

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - SIXTH GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Marissa Marton

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain) \_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPROVAL DATES:**

*Lma 4/24/13* Approved by Assistant Superintendent

*TL 4/11/13* Approved by Education Committee

Board of Educ. Approved  
4/22/13  
by Board of Education

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

**SIXTH GRADE**

AUGUST 2012

Fine & Performing Arts Department

## Sixth Grade Art

### Course Overview

This course provides students with a visual art experience that will take place daily for 45 consecutive school days. Each class is 40 minutes long. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers.

Students will continue to be introduced to American and Western European artists' works in various styles, techniques, and genres. Exposure to and critique of a wide range of artworks by master artists will provide students with an enduring understanding of visual art as an influential and essential part of our everyday lives and of the world in which we live. The planned and purposeful manipulation of the Elements of Art and Principles of Design combined with practical hands-on applications of art mediums will provide a foundation for higher level learning experiences in the visual arts.

Visual Arts Curriculum  
Grade Sixth

	<p>1. Art is an influential and essential part of our everyday lives and the world we live in.                  2. Art Appreciation and exposure to visual arts provides awareness of cultures both past and present.                  3. When responding to, evaluating, and creating works of art communication is effective through the use of appropriate and specific visual arts vocabulary and terminology.                  4. Observing and critiquing works of master artists from a wide range of cultural backgrounds, genres and disciplines provides inspiration and knowledge.                  5. Planned and purposeful manipulation of the elements of art and principles of design improves the quality of artistic expression in two and three dimensional work.</p>
<b>Days</b>	5 days
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.                  1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.                  1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.                  1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.                  1.2.8.A.2. Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.                  1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.                  1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).                  1.3.8.D.6. Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works.                  1.4.8.A.2. Identify works of visual art that are used for utilitarian and non-utilitarian purposes.                  1.4.8.A.4. Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.                  1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.                  1.4.8.B.1. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>
<b>Essential Questions</b>	<p>How does the element of art, value contribute to a work of art?                  How is the element of art, value used to create works of art?                  How do artists depict the interaction of light and shadow of three-dimensional forms on a two-dimensional surface?</p>
<b>Skills The Student Will...</b>	<p>1. Identify vocabulary terms relating to the element of art, value (value, blending, shading, shadow, illusion, realistic, three-dimensional, chiaroscuro, value scale, highlight, cast shadow, reflected light, ellipse).                  2. Critique works of art by master artists specific to the element of art, value.                  3. Develop craftsmanship by practicing drawing techniques and utilizing a variety of drawing materials to create value scales and shaded spheres.                  4. Observe and critique works by the artists John James Audubon and Leonardo Da Vinci.</p>
<b>Assessment</b>	<p>Teacher evaluation of students completed value scales and ability to create a range of values from light to dark                  Students complete a teacher provided checklist of guidelines for a successful shaded sphere</p>

Visual Arts Curriculum  
Grade Sixth

<b>Literacy Integration</b>	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Social Studies Integration</b>	6.1.8.C.1.a. Evaluate the impact of science, religion, and technology innovations on European exploration. 6.2.8.D.3.f. Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
<b>Mathematics Integration</b>	6.NS.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

Unit/Skill: Color Theory

<b>Days</b>	5 days
<b>NJCCCS</b>	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<b>NJCCCS CPI</b>	1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.4.8.A.1. Generate observational and emotional responses to diverse culturally and historically specific works of visual art.
<b>Essential Questions</b>	What is the element of art, color and how does it contribute to a work of art? How is the element of art, color used to create works of art? How does the use of color effect mood and evoke emotion?
<b>Skills The Student Will...</b>	1. Examine the color wheel to identify the specific arrangement of colors and the color families 2. Use targeted vocabulary relating to the study of color, color theory (primary, secondary, tertiary, neutral, complementary, analogous, warm, cool, tint, shade, tone) 3. Construct a color wheel and indicate the color families
<b>Assessment</b>	Teacher generated color theory quiz
<b>Literacy Integration</b>	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Science Integration</b>	5.1.8.D.1. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.2.6.C.1. Describe how to prisms can be used to demonstrate that visible light from the Sun is made up of different colors.

