

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
6th Grade

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Name of Unit Weeks</p> <p>Line Drawing</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes. 1- C – 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art. 2-C – 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p>	<p>Ideas: Line + Rhythm + Drawing vs. Sculpture</p> <p>Q: Is the paper the drawing is on part of the artwork? How can rhythm be used in art? What is rhythm in art? If the paper is a part of the drawing, is it still a drawing or is it a sculpture?</p> <p><u>Learning Activities</u> Group Discussion Response to LeWitt/Pollock/Stella and types of rhythms PPT -Differentiate between types of lines used for different rhythms</p> <p>Process Demonstration 1 -Line List; Create a list of 10 different types of lines</p> <p>Process Demonstration 2 -Create your paper; Select 5 to 6 pieces of paper. -Arrange them and tape them -Tape tech</p> <p>Process Demonstration 3 -Create Rhythm; Select one type of rhythm (regular/irregular) -Select different lines to repeat in your rhythm. Draw.</p> <p><u>Product Activities</u> -Pastel Line Drawing</p> <p><u>Accelerated Product Activities</u> ?</p> <p><u>Media</u> Oil Pastels Paper in a Variety of Sizes</p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p>Assessment Rubric Questions: Did you choose six pieces of paper, decide how they should be taped together and tape them? Did you create a drawing that displays rhythm by repeating lines regularly or irregularly? Did you choose black, gray and two other colors to draw your lines? Did you fill your paper</p>	<p>Visual Reference Sol LeWitt Jackson Pollack Frank Stella</p> <p>-Teacher Examples -Student Examples</p> <p>-PowerPoint Instructions</p> <p>Common Core State Standards http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>

			with lines? Did you create a drawing that is visually clear ?	
<p>Name of Unit Weeks</p> <p>Shoe Box Installation</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes.</p> <p>1-C –</p> <p>1 • differentiate between a variety of media, techniques and processes;</p> <p>2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response</p> <p>3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and</p> <p>4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</p> <p>2-C –</p> <p>1 • identify the different ways visual characteristics are used to convey ideas;</p> <p>2 • describe how different expressive features, and ways of organizing them, cause different responses; and</p> <p>3 use the elements of art and principles of design to communicate ideas</p>	<p>Ideas: Line + Rhythm + Installation</p> <p>Q: What is the difference between a 2D line and a 3D line? Can you create rhythm with 3D lines? What is an installation? What kind of experience should art be? Should art just be looking at something or can art be a world created for you.</p> <p><u>Learning Activities</u></p> <p>Group Discussion</p> <p>-Respond to Prema Murthy PPT (What is an installation? What is a site specific art work?)</p> <p>-Respond to Art 21 Tim Hawkinson (installation example)</p> <p>Process Demonstration</p> <p>-Create Rhythm; Select one type of rhythm (regular/irregular) Lace string through your box so it creates the rhythm you want.</p> <p><u>Product Activities</u></p> <p>-Shoe Box Installation</p> <p><u>Accelerated Product Activities</u></p> <p>String Drawing/String Sculpture</p> <p><u>Media</u></p> <p>Shoeboxes</p> <p>String</p> <p>Glue</p> <p>Paper</p>	<p>LIS Grading System</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>E-Excels</p> <p>S-Satisfactory</p> <p>IM-Improving</p> <p>U-Unsatisfactory</p> <p>Art Product</p> <p>-Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p>Assessment Rubric Questions:</p> <p>Did you paint the inside of your shoebox with white paint?</p> <p>Did you push different colors of string through at least two holes at a time to create 3d lines?</p> <p>Did you create an installation that displays rhythm by repeating 3D lines regularly or irregularly?</p> <p>Did you tie your strings so that they did not</p>	<p>Visual Reference</p> <p>Prema Murthy</p> <p>Tim Hawkinson</p> <p>-Teacher Examples</p> <p>-Student Examples</p> <p>-PowerPoint Instructions</p> <p>Common Core State Standards</p> <p>http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges</p> <p>http://cpss.neasc.org/</p>

