

# Grade 6 Art

## **Unit Title: Value - Sixth Grade**

### **Stage 1: Desired Results**

#### Standards & Indicators:

#### **NJSLS - Visual and Performing Arts**

##### Creating

##### **Anchor Standard 1: Generating and conceptualizing ideas.**

###### *Performance Expectations:*

**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.

##### **Anchor Standard 2: Organizing and developing ideas.**

###### *Performance Expectations:*

**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 artmaking 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.

##### **Anchor Standard 3: Refining and completing products.**

###### *Performance Expectations:*

**1.5.8.Cr3a:** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

##### Presenting

##### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

###### *Performance Expectations:*

**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.

##### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

###### *Performance Expectations:*

**1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

##### **Anchor Standard 6: Conveying meaning through art.**

###### *Performance Expectations:*

**1.5.8.Pr6a:** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

##### Responding

##### **Anchor Standard 7: Perceiving and analyzing products.**

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## *Performance Expectations:*

**1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

**1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

## **Anchor Standard 8: Interpreting intent and meaning.**

### *Performance Expectations:*

**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.

## **Anchor Standard 9: Applying criteria to evaluate products.**

### *Performance Expectations:*

**1.5.8.Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

## Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

### *Performance Expectations:*

**1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

### *Performance Expectations:*

**1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.

## 2020 1.2 Media Arts Standards

- **1.2.8.Cr1a:** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- **1.2.8.Cr1b:** Organize and design artistic ideas for media arts productions.
- **1.2.8.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.8.Cr2a:** Organize and design artistic ideas for media arts productions.

## **NJSLS - Career Readiness, Life Literacies, and Key Skills**

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

**9.1.8.CR.4:** Examine the implications of legal and ethical behaviors when making financial decisions.

**9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT3).

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

**9.4.8.DC.4:** Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

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<p><b>9.4.8.IML.9:</b> Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p><b>9.4.8.IML.10:</b> Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p><b>9.4.8.IML.15:</b> Explain ways that individuals may experience the same media message differently.</p>	
<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Value is an element of art.</li> <li>● Value is the darkness or lightness of something.</li> <li>● Value can be seen with and without color.</li> <li>● There are 3 main values that can be mixed with color: white, gray, and black.</li> <li>● Adjusting the value of something can create the illusion of depth.</li> <li>● Value can make a drawing look 3-D.</li> <li>● A value scale shows the transition from dark to light.</li> <li>● Value scale can be created with white, gray and black or tints and shades of one color.</li> <li>● A tint is a light version of a color.</li> <li>● A shade is a dark version of a color.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● What is the definition of a value?</li> <li>● What are the 3 main values?</li> <li>● What is a tint?</li> <li>● What is a shade?</li> <li>● Where do you notice value occurring naturally around you?</li> <li>● How do artists use value in their work?</li> <li>● What is a value scale?</li> <li>● How do artists overcome struggles when trying something new?</li> <li>● How can value be used to create perspective/depth in a work of art?</li> <li>● How can value be used to make a shape look like a form?</li> <li>● How can value be used to enhance the drawing of a form?</li> <li>● How can we use technology to help us with our art?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Value</li> <li>● Tint</li> <li>● Shade</li> <li>● Value Scale</li> <li>● Shape and Form</li> <li>● Space and Depth</li> <li>● Layering different values creates depth</li> <li>● Value can make shapes look like forms</li> <li>● Value can enhance forms</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● I can explain that value is the darkness or lightness of something.</li> <li>● Create a value scale with a pencil that shows a transition from dark to light.</li> <li>● Create a drawing of a shape that uses value to transition it to a form.</li> <li>● Create a layered work of art that changes in value as the shapes/layers appear to be further away/covered.</li> <li>● Create a drawing that uses value to enhance the drawing of a form.</li> <li>● Be inspired by other artists and their work.</li> </ul>
<p><b><u>Interdisciplinary Connections</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.</p>	
<h2 style="margin: 0;">Stage 2: Assessment Evidence</h2>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Project-based assessments</li> <li>● Participation</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Teacher-student discussions</li> <li>● Student self-assessment</li> </ul>

