

**CURRICULUM MAP:** Westside School District

**Westside Middle School**

**Teacher:** Bowen/Broadaway

**Grade:** 6 & 7 art elective **Content:** Art

Revised: Jan 2015

| GOAL: NEA District Fair Art Contest – Students will produce artwork that involves problem solving and participate in the process of exhibiting artwork.  |   |   |
|--|---|---|
| FRAMEWO<br>RKS   | CONTENT   | SKILLS  |
| VA 6.7.10<br>VA 7.7.6<br>VA 6.6.10<br>VA 7.6.6<br>CCSS.<br>SL.5  | Brainstorm<br>Draft/Sketch<br>Reflect<br>Revise<br>Display<br>Judge             | <i>The student will ...</i><br><br>Produce 1 piece of artwork to enter in the NEA District Fair contest.                                      |
| ACTIVITIES   | ASSESSMENTS   | RESOURCES   |
| Examine the rules and requirements of the contest<br>Investigate the different categories they can enter<br>Brainstorm ideas for projects<br>Create a sketch of their possible project<br>Decide which media would be best for their idea<br>Create their project using the media decided upon<br>Mount and hang for contest | Teacher observation<br>Outcome from contest<br>judges<br>Student created rubric | Handouts of contest rules and requirements<br>Mats for framing<br>Wire for hanging<br>Media decided upon by student<br>Student created rubric |

**UNIT GOAL: Leonardo Papers: Have extended knowledge of line, types of line and compare and contrast them in works of art.**

| FRAMEWORKS  | CONTENT  | SKILLS   |  |
|---|--|--|--|
| VA.5.7.1<br>VA.5.7.2<br>VA.5.7.9<br>VA.7.7.1<br>VA.7.7.2<br>VA.6.7.10<br>VA.6.7.14<br>VA.7.7.4<br>CCSS.WHST.10<br>CCSS.RST.9.                       | -line types<br>-vertical, horizontal, diagonal, curved<br>and parallel lines<br>-shape<br>-movement<br>-grid | <i>The student will ...</i><br><br>Examine similarities and differences of lines<br>Recognize types of lines and how they create shapes and show movement.<br>Examine/identify lines in historical works of art.<br>Develop methods for using a grid drawing and line to give expression to a drawing. |  |
| ACTIVITIES  |  | ASSESSMENTS  | RESOURCES  |
| Review section of Leonardo Papers discussing the element of Line.<br>Project: Create an artwork (based on a grid drawing) using a variety of lines. |  | Demonstration and practice of line drawings<br>Project: Create an artwork (based on a grid drawing) using a variety of lines.<br>Descriptive Paragraph demonstrating knowledge and content of student made artwork.  | <i>Leonardo Papers</i><br>Power points /DVD on Elements of Art<br>Elements of Art Posters<br>Scholastic Magazine |

**GOAL: Lion's Club Peace Poster Art Contest – Students will produce artwork that involves problem solving and participate in the process of exhibiting artwork.**

| FRAMEWORKS  | CONTENT   | SKILLS  |   |
|---|---|---|---|
| VA 6.7.10<br>VA 7.7.6<br>VA 6.6.10<br>VA 7.6.6<br>CCSS.<br>SL.5   | Brainstorm<br>Draft/Sketch<br>Reflect<br>Revise<br>Display<br>Judge | <i>The student will ...</i><br><br>Produce 1 piece of artwork to enter in the Lion's Club Peace Poster contest. |   |
| ACTIVITIES  |   | ASSESSMENTS   | RESOURCES   |
| Examine the rules and requirements of the contest<br>Examine and discuss past entries<br>Brainstorm ideas for projects<br>Create a sketch of their possible project<br>Decide which media would be best for their idea<br>Create their project using the media decided upon |   | Teacher observation<br>Outcome from contest judges<br>Student created rubric                                    | Handouts of contest rules and requirements<br>Past student projects<br>Lion's Club Website<br>Media decided upon by student<br>Student created rubric |