			come untied? Did you tie your string so that the 3D lines are straight?	
Name of Unit Weeks Shoe Drawings	<p>1 – Media: Students will understand, select and apply media, techniques and processes.</p> <p>1-C – 1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art.</p> <p>2-C – 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p>	<p>Ideas: Creating measurements and Applying Measurements Rhythm in Design</p> <p>Q: How do we measure things? What is a measurement? How do we use measurements? Who decides what a measurement is? Can we create our own measurements? How would we create our own measurements? How would we use our own measurements?</p> <p><u>Learning Activities</u> Group Discussion Describing yourself list: 10 words that describe you 5 things that you like to do</p> <p>Group Discussion Partner drawings; 1 estimating space between shapes we draw 2 drawing shapes in our shoes creating a measurement and using it.</p> <p>Process Demonstration -Measuring objects and dividing them into fractions</p> <p>Process Demonstration -Estimating the space between shapes then checking them with measuring tools</p> <p>Process Demonstration -Creating a shoe drawing -Creating a measuring tool based on a shape from the shoe</p> <p><u>Product Activities</u> -Measurements of Objects (divided into fractions) -Estimating Shapes w/measurements</p> <p><u>Accelerated Product Activities</u></p>	<p>LIS Grading System 1 2 3 4</p> <p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress</p> <p>-Completed Student Artwork</p> <p>Assessment Rubric Questions: Measuring Activity Did you find objects in the room to measure and divide into fractions?</p> <p>Estimating Space Shape-Drawing Did you pair up with someone, and one half of a piece of paper, create 3 shapes with a ruler.</p> <p>On the other half of the paper, did you recreate the shapes by estimating the size, shape and position of your shapes?</p>	<p>Visual Reference</p> <p>-Teacher Examples -Student Examples</p> <p>-PowerPoint Instructions</p> <p>Common Core State Standards http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>

		<p>Media Pencils Paper Variety on Dry Media Collage Materials Stencils</p>	<p>Did you create a measuring unit based on one of your shapes and correct your drawing by measuring the spaces between your shapes?</p> <p>Measuring Tool Did you create an L-shaped measuring tool and divide one side of it into fractions?</p> <p>Did you create a small folder for you measuring tool that is glued to your drawing somewhere?</p> <p>Individual Shoe Drawing Did you create an individual shoe drawing by measuring the length and width of your shoe's shapes and applying the same measurements to your shoe drawing?</p> <p>Shoe Poster Did you create a poster with a variety of materials that celebrates things you like to do by including words that describe you and a clearly drawn shoe?</p>	
<p>Name of Unit Weeks</p> <p>Color-Plication Chart + Line,</p>	<p>1 – Media: Students will understand, select and apply media, techniques and processes.</p> <p>1- C –</p> <p>1 • differentiate between a variety of media, techniques and processes; 2 • describe how different media (natural and</p>	<p>Ideas: Color + Color Mixing + Value + Line + Repetition</p> <p>Q: How do we discover colors? How do we create different values of colors?</p>	<p>LIS Grading System</p> <p>1 2 3 4</p>	<p>Visual Reference</p> <p>Sol LeWitt Wayne Thiebald</p> <p>-Teacher Examples</p>

<p>Shape, and Cake/ Ice Cream Painting</p>	<p>man-made), techniques and processes cause different effects and personal response 3 • use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 4 use art media and tools in safe and responsible manner</p> <p>2 – Elements and Principles: Students will understand and apply elements and organizational principles of art. 2-C – 1 • identify the different ways visual characteristics are used to convey ideas; 2 • describe how different expressive features, and ways of organizing them, cause different responses; and 3 use the elements of art and principles of design to communicate ideas</p>	<p><u>Learning Activities</u> Group Discussion -Creating a color chart -Respond to color PPT</p> <p>Process Demonstration -Paint Materials- brushes, paint, stirrer strips water cups -Mixing Colors</p> <p>Process Demonstration Making the color-plication chart Making the value scale Line 1 On a 12x18 piece of paper create a drawing of one type of line. (with a pencil) 2 Repeat the line until the paper is filled with lines. 3 Choose colors from your color table to paint your line drawing. The entire paper must be filled with paint. 4 Be sure to experiment with different values.</p> <p>Shape 1 On a 12 x 18 piece of paper create a drawing of one type of shape. (with a pencil) 2 Repeat the shape until the paper is filled with shapes. 3 Choose colors from your color table to paint your shape drawing. The entire paper must be filled with paint. 4 Be sure to experiment with different values.</p> <p>Cake/ Ice Cream 1 Choose a picture of food and bring it into class</p>	<p>E-Excels S-Satisfactory IM-Improving U-Unsatisfactory</p> <p>Art Product -Student Art Work in Progress -Completed Student Artwork</p> <p>Assessment Rubric Questions: Did you create a Color-plication Chart where all the colors you choose were successfully mixed and painted? Did you create a value scale by choosing one color and making two lighter values and two darker values of that color?</p> <p>Line Painting Did you repeat <u>one</u> type of line, fill the entire paper with it and paint it with colors from your table?</p> <p>Shape Painting Did you repeat <u>one</u> type of shape, fill the entire paper with it and paint it with colors from your table?</p> <p>Cake/ Ice Cream Painting</p>	<p>-Student Examples -PowerPoint Instructions</p> <p>Common Core State Standards http://www.corestandards.org/</p> <p>New England Association of Schools and Colleges http://cpss.neasc.org/</p>
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