# Grade 6 Art

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Value Introduction and Practice Drawing**

- Explain the definition of value - the darkness or lightness of something.
- Identify different values in the room.
- Discuss tints and shades and how they can be made.
- Differentiate between tint and shade (they are often confused).
- Observe famous artwork and identify how value is used.
- Create a value scale with pencil that transitions from dark to light.
- Create a drawing that uses value to transform a shape into a form.
- Create drawings of forms that are enhanced by the use of value.

#### **Layered Values Drawing**

- Explain how layers create space in art.
- Observe layered artwork and the different values used.
- Understand that using different values in layered art enhances the depth.
- Draw from the world and resources to influence the drawing.
- Create a layered drawing by drawing overlapping shapes/spaces.
- Apply different values in each layer transitioning from dark to light.
- Student self assessment (critique)

#### **Value Enhanced Form Drawing**

- Review - Value transforms shapes into forms and value enhances forms.
- Observe how artists use value in art to make depth.
- Draw from the world and resources to influence the drawing.
- Create a drawing that uses shape and form.
- Apply value to the drawing to make the image look 3 dimensional.
- Class critique

### Suggested Resources:

#### **1.1**

- Pencil, colored pencil, eraser
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)

*\*Be sure to only include applicable resources.*

#### **1.2**

- Pencil, colored pencil, eraser, watercolors, watercolor supplies
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

#### **1.3**

- Colored pencils, pencils, erasers, crayons, oil pastel, pastels, watercolors, watercolor supplies
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

# Grade 6 Art

## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

## Unit Title: Color - Sixth Grade

### Stage 1: Desired Results

Standards & Indicators:

## **NJSLS - Visual and Performing Arts**

### Creating

**Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**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.

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## **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**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 artmaking 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.

## **Anchor Standard 3: Refining and completing products.**

*Performance Expectations:*

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## **Presenting**

### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

### **Anchor Standard 6: Conveying meaning through art.**

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## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

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**1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

**1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

### **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

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### **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.8.Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

# Grade 6 Art

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Cr2b:** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.8.Cr3a:** Experiment with and implement multiple approaches that integrate content and stylistic conventions.
- **1.2.8.Cr3b:** Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **1.2.8.Cr3c:** Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

**9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

**9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

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**9.4.8.IML.9:** Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

**9.4.8.IML.10:** Examine the consequences of the uses of media (e.g., RI.8.7).

#### **Central Idea / Enduring Understanding:**

- Color is an element of art.
- Color can be seen in most art.
- Color can be divided into multiple groups: primary, secondary, warm, cool, complementary, neutral.
- Color can affect mood.
- Color has meaning in artwork.
- Color can create contrast.
- Color can be used to create abstract art.
- Color variety creates interest in artwork and breaks up monotony.
- Color can be used to emphasize.

#### **Essential/Guiding Question:**

- What are the primary and secondary colors?
- What are the warm and cool colors?
- What are the complementary color groups?
- What are neutral colors?
- How does color affect art?
- What meanings can color have?
- How do artists use color to make subtle and bold images?
- How do artists use color to make contrast in art?
- What is abstract art?

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	<ul style="list-style-type: none"> <li>• How do artists use color to create abstract art?</li> <li>• How do artists overcome struggles when trying something new?</li> <li>• How can artists use variety (a principle of design) with color in a work of art?</li> <li>• How can color be used to emphasize something?</li> <li>• How can we use technology to help us with our art?</li> <li>• What is copyright?</li> </ul>
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<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Primary Colors</li> <li>• Secondary Colors</li> <li>• Warm and Cool Colors</li> <li>• Complementary Colors</li> <li>• Neutral Colors</li> <li>• Color Emphasis</li> <li>• Color Variety</li> <li>• Abstract Art</li> <li>• Color can create abstract art</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• I can recognize the color groups: primary, secondary, warm, cool, complementary, neutral.</li> <li>• Be inspired by artists and their artwork.</li> <li>• Understand that technology led to the acceptance of abstract art (primarily the camera).</li> <li>• Identify and explain abstract art.</li> <li>• Explain how changing the original colors of an object creates abstract art.</li> <li>• Create artwork using warm and cool colors.</li> <li>• Create artwork that uses color to create contrast.</li> <li>• Create artwork that uses color groups to create variety.</li> <li>• Recognize how artists use color to create meaning in their art.</li> <li>• Be mindful of copyrights.</li> </ul>
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**Interdisciplinary Connections**  
 Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Project-based assessments</li> <li>• Participation</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher-student discussions</li> <li>• Student self-assessment</li> </ul>
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## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <p><b>1.1 Learning about Color</b></p> <ul style="list-style-type: none"> <li>• Review and identify color information that students have previously learned.</li> </ul>	<p><b>Suggested Resources:</b></p> <p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• Pencil, eraser, markers, crayons</li> <li>• Paper</li> <li>• References/Internet/movies</li> </ul>
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- Discuss primary and secondary colors, warm and cool colors, complementary colors, and neutral colors.
- Discuss why white, gray and black are not found on the main groups of colors.
- Observe famous artwork and identify how color is used.
- Create and label a color wheel.

## **1.2 Warm & Cool Abstract Drawing**

- Review warm and cool colors.
- Observe famous abstract artwork and its use of color.
- Discuss how the invention of the camera has led to the acceptance of abstract art.
- Discuss how changing color can create abstract art.
- Brainstorm ideas for the abstract drawing.
- Create an abstract drawing using shapes and lines that has a visible object.
- Apply warm and cool colors to the drawing so that the object is in contrast to the space around it. (The object should be one group, either warm or cool but not both).
- Student self assessment.

## **1.3 Tiled Color Group Drawing**

- Review color groups: primary, secondary, complementary, warm, cool, and neutral.
- Review abstract art.
- Observe how artists use color variety in their artwork.
- Draw from the world and resources to influence the drawing.
- Learn/review copyright information.
- Brainstorm ideas for the drawing.
- Create a drawing that is divided into at least 6 spaces.
- Apply the different color groups, one in each of the 6 spaces.
- Class Critique
- Student self critique

- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

## **1.2**

- Pencil, colored pencil, eraser, oil pastels, pastels, paint, watercolors, paint supplies
- Paper
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

## **1.3**

- Colored pencils, pencils, erasers, crayons, oil pastel, pastels, watercolors, paint, paint supplies
- References/Internet/movies
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples

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Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
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			Individual Goal Setting
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## **Unit Title: Digital Art - Sixth Grade**

### **Stage 1: Desired Results**

#### Standards & Indicators:

#### **NJSLS - Visual and Performing Arts**

##### Creating

##### **Anchor Standard 1: Generating and conceptualizing ideas.**

###### *Performance Expectations:*

**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.

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**1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.

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**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.

## **Anchor Standard 3: Refining and completing products.**

*Performance Expectations:*

**1.5.8.Cr3a:** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

## **Presenting**

### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.8.Pr5a:** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

### **Anchor Standard 6: Conveying meaning through art.**

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**1.5.8.Pr6a:** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

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**1.5.8.Re7a:** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

**1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

### **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**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.

### **Anchor Standard 9: Applying criteria to evaluate products.**

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## **Connecting**

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

# Grade 6 Art

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **2020 1.2 Media Arts Standards**

- **1.2.8.Pr4a:** Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
- **1.2.8.Pr5a:** Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem-solving, collaborative communication) through performing various roles in producing media artworks.
- **1.2.8.Pr5b:** Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
- **1.2.8.Pr5c:** Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

**9.1.8.CR.4:** Examine the implications of legal and ethical behaviors when making financial decisions.

**9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

**9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

**9.4.8.DC.4:** Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

**9.4.8.DC.5:** Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

**9.4.8.IML.9:** Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

**9.4.8.IML.10:** Examine the consequences of the uses of media (e.g., RI.8.7).

**9.4.8.IML.11:** Predict the personal and community impact of online and social media activities.

#### **Central Idea / Enduring Understanding:**

- Digital art is art done on a computer.
- Digital art can be made with many different programs and apps.
- Digital art is used in almost all parts of our society (advertising, games, movies, social media...).
- Understanding how to work with a digital art program will prepare students for future possibilities in almost any career.
- Art programs have tools: brushes, pens, erasers, paint buckets, layers, select tools.

#### **Essential/Guiding Question:**

- What is digital art?
- Where can we see digital art in our lives?
- What are some forms of digital art?
- What programs do we use already that are digital art programs?
- What is a layer?
- How do I create, delete, merge, and hide layers?
- How do I switch tools?
- What are the tools I can use to draw?
- How can I adjust the tools?
- What is opacity and how do I adjust it?

# Grade 6 Art

<ul style="list-style-type: none"> <li>• Layers are used to overlap drawing information.</li> <li>• Layers can be hidden and merged with other layers.</li> <li>• Opacity levels can be adjusted to make something see through or solid.</li> <li>• Select tools can be used to copy information and edit spaces without affecting other areas.</li> <li>• Images can be imported and transformed with art programs.</li> <li>• It is important to be mindful of copyrighted images and information.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I use the select tool?</li> <li>• How do I copy and paste?</li> <li>• How do I make shapes?</li> <li>• How do I use the paint bucket?</li> <li>• How do I save my work?</li> <li>• How do I share my work?</li> <li>• How do I flip or alter shapes/images?</li> <li>• How do I import a picture?</li> <li>• What is a copyright?</li> <li>• How do I find images that are not copyrighted?</li> <li>• When is it okay to use copyrighted information?</li> <li>• How can I use digital art in the future?</li> </ul>
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<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Digital Art</li> <li>• Drawing Tools</li> <li>• Color Swatch</li> <li>• Paint Bucket</li> <li>• Select Tools</li> <li>• Import Pictures</li> <li>• Altering shapes/images</li> <li>• Layers: New, Delete, Merge, Hide</li> <li>• Opacity</li> <li>• Saving Work</li> <li>• Send/Share</li> <li>• Copyright</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• I can explain what digital art is.</li> <li>• Recognize digital art in my life and the community.</li> <li>• Create digital art.</li> <li>• Use tools within a digital art program: layers, select tools, paint bucket, drawing tools, color swatch, copy, paste, alter, import.</li> <li>• Be inspired by other artists and their work.</li> <li>• Be mindful of copyrighted material.</li> </ul>
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**Interdisciplinary Connections**  
 Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies/history, science, mathematics, business, physical education and/or technology.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Project-based assessments</li> <li>• Participation</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher-student discussions</li> <li>• Student self-assessment</li> </ul>
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## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b>  <b>Digital Art Introduction &amp; Basic Program</b>  <b>Information Part 1</b></p> <ul style="list-style-type: none"> <li>• Discuss digital art and where it can be found in our society.</li> <li>• Observe a variety of digital art.</li> </ul>	<p><b>Suggested Resources:</b>  <b>1.1</b></p> <ul style="list-style-type: none"> <li>• Chromebook</li> <li>• Drawing App: Sketchbook, Photoshop</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentations</li> <li>• Appropriate art blogs/websites</li> </ul>
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- Discuss how students make digital art through phone apps and social media.
- Discuss the benefits of learning to work with a digital art program.
- Create a drawing canvas in a digital art program.
- Identify where the drawing tools, color swatch, and layers can be found within the program.
- Learn how to make, delete, merge, and hide layers.
- Experiment with the drawing tools, layers, and color swatch.
- Identify how to save the artwork and share it with others.