<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.
<b>Days</b>	15 days
<b>NJCCCS</b>	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<b>NJCCCS CPI</b>	1.1.8.D.1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. 1.2.8.A.2. Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles. 1.3.8.D.4. Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.3.8.D.5. Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. 1.4.8.A.1. Generate observational and emotional responses to diverse culturally and historically specific works of visual art. 1.4.8.A.3. Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras. 1.4.8.A.6. Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art. 1.4.8.B.3. Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
<b>Essential Questions</b>	What role does drawing play in a finished work of art? What is the three-step drawing process and how could it lead to a successful work of art? How can reference photos help an artist to create a realistic work of art? What are the subject matters of art? What are components of a successful composition?
<b>Skills The Student Will...</b>	1. Examine and identify works of master artists from various time periods and compare and contrast individual styles. 2. Observe and Critique the works of Wayne Thiebaud and Vincent VanGogh. 3. Practice the proper use, organization, and care of art materials. 4. Differentiate between foreground, middle ground, and background. 5. Follow the three-step drawing process (1. Map out the composition 2. Make a more accurate modified contour drawing 3. Add details, textures, highlights, and values). 6. Paint a realistic acrylic painting on canvas board using photo references for observation.
<b>Assessment</b>	Gallery Walk Student's complete a self-assessment using project rubric given by teacher

**Unit/Skill: Painting and Drawing from Observation**

Visual Arts Curriculum  
Grade Sixth

<b>Literacy Integration</b>	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Science Integration</b>	5.1.8.D.1. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.8.D.3. Demonstrate how to safely use tools, instruments, and supplies. 5.2.6.B.1. Compare the properties of reactants with the properties of the products when two or more substances are combined and react chemically.
<b>Technology Integration</b>	8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

<b>Unit/Skill: Printmaking</b>	
<b>Days</b>	15 days
<b>NJCCCS</b>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.2.8.A.1. Map historical innovations in visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.3. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3. Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4. Delineate the thematic content of multicultural art works, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> <p>1.3.8.D.5. Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p> <p>1.3.8.D.6. Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original art works.</p> <p>1.4.8.A.2. Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.4. Compare and contrast changes in the accepted meaning of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.6. Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7. Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p> <p>1.4.8.B.1. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2. Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p>

Visual Arts Curriculum  
Grade Sixth

<b>Essential Questions</b>	<p>What is the process of printmaking and how are printing tools used to create a print?                  What makes a successful print?                  What makes printing different from painting or drawing?                  How have historical developments impacted printing as an art form?</p>
<b>Skills The Student Will...</b>	<ol style="list-style-type: none"> <li>Utilize targeted vocabulary relating to the art of printmaking (gouging, inking, registration, bench hook, brayer, burnisher).</li> <li>Observe and critique the works of the artists Albrecht Durer and Pablo Picasso.</li> <li>Demonstrate the safe and appropriate use of printing tools and techniques to cut and print a lino-cut print.</li> <li>Explore how the art of printmaking has developed throughout history.</li> </ol>
<b>Assessment</b>	<p>Teacher observation of students safely and appropriately utilizing materials                  Student's complete a self-assessment using project rubric given by teacher</p>
<b>Literacy Integration</b>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Technology Integration</b>	<p>8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.                  9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

<b>Unit/Skill: Art Career Research Project</b>	
<b>Days</b>	5 days
<b>NJCCCS</b>	<ol style="list-style-type: none"> <li>The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</li> <li>History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</li> <li>Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</li> <li>3.8.D.2. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three- dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</li> <li>4.8.A.2. Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</li> </ol>
<b>NJCCCS CPI</b>	<p>How do artists earn a living?                  What types of careers are available to visual artists?</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>Research, investigate and document information about a selected visual art related career.</li> <li>Use digital media and technology to create a presentation on a visual art career of choice.</li> </ol>
<b>Skills The Student Will...</b>	
<b>Assessment</b>	<p>Teacher observation of student's presentation and information                  Class records newly learned information from the student's presentation for teacher evaluation                  Teacher created rubric that correlates to the project's guidelines</p>



