

CURRICULUM MAP: Westside School District

Westside Middle School
August 2014-15

Teacher: Broadaway, Bowen
 Grade: 6 Content: Art

Revised: Jan. 2015

UNIT GOAL: Baseline Drawing (contour drawings)		
FRAMEWORKS	CONTENT	SKILLS
VA 6.6.1	Still Life Contour Drawing	<i>The student will ...</i> Examine and draw a picture of their shoe or other still life by using the technique of contour drawing.
ACTIVITIES		ASSESSMENTS
Discussion of contour drawing and still life using textbook or other media devices. Teacher demonstrates blind contour drawing. Students look at their shoe/still life and do a blind contour drawing.		Teacher observation Project completion
		RESOURCES
		Textbook Teacher demonstration

UNIT GOAL: Drawing Unit Crazy Hair Art		
FRAMEWORKS	CONTENT	SKILLS
VA 5.6.1,9 VA 6.6.4,10	Line – different types Shape – geometric and organic patterns self portrait	<i>The student will ...</i> Be able to define line and shape Be able to create a portrait using line and shape Be able to create patterns using line and shape
ACTIVITIES	ASSESSMENTS	RESOURCES
Illustrate the definition of a line using a ball rolled in paint Demonstrate how to draw faces Demonstrate how to use line and shape to make the crazy strands of hair and add line and shape within each strand creating a pattern	Teacher observation Project completion	Ball dipped in paint Large white construction paper Teacher examples Student examples Handouts of how to draw a self portrait(faces)

UNIT GOAL: Drawing Unit – 3D playground drawings

FRAMEWORKS	CONTENT	SKILLS	
VA 5.6.1-2,6 VA 6.6.4,10	2 dimensional 3 dimensional Sphere Cone Cube Cylinder Pyramid Freehand Sketch Silhouette Shading – hatching, crosshatching, blending, stippling Contour Gesture Perspective Horizon line Line Parallel lines Perpendicular lines Portrait caricature	<i>The student will ...</i> Be able to define terms related to drawing, reproduce 2D and 3D shapes, and relate and draw objects to the 3D shapes.	
ACTIVITIES		ASSESSMENTS	RESOURCES
Practice making 2D and 3D shapes Practice different shading techniques Use knowledge learned to create a drawing of objects seen on the playground		Teacher observation Project completion	Textbook Teacher demonstration Teacher Examples Vocabulary handouts 2D and 3D practice handouts Large white construction paper pencils

GOAL: Color Unit – Students will gain further knowledge of color theory and create artwork using cool and/or warm colors.

FRAMEWORKS	CONTENT	SKILLS	
VA 5.6.3 VA 5.6.9-10 VA 6.6.2 VA 6.6.10 VA 6.6.13 VA 7.6.4 VA 7.6.6-7 CCSS S&L 5	Cool colors Warm colors Advance Representation Color Wheel	<i>The student will ...</i> Identify cool and warm colors Demonstrate knowledge of proportion and scale Distinguish among types of balance	
ACTIVITIES		ASSESSMENTS	RESOURCES
Class discussion of the visual and emotional effects of cool and warm colors Project: Create artwork using cool and warm colors -abstract line design -city silhouettes		Teacher observation Rubric created by students	Historical artworks Color Wheel Posters Student handouts and worksheets Power point about color wheel and color theory Student created rubric

UNIT GOAL: Foreshortening/Spatial Relationship		
FRAMEWORKS	CONTENT	SKILLS
VA 5.6.9 VA 6.6.4 CCSS S&L 5	Foreshortening Perspective Proportion	<i>The student will ...</i> Demonstrate knowledge of proportion and scale(principle of design) Experiment with special relationships
ACTIVITIES	ASSESSMENTS	RESOURCES
Students will draw around outline of shoes Student will continue to draw the rest of their body using overlapping and spatial relation	Teacher observation	Student examples

GOAL : Repousse Snakes

FRAMEWORKS	CONTENT	SKILLS	
<p>VA.5.6.4 5.6.11 5.6.13 5.6.14 5.6.15 6.6.8 6.6.10 7.6.1 7.6.2 CCSS S&L 5</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Repousse • Folkart • Embossed • Lacquer • metal 	<p><i>The student will ...</i></p> <p>Learn about the origins of Repousse and about the culture of this folk art in Mexico. Students will learn the basic method of how this folk art is created in its homeland. Students will then create their own original Repousse using less traditional materials.</p>	
ACTIVITIES		ASSESSMENTS	RESOURCES
<p>In this project three-dimensional shapes are created with foam board and covered with foil and then the aluminum foil is embossed with underlying raised designs.</p>		<p>Teacher assessed</p>	<p><i>Student examples</i> <i>Internet examples of Mexican Repousse</i></p>

GOAL: Sepia Portraits

FRAMEWORKS	CONTENT	SKILLS	
VA. 5.6.1 VA 5.6.2,5.6.4, VA 5.6.6, 5.6.9 VA 5.6.14,5.6.15 VA 6.6.2, 6.6.4 VA 6.6.5, 6.6.13 VA 6.6.14, 7.6.1 7.6.2, 7.6.5 CCSS S&L 5	<ul style="list-style-type: none"> ● Portrait ● Sepia ● World War II ● Layering (color) ● Wash ● Implied texture 	<i>The student will ...</i> <ul style="list-style-type: none"> ● <i>Learn about the historical significance of Sepia photographs as it pertained to World War II and the 1940's</i> ● <i>Learn about portion in artwork</i> ● <i>Experiment and work on color blending with sepia-toned color pencils</i> ● <i>Learn how to create implied texture (hair,fur) to enhance artwork</i> ● <i>Use the transfer method to replicate an image</i> 	
ACTIVITIES		ASSESSMENTS	RESOURCES
<ul style="list-style-type: none"> ● Create a historically accurate replica of a World War II Era photo/portrait. ● Students will use sepia-toned pencils to create a color drawing a sepia-toned wash ,will then be applied over the drawing to "age" the artwork. 		<ul style="list-style-type: none"> ● Teacher observation ● Student self-evaluation 	<ul style="list-style-type: none"> ● ● <i>Handouts</i> ● <i>Internet images</i> ● <i>Student examples</i> ● <i>Sepia photographs or copies of images dating to the 1940's</i>