**GOAL: Careers in Art**

| FRAMEWORKS  | CONTENT                            | SKILLS  |                            |
|---|------------------------------------|---|----------------------------|
| VA 5.7.16<br>CCSS. SL.5<br>CCSS.WHST.10   | Dependent upon which videos viewed | <i>The student will ...</i><br><br><i>Investigate different careers in art.</i> |                            |
| ACTIVITIES  |                                    | ASSESSMENTS   | RESOURCES                  |
| Observe video segments<br>Discussion after each<br>Write 1, 3-5 sentence summary on one of the careers viewed |                                    | Teacher observation<br>Written 3-5 sentence summary of a career in art          | DVD - Davis, "Art Careers" |

| Project Title: Color Scale Trees  |  |  |
|---|--|--|
| FRAMEWORKS  | CONTENT  | SKILLS   |
| VA.<br>5.7.7<br>5.7.3<br>5.7.1<br>CCSS.SL.5   | Value<br>Value scale<br>Color schemes<br>Monochromatic<br>Warm/cool<br>Gridded drawing   | <i>The student will ...</i><br><br>Use their knowledge of the value scale to create a landscape with warm and cool colors. |
| ACTIVITIES  | ASSESSMENTS  | RESOURCES  |
| Students will grid their paper into 1" squares, Students will draw a foreground with a large tree as the focus. Using a cool color scheme, students will build a background from light to dark values. The tree will use warm color scale for the foliage. Gridding squares on the tree trunk will use curved lines in each grid to show contrast using line variety. | Self-assessment during process<br>Teacher feedback during project<br>Teacher made rubric that students will be given as guideline before beginning project | <i>Internet images</i><br><i>Student examples</i><br><i>Teacher demonstration</i>  |

| GOAL to create a clay soupbowl   |   |  |
|--|---|--|
| FRAMEWORKS   | CONTENT   | SKILLS   |
| VA 5.7.17<br>6.7.8<br>CCSS.SL.5  | *clay<br>*wedging<br>*kneading<br>*slabbing<br>*scoring<br>*slip  | <i>The student will</i><br><i>Experiment with bisque clay and the techniques that will be used to create a ...</i><br>Slab bowl. |
| ACTIVITIES   | ASSESSMENTS   | RESOURCES  |
| <p>Day 1: Students will experiment with clay using the techniques of wedging, kneading and slabbing clay</p> <p>Day 2: Students will repeat yesterdays techniques in the end using a bowl as a mold to create a soup bowl using the slab method. Bowl will be covered and allowed to dry then be fired to bisque ware.</p> <p>Day 3: Students will use glaze to decorate bowl which will be fired again for the last firing.</p> | <ul style="list-style-type: none"> <li>• Teacher will monitor students progress during day 1 with input from student .</li> <li>• Teacher will be available to assist students as they work on final project to ensure that final project is a success</li> </ul> | *bisque clay<br>* clay working tools<br>*clay glazes<br>*student made projects<br>*Poster: Working with Clay                     |

Optical Illusions

GOAL: **The students will demonstrate knowledge of and design their own optical illusion.**

| FRAMEWORKS   | CONTENT  | SKILLS  |  |
|--|--|---|--|
| VA 5.7.1-2<br>VA 5.7.6<br>VA 5.7.8-10<br>CCSS. SL.5  | Line<br>Shape<br>Optical Illusion<br>Recede<br>Perspective | <i>The student will ...</i><br>After watching a DVD demonstration students will create an optical illusion of their choice (5 choices). |  |
| ACTIVITIES   |  | ASSESSMENTS   | RESOURCES  |
| View examples of optical illusions<br>View DVD demonstrations of how to draw optical illusions.<br>Project:Value Strand Optical Illusion<br>Demonstrate how to draw<br>Trace with Sharpie<br>Demonstrate how to use different values of color to create the optical illusion |  | Rubric<br>Teacher Observation   | DVD – “Optical Illusions and How to Create Them”<br>Student examples |