Visual Arts Curriculum  
Grade Sixth

<p><b>Literacy Integration</b></p>	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                  W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                  SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                  SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.                  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Technology Integration</b></p>	<p>8.1.A.8.3 Create multimedia presentation including sound and images.                  8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.                  9.1.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p>

<p><b>Days</b></p>	<p>Ongoing through each class and unit</p>
<p><b>NJCCCS</b></p>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.                  1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.                  1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.                  1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.1.8.D.1. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.                  1.1.8.D.2. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.                  1.3.8.D.1. Incorporate various art elements and principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).                  1.4.8.A.1. Generate observational and emotional responses to diverse culturally and historically specific works of visual art.                  1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.                  1.4.8.B.3. Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>
<p><b>Essential Questions</b></p>	<p>How are the elements of art and principles of design used in specific works of art?                  Why is it important to use the language of art when discussing art?                  How do we view our world through the knowledge of art?</p>
<p><b>Skills The Student Will...</b></p>	<p>1. Identify the elements of art as "building blocks" of art which can be combined or used individually to create an artwork.                  2. Recognize that the principles of design relate to the way that the elements of art are "used" and "arranged" within a work of art.                  3. Employ specific visual arts vocabulary and terminology when responding to, evaluating, and creating works of art.                  4. Observe and critique works of master artists from a wide range of cultural backgrounds, genres and disciplines.                  5. Compare and contrast examples of conventional works of art within diverse cultural context.</p>

Visual Arts Curriculum  
Grade Sixth

<b>Assessment</b>	Teacher observation of student use of vocabulary during critiques Teacher generated Elements of Art & Principles of Design matching vocabulary quiz (Elements of Art- line, shape, color, texture, value, space & form) (Principles of Design- contrast, balance, movement, pattern, emphasis, rhythm, and unity)
<b>Literacy Integration</b>	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. W.6.1. Write arguments to support claims with clear reasons and relevant evidence L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Social Studies Integration</b>	6.2.8.D.3.f. Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
<b>Technology Integration</b>	8.1.A.8.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

## Grade 6 Curriculum Resources

### Books

A World of Images by Laura H. Chapman  
Published by Davis Publications

Drawing on the Right Side of the Brain by Betty Edwards  
Published by Jeremy P. Tarcher/Putnam

Assessment in Art Education by Donna Kay Beattie  
Published by Davis Publications, MA

John James Audubon by Joseph Kastner  
Published by Harry N. Abrams, Inc.

The Instant Printmaker by Melvyn Petterson and Colin Gale  
Published by Watson-Guptill Publications

A small library of books on a variety of subjects (Example: calligraphy, origami, "1-2-3 Draw" Series by Freddie Levin, "DRAW" Series by Doug DuBosque, "Getting to Know the World's Greatest Artists" Series by Mike Venezia, book making, printmaking etc. ) is kept on a book shelf in the classroom for student reference.

### Web Pages

Google Art Project

[www.googleartproject.com](http://www.googleartproject.com)

Getting to Know, Inc.

<http://www.gettingtoknow.com>

CBS Sunday Morning

<http://www.cbsnews.com/video/sunday>

Art 21 (PBS)

<http://www.pbs.org/art21>

Brain Pop

[www.brainpop.com](http://www.brainpop.com)

Watch, Know, Learn

[www.watchknow.org](http://www.watchknow.org)

### Periodicals

Arts & Activities

Scholastic Art

### DVDs

*Getting to Know the World's Greatest Artists: Leonardo Davinci* by Mike Venezia

*Getting to Know the World's Greatest Artists: Vincent Van Gogh* by Mike Venezia

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (\*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

### ELEMENTS OF DESIGN

- LINE\*** 1. a connection of two points in space  
2. an edge  
3. one dimension, length
- SHAPE\*** 1. a two dimensional object having length and width  
2. any *flat* area with inside and outside spaces defined by an edge (circle, square, etc.)
- FORM\*** A three dimensional object having length and width and depth
- TEXTURE\*** The way something feels by actual touch or by sight
- VALUE** The lightness to darