

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Middle School Art

Grade 6

June 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Middle School Art

Program Overview

Grade 6

These guaranteed experiences for all 6th grade students in art will provide a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, and critical thinking. These units include two-dimensional drawing, bringing a drawing to life through crafts, three-dimensional ceramics and sculpture, and painting.

The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of one forty-minute class twice within a six-day cycle for a whole year.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic Elements and Principles of Design and academic vocabulary, within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

Pacing Guide

Unit 1 -- 2D Drawing: 8-10 Classes

Unit 2 -- Crafts: 8-10 Classes

Unit 3 -- Painting: 10-12 Classes

Unit 4 -- Sculpture/Ceramics: 8-10 Classes

UbD Template 2.0

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>	<i>Transfer</i>	
	<p><i>VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</i></p> <p><i>VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</i></p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i> <i>forms, structures, materials, concepts, media, and art-making approaches, ideas, methods, works of art</i></p>	<p><i>Students will be skilled at...</i> organizing, developing, demonstrating, and making</p>

	<p><i>and design.</i></p> <p><i>Information, subject matter, form, structure, media, ideas, and mood</i></p>	Interpret, distinguish, analyzing, and identify.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of the Elements of Art</i> - <i>demonstrating and applying line. shape, color, unity and space</i> - <i>use of geometric measurement tools such as rulers, templates, protractors, compasses</i> - <i>application of visual art media such as, markers, pencils, colored pencils and watercolor skills</i> <p>Students self evaluate based on required criteria. Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of Op Art and Abstract Expressionism. Students may be introduced to the visual artists, Bridget Riley, Victor Vassarely, M.C. Escher, Virginia Garcia Costa and Wassily Kandinsky. Students may experiment with colored pencils, markers, permanent markers, watercolors, and rulers to generate an original and organized artwork incorporating line, shape, color, unity and space in a rhythmic design.</p>

Meaning	Explaining personal choice, using art vocabulary.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p>
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Stage 3 – Learning Plan

	Pre-Assessment	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
<p>Acquisition</p> <p>Transfer</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>Teacher and students analyze use of line throughout history and cultures</i> WHEO - <i>Teacher demonstrates organization of elements to create cohesive artwork</i> WHER - <i>Students recognize the differences between organic and geometric shapes</i> ER - <i>Students practice the repetition of line and shape in order to create rhythm</i> ERTO - <i>Students investigate the use of repetition to create depth and balance within their artwork</i> ERTO - <i>Students select appropriate colors to add emphasis to their art</i> ERTO - <i>Teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration.</i> RE <p>Essential Resources: Art room with Smartboard, appropriate artist prints, white paper, pencils, markers, permanent markers, colored pencils, watercolor, paint brushes, erasers, pastels, oil pastels, ink, liquid watercolors, rulers, compasses, and protractors.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.</i></p> <p>VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> <i>creativity and innovative thinking are essential life skills that can be developed.</i></p> <p>through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> how does collaboration expand the creative process?</p> <p>how does engaging in creating art enrich people's lives? how does making art attune people to their surroundings? how do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i> concepts, ideas, art, collection, ideas, interests, concerns, and artmaking.</p>	<p><i>Students will be skilled at...</i> combining, creating, generating, reflecting, and investigating.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of 21st Century Skills such as critical thinking, creativity, collaboration, communication, and media literacy</i> - <i>demonstrating and applying the transition from 2 dimensions to 3 dimensions</i> - <i>demonstrating and applying life skills with cutting and sewing techniques such as various stitches, applique, knotting, and embroidery</i> - <i>use of measurement tools such as rulers and pattern making</i> - <i>application of craft materials such as needles, different fabrics and assemblage</i> <p>Correctly applying media techniques to appropriately produce an original 3 dimensional artwork using crafting techniques by using higher order thinking skills, problem solving, communication, decision making, and collaboration.</p> <p>Suggested activities: Introduction to, but not limited to, diverse cultural sewing techniques throughout the Arts and Crafts Movement. Artists to study include William Morris, Faith Ringold and Jim Henson. Students may experiment with felting, pattern making, designing, and applique, as well as, bringing a 2-D design into a 3-D form.</p>

Meaning	Explaining personal choice, using art vocabulary.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection to discuss their original craft.</p> <p>using appropriate design ideas that reflect societal and cultural norms.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives.</p>
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Stage 3 – Learning Plan

	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
<p>Acquisition</p> <p>Transfer</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students will analyze the importance of crafting/sewing throughout history and cultures. WHE</i> - <i>students will create a 2 dimensional drawing with the foresight of it becoming a 3 dimensional object. EOT</i> - <i>students develop a pattern. EOT</i> - <i>students construct a form and use appropriate techniques to create 3 dimensions. RTE</i> - <i>students use appropriate attaching skills to apply features in order to personalize their craft project. RTE</i> - <i>teachers will allow students to personalize and individualize their project. RTE</i> <p>Essential Resources:</p> <p>Art room with SMARTBoard, tables, chairs, paper, pencils, erasers, crayons, colored pencils, markers, scissors, felt, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted googly eyes, pipe cleaners, foam shapes, yarn, sequins, beads, rhinestones, sinew, feathers, glitter, hemp cord, wire, gimp and gemstones, crafting glue, hot glue and low temperature glue guns.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Students will get feedback from teacher by formative assessment. - Direct observation - Specific feedback - One-on-one instruction

