwork may be both utilitarian and non-utilitarian. Relative merits of work can be assessed through analysis of form, function, craftsmanship and originality.		CPI # / CPI(s): Analyze the form, function, craftsmanship, and originality of representative works of [visual art].	
<u>21st Century Themes</u>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>			
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Pine Hill Public Schools Curriculum							
Unit Title: Elements and Principles (J.S.G. Boggs or other)						Unit #: 5	
Course or Grade Level: Sixth				Length of Time: 8 class periods			
Date Created: 9.1.11				BOE Approval Date:			
Pacing		week 4 – week 5					
Essential Questions		<ul style="list-style-type: none"> • What elements are present in, or principles are applied to an existing art piece? • How do these make the piece visually appealing? 					
Content		<ul style="list-style-type: none"> • Balance • Pattern • Line density 					
Skills		<ul style="list-style-type: none"> • Create a balance composition • Utilize a variety of line weights • Develop a pattern that enhances their design 					
Assessments		<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation • Information included on written assessment 					
Interventions / differentiated instruction		<ul style="list-style-type: none"> • TBD 					
Inter-disciplinary Connections		<ul style="list-style-type: none"> • TBD 					
Lesson resources / Activities		<ul style="list-style-type: none"> • Smart board 					
2009 NJCCCS							
Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.							
Strand(s): D. Visual Art							
Content Statement(s): The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.				CPI # / CPI(s): 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).			
21 st Century Themes							
	Global		Financial, Economic,		Civic Literacy		Health Literacy

	Awareness		Business, and Entrepreneurial Literacy				
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Performance: Mixed Media Experimentation (Jean Dubuffet or other)		Unit #: 6
Course or Grade Level: Sixth		Length of Time: 7 class periods
Date Created: 9.1.11		BOE Approval Date:
Pacing	week 5 – week 6	
Essential Questions	<ul style="list-style-type: none"> • What materials can be used to make art? • How can different materials be used together to create a variety of effects? 	
Content	<ul style="list-style-type: none"> • Wax resist • Washes • Enameling (modified) • Collage • Techniques vary 	
Skills	<ul style="list-style-type: none"> • Create a variety of visual effects, using a variety of materials and techniques 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s): Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

CPI # / CPI(s): 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

21 st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Culture (Huichol yarn painting or other)		Unit #: 7
Course or Grade Level: Sixth		Length of Time: 10 class periods
Date Created: 9.1.11		BOE Approval Date:
Pacing	week 7 – week 8	
Essential Questions	<ul style="list-style-type: none"> • What was valuable to this culture at this time? • How are those values reflected in their art? • Did this art have a function? 	
Content	<ul style="list-style-type: none"> • Cultural values • Art technique • Materials available 	
Skills	<ul style="list-style-type: none"> • Create a work of art in a style inspired by a distant culture 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	

2009 NJCCCS

Standard: 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s): A. Aesthetic Responses

Content Statement(s): Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

CPI # / CPI(s): 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Art Impact: Historical Event (911, war, death, anniversary, political movement or other)		Unit #: 8
Course or Grade Level: Sixth		Length of Time: 4 class periods
Date Created: 9.1.11		BOE Approval Date:
Pacing	4 class periods	
Essential Questions	<ul style="list-style-type: none"> • How did this event/movement affect the art world? • Are there lasting implications? 	
Content	<ul style="list-style-type: none"> • Varies by topic 	
Skills	<ul style="list-style-type: none"> • Identify the impact of an important historical event • Draw inspiration from an important historical event and create a piece that reflects that 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • LAL 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard: 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand(s): A. History of the Arts and Culture

Content Statement(s): Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	CPI # / CPI(s): 1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Black History Month		Unit #: 9
Course or Grade Level: Sixth		Length of Time: 5 class periods
Date Created: 9.1.11		BOE Approval Date:
Pacing	5 class periods	
Essential Questions	<ul style="list-style-type: none"> • What impact did this person’s art have? • How is culture evident in his/her work? • Is this art functional? What is the history of African American art in the U.S.A.? 	
Content	<ul style="list-style-type: none"> • Utilitarian versus non-utilitarian art • Mixed media; technique and material vary by artist 	
Skills	<ul style="list-style-type: none"> • Recognize and identify the impact of history and culture on art. 	
Assessments	<ul style="list-style-type: none"> • Visual evidence graded based on established criteria • Teacher observation • Information included on written assessment 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	
2009 NJCCCS		
<p>Standard: 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>		
<p>Strand(s): A. History of the Arts and Culture A. Aesthetic Responses</p>		
<p>Content Statement(s): The arts reflect cultural morays and personal aesthetics throughout the ages.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>		<p>CPI # / CPI(s): 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Earth Day		Unit #: 10
Course or Grade Level: Sixth		Length of Time: 5 class periods
Date Created: 6.1.11		BOE Approval Date:
Pacing	5 class periods	
Essential Questions	<ul style="list-style-type: none"> • How do our actions impact our planet? Positively? Negatively? • How can “trash”, or nontraditional materials, get a new life as art? 	
Content	<ul style="list-style-type: none"> • Recognize the value in reducing consumption and repurposing waste materials. 	
Skills	<ul style="list-style-type: none"> • Create a unique art piece utilizing materials otherwise destined for landfills. • Student select from a variety of projects like recyclable mobile, recycle city, paper mache vessels, Bottle cap mosaic, crochet plastic bags, trash prints, soda tab chain mail, spoon lantern or rose, glove chipmunk, toilet paper roll art, lightbulb vase, tuna can clothes pin, 	
Assessments	<ul style="list-style-type: none"> • Teacher observation and class discussion • Visual evidence 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Smart board 	
2009 NJCCCS		
<p>Standard:</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>		
<p>Strand(s):</p> <p>D. Visual Art</p> <p>A. Aesthetic Responses</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>		
Content Statement(s):		CPI # / CPI(s):
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.		1.3.8.D.4 – Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Awareness of basic elements of style and design in		1.4.8.A.6 - Differentiate between “traditional” works

dance, music, theatre, and visual art inform the creation of criteria for judging originality.	of art and those that do not use conventional elements of style to express new ideas.
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		