

Unit Overview	
<b>Content Area:</b> Art	
<b>Unit Title:</b> Elements and Principles of Art	
<b>Grade Level:</b> 6th	
<b>Unit Summary:</b> This unit is designed to be taught throughout the year in the form of projects. It will not be taught as a formal unit, but rather spread throughout the year in the form of hands-on projects that support other learning goals.	
Learning Targets	
<p><b>Common Core Standards:</b></p> <p>1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>1.3.8.D.2 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.</p> <p>1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</p> <p>1.4.8.A.1 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>1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.4 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p> <p>1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.</p> <p>1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	
<p><b>Unit Essential Questions:</b></p> <p>What (conceptual) tools do I use to create a work of art?</p> <p>How do the elements of art combine to create the principles of design?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Line, Value, Color, Form, Texture, and Space/Shape (or the Elements of Art) are used in specific combinations to create works of art</p> <p>When used together, the Elements of art can create Harmony, Variety, Proportion, Emphasis,</p>

Unity, and Pattern (Or the Principles of Design).	
<b>Unit Learning Targets:</b> <i>SWBAT create works of art that use the element of art.</i> <i>SWBAT combine the elements of art to create works of art</i> <i>SWBAT identify specific elements of art and principles of design</i>	
Evidence of Learning	
<b>Assessments:</b> Students will be assessed on project rubrics, writing assignments, student-made rubrics, self-critiques, and class critiques.	
Lesson Plans	
<b>Concept</b>	<b>Suggested Activity</b>
Line	Line Variety, Pattern
Value	Tonal Shading
Color	Color Mixing
Form/Space	Sculptural 3D projects
Texture	Cave Art, sculpture
Shape	Symbolism
Additional Resources	
<b>Student Resources:</b>	
<b>Teacher Resources:</b>	

Unit Overview	
<b>Content Area:</b> Art	
<b>Unit Title:</b> Art Critique	
<b>Grade Level:</b> 6th	
<b>Unit Summary:</b> This unit is not to be taught consecutively, but instead, will be taught throughout the year in the form of critiques and discussions of art history.	
Learning Targets	
<b>Common Core Standards:</b> 1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 1.2.8. A.1 Technological changes have and will continue to substantially influence the development and nature of the arts. 1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. 1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.	

1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

<p><b>Unit Essential Questions:</b></p> <p>What do I need to know about a work of art to understand it?</p> <p>What tools do we need to be able to talk about art?</p> <p>What is critique?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>It helps to understand a work's historical and socio-political significance, as well as to know about the elements and principles of art to be able to discuss it.</p> <p>Knowing the elements of art and principles of design help in being able to discuss a work of art.</p> <p>Critique is a way of critically discussing art to evaluate its merits and historical relevance</p>
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**Unit Learning Targets:**

*SWBAT utilize art vocabulary when discussing a work of art.*

*SWBAT write about and discuss specific elements of an individual work of art.*

*SWBAT discuss a work of art and its historical significance.*

*SWBAT compare and contrast different works of art according to historical and stylistic elements*

**Evidence of Learning**

**Assessments:**

Students will be assessed on class discussions, writing, self-critique, and group work.

**Lesson Plans**

<b>Concept</b>	<b>Suggested Activity</b>
Comparison and Contrast	Class round robin
Critique	Class critique, individual writing
Self critique	Writing about one's own artwork

**Additional Resources**

**Student Resources:**

**Teacher Resources:**

Unit Overview
<b>Content Area:</b> Art
<b>Unit Title:</b> Art in Pre History and the Cradle of Civilization
<b>Grade Level:</b> 6
<p><b>Unit Summary:</b>  Students will explore the earliest art and how it developed into what we know today. They will look at Neolithic art as well as the art that came from early civilizations such as Mesopotamia and Egypt. Students will both explore WHY this art was created as well as the stylistic elements that were indicative of these eras. They will create works of art that utilize and emphasize the stylistic and historic traits of these time periods.</p>
Learning Targets
<p><b>Common Core Standards:</b></p> <p>1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p> <p>1.2.8. A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>1.3.8.D.2 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.</p> <p>1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</p> <p>1.4.8.A.1 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>1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>1.4.8.A.4 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a</p>