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</p> <p>VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>what conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks?</p> <p>what role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>how does engaging in creating art enrich people's lives? how does making art attune people to their surroundings? how do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>
	<i>Acquisition</i>	

	<i>Students will know...</i> investigation, content, art, artwork, meaning, collection, ideas, interests, concerns	<i>Students will be skilled at...</i> formulating, creating, reflecting, conveying, revising, engaging, making, generate, reflecting, investigate, art-making
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of the Color Wheel</i> - <i>demonstrate and apply line, shape, color, unity and space through graphic illustration</i> - <i>demonstrate and apply the Color Wheel as reference as shown through the use of color schemes</i> - <i>application of visual art media such as, various types of paint, pencils, oil pastels and watercolor skills</i> - <i>producing pattern through repetition</i> - <i>application of color schemes from the Color Wheel</i> <p>Students self evaluate based on required criteria. Students will correctly apply painting techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of Pop Art, Graphic Design. Students may study the art of Andy Warhol, Romero Britto, Roy Lichtenstein, Jeffery Koons and Kieth Haring. Students may experiment with acrylic, tempera and/or watercolors, to generate an original and organized artwork incorporating the Principles of Design, such as unity, rhythm, balance and repetition.</p> <p>OTHER EVIDENCE:</p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Students will use appropriate design ideas that reflect societal and cultural norms.</p> <p>Assessments: Self- assessment rubric must link to unit standards and objectives</p>
Meaning	Defend their personal choice using art vocabulary.	

Stage 3 – Learning Plan

Meaning	Pre-Assessment	
	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
<p>Transfer</p> <p>Acquisition</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze use of color throughout history and cultures. WHEO</i> - <i>teacher demonstrates organization of design elements to create an original composition that reflects the Principles of Design. WHETO</i> - <i>students formulate a personal meaningful design. OTR</i> - <i>students recognize the differences between organic and geometric shapes. EO</i> - <i>students practice the repetition of design order to create rhythm, balance and unity. RET</i> - <i>students investigate the use of repetition and color to create unity, rhythm and balance within their artwork. RET</i> - <i>students apply knowledge of the Color Wheel to appropriately add color schemes to their composition. WERET</i> - <i>teachers will coach students to enhance their artwork through individual skill and personal choice. ET</i> <p>Essential Resources: Artroom with Smartboard, appropriate artist prints, white paper, watercolor paper, pencils, erasers, watercolor, tempera paints, acrylic paints, assorted brushes, oil pastels, ink, liquid watercolors, tempera cakes, and watercolor pencils.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching/critique - exit slips

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>CCSS.ELA.LITERACY.WHST.6-8.2.E Use precise language and domain specific vocabulary to inform about or explain the topic.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.6a--Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>people evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>how do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>how does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>criteria, art work, ideas, materials, methods, and design.</p>	<p><i>Students will be skilled at...</i></p> <p>developing, applying, evaluating, demonstrating, trying, and making.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Artwork that demonstrates a synthesis of well-organized original design and personal choice using correct technique.</p> <p>Artwork supports knowledge of technique(s) and proper use of tools, and media.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of ...</i></p> <ul style="list-style-type: none"> - <i>investigative and experimental techniques through method and studio practice of design ideas</i> - <i>application and incorporation of concepts of 3-Dimensional Form.</i> - <i>demonstrating and applying hand building techniques appropriate to material used</i> - <i>demonstrating use of methods of handbuilding</i> - <i>demonstrating use of additive and subtractive sculpting techniques</i> - <i>conveying meaning through unity and balance</i> - <i>comprehend that sculpture requires practice and perseverance</i> <p>Students self evaluate based on required criteria. Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of sculpture, and the artists, Henry Moore, Pablo Picasso, Maya Lin, Hitomi Hosono, Alexander Calder and Kimmy Cantrell. Students may study additive, subtractive, slab, pinch and coil techniques, and texture. Students may experiment with clay, cardboard, wood, foam, or foam core.</p>
Meaning	Defend choice of relevant criteria, using art vocabulary.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>self- assessment rubric.</p>

Stage 3 – Learning Plan

Meaning	<i>Pre-Assessment</i> Teachers will check students prior knowledge with the District-Wide Baseline Assessment focusing on form and texture.	
<p>Transfer</p> <p>Acquisition</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> - <i>teacher and students analyze use of form, texture, and sculpture techniques throughout history and cultures. WHETO</i> - <i>teacher demonstrates hand building techniques. WHEO</i> - <i>teacher demonstrates additive and subtractive building methods, as well as, texture methods to create cohesive 3 dimensional artwork. WHEO</i> - <i>students identify and choose the correct method for joining materials together. ERT</i> - <i>students apply the appropriate color medium to their sculpture. ERT</i> - <i>students practice following directions in sequence for process, classroom procedure and clean-up. WEO</i> - <i>students maintain and safely use tools and equipment. WEO</i> - <i>teachers will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</i> <p>Essential Resources: Artroom with Smartboard, appropriate artist prints, white paper, pencils, markers, colored pencils, clay, foam core, cardboard, sculpey clay, model magic, glazes, a kiln, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers) , acrylic paint, tempera paint, mod podge, watercolor, paint brushes, erasers, liquid watercolors.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - students will receive ongoing feedback from teacher through formative assessment. - through direct observation - through critiques - specific feedback - peer coaching

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