## **Basic Program Information Part 2**

- Review where the drawing tools, color swatch, and layers can be found within the program.
- Create a new canvas.
- Identify where the paint bucket and shape tools can be found.
- Experiment with shapes and the paint bucket.
- Identify where the select tool can be found.
- Learn how to use the select tool to flip and adjust shapes.
- Learn how to copy and paste shapes.
- Experiment with selecting and adjusting shapes.

## **Basic Program Information Part 3**

- Review how to use the drawing tools, color swatch, layers, shape tools, paint bucket, select tool.
- Create a canvas.
- Learn how to import a picture and alter it.
- Learn how to create text and alter it.
- Experiment with all of the tools.

## **Digital Artwork**

- Review how to use the drawing tools, color swatch, layers, shape tools, paint bucket, select tool, import, and text.
- Create a new canvas.
- Learn how to make an opening in a layer with the select tool.
- Observe artwork with windows and keyholes.

- SMART Board

## **1.2**

- Chromebook
- Drawing App: Sketchbook, Photoshop
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

## **1.3**

- Chromebook
- Drawing App: Sketchbook, Photoshop
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

## **1.4**

- Chromebook
- Drawing App: Sketchbook, Photoshop
- References/Internet/movies
- PowerPoint presentations
- Appropriate art blogs/websites
- SMART Board

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<ul style="list-style-type: none"> <li>Use the tools in the digital art program to create digital art that has at least one window/keyhole (opening to see the layer below).</li> <li>Student self critique.</li> </ul>	
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**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content  Additional Assignment When Finished Early	Reinforce content	Reinforce content
		Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
		Individual Goal Setting	Individual Goal Setting
		Guided step-by-step Instructions	Guided step-by-step Instructions
		Templates	Templates

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## Pacing Guide

Course Name	Resource	Standards
MP		
UNIT 1 Value 6 days	CHAPTERS  Unit Online Assessment:	<b>1.5.8.Cr1a</b> <b>1.5.8.Cr1b</b> <b>1.5.8.Cr2a</b> <b>1.5.8.Cr2b</b> <b>1.5.8.Cr2c</b> <b>1.5.8.Pr4a</b> <b>1.5.8.Pr5a</b> <b>1.5.8.Pr6a</b> <b>1.5.8.Re7a</b> <b>1.5.8.Re7b</b> <b>1.5.8.Re8a</b> <b>1.5.8.Cn10a</b> <b>1.5.8.Cn11a</b> <b>1.5.8.Cn11b</b>
MP		
UNIT 2 Color 9 days	CHAPTERS  Unit Online Assessment:	<b>1.5.8.Cr1a.</b> <b>1.5.8.Cr1b</b> <b>1.5.8.Cr2a</b> <b>1.5.8.Cr2b</b> <b>1.5.8.Cr2c</b> <b>1.5.8.Pr4a</b> <b>1.5.8.Pr5a</b> <b>1.5.8.Pr6a</b> <b>1.5.8.Re7a.</b> <b>1.5.8.Re7b</b> <b>1.5.8.Re8a</b> <b>1.5.8.Re9a</b> <b>1.5.8.Cn10a</b>  <b>1.5.8.Cn11a</b> <b>1.5.8.Cn11b</b>
MP		
UNIT 3 Digital Art 8 days	CHAPTERS  Unit Online Assessment:	<b>1.5.8.Cr1a</b> <b>1.5.8.Cr1b</b> <b>1.5.8.Cr2a</b> <b>1.5.8.Cr2b</b> <b>1.5.8.Cr2c</b> <b>1.5.8.Cr3a</b> <b>1.5.8.Pr4a</b> <b>1.5.8.Pr5a</b> <b>1.5.8.Pr6a</b> <b>1.5.8.Re7a</b> <b>1.5.8.Re7b</b>



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		<b>1.5.8.Re8a</b> <b>1.5.8.Re9a</b> <b>1.5.8.Cn10a</b> <b>1.5.8.Cn11a</b> <b>1.5.8.Cn11b</b>
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