<p>genre's stylistic traits.</p> <p>1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.</p> <p>1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	
<p><b>Unit Essential Questions:</b></p> <p>Why was art first created?</p> <p>What technological developments helped art (and mankind) progress?</p> <p>What were some major reasons for ancient cultures creating art?</p> <p>What stylistic traits were used by ancient cultures?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>There are many possible reasons for the first creation of art, including for spiritual reasons, to share the location of game and to share one's image with the future.</p> <p>The invention of writing, as well as scientific developments helped progress art and humanity in the ancient world.</p> <p>Ancient cultures created art for religious purposes, to memorialize the dead, as propaganda, and to tell stories</p> <p>Each culture has specific rules on how the human figure, religious figures, kings, and space are depicted.</p>
<p><b>Unit Learning Targets:</b></p> <p><i>SWBAT create a work of art that draws inspiration from a specific historical period.</i></p> <p><i>SWBAT use stylistic markers from diverse historical eras to create works of art.</i></p> <p><i>SWBAT hypothesize about possible uses of art that is still a mystery.</i></p>	
Evidence of Learning	
<p><b>Assessments:</b></p> <p>Students will be assessed on project rubrics, writing assignments, student-made rubrics, self-critiques, and class critiques.</p>	
Lesson Plans	
<b>Concept</b>	<b>Suggested Activity</b>
Pre History	Discuss the possible reasons for cave art, Create a good luck object like the Venus of Willendorf, Hypothesize about stonehenge
Mesopotamia	Create a Lamasu, Discuss the Bas relief of Nineveh, discuss the use of art as propaganda, Create an alphabet like Cuneiform
Egypt	Create a portrait like Nebamun, Create a canopic jar, Identify stylistic elements of Ancient Egypt (and their exceptions)
Additional Resources	
<b>Student Resources:</b>	
<b>Teacher Resources:</b>	

Unit Overview
<b>Content Area:</b> Art
<b>Unit Title:</b> Art in the Classical Cultures
<b>Grade Level:</b> 6
<b>Unit Summary:</b> Students will explore the art of Classical Greece and Rome. They will discuss the new stylistic elements that appear in art, and look at how myths and human beings were portrayed. Some basic philosophy (such as the important of Humanism in the Classical Era) will be introduced.
Learning Targets
<p><b>Common Core Standards:</b></p> <p>1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p> <p>1.2.8. A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>1.3.8.D.2 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.</p> <p>1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</p> <p>1.4.8.A.1 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>1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>1.4.8.A.4 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p>

1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.  
 1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.  
 1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.  
 1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

<p><b>Unit Essential Questions:</b>          How did the Greeks and Romans tell stories?</p> <p>What was considered beautiful to the Classical Civilizations?</p> <p>What is the relationship between Greek and Roman Art?</p> <p>What was a unifying belief underlying the art of this period?</p>	<p><b>Unit Enduring Understandings:</b>          Greeks and Romans told stories in the oral tradition, but were aided by visuals attached to pottery and sculpture.          Classical Civilizations considered the human body in perfect proportion extremely beautiful. To this end, they depicted their gods to be as beautiful as possible.          The Romans largely borrowed from Greek culture in both religion and aesthetics. Romans emphasized power and story over beauty.          Greeks and Romans were Humanists. They believed in the importance of the individual and the power and beauty of the human form.</p>
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**Unit Learning Targets:**  
*SWBAT create a work of art that draws inspiration from a specific historical period.*  
*SWBAT use stylistic markers from diverse historical eras to create works of art.*  
*SWBAT hypothesize about the direction that art will take after the Classical Era.*

Evidence of Learning

**Assessments:**  
 Students will be assessed on project rubrics, writing assignments, student-made rubrics, self-critiques, and class critiques.

Lesson Plans

Concept	Suggested Activity
Art and Storytelling	Myth, Religion, Amphora Vase
Art and Power	Roman Propaganda, Coins
Beauty and proportion	Golden Mean, Creation of Jamb Statue , Sculpture

Additional Resources

**Student Resources:**

**Teacher Resources:**

Unit Overview
<p><b>Content Area:</b> Art</p>
<p><b>Unit Title:</b> Art before the Renaissance</p>
<p><b>Grade Level:</b> 6</p>
<p><b>Unit Summary:</b></p> <p>Students will explore the art of the Dark Ages. They will explore the affects of the rise of Christianity on art.</p>
Learning Targets
<p><b>Common Core Standards:</b></p> <p>1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p> <p>1.2.8. A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>1.3.8.D.2 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.</p> <p>1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</p> <p>1.4.8.A.1 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>1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p>

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<p><b>Unit Essential Questions:</b></p> <p>What philosophy unified the art of the Middle Ages?</p> <p>Was realism important in the Middle Ages?</p> <p>What kinds of art were important in the Middle Ages?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Once Christianity took hold, the focus of art changed to Religion, rather than to show beauty. In the Middle Ages, there is little concern for depicting realism, in favor of depicting stories and kings .</p> <p>In the Middle Ages, most art centered on Religious themes.</p>
<p><b>Unit Learning Targets:</b></p> <p><i>SWBAT create a work of art that draws inspiration from a specific historical period.</i></p> <p><i>SWBAT use stylistic markers from diverse historical eras to create works of art.</i></p> <p><i>SWBAT hypothesize about the causes of the reversal of learning in the Middle Ages.</i></p> <p><i>SWBAT hypothesize about the art after the Middle Ages.</i></p>	
Evidence of Learning	
<p><b>Assessments:</b></p> <p>Students will be assessed on project rubrics, writing assignments, student-made rubrics, self-critiques, and class critiques.</p>	
Lesson Plans	
<b>Concept</b>	<b>Suggested Activity</b>
Power in the Middle Ages	Anglo Saxon Jewels, Illuminated Manuscripts.
Images of People	Compare/Contrast, Justinian
Power of Art on the Masses	Rose Windows, Story Windows
Additional Resources	
<b>Student Resources:</b>	
<b>Teacher Resources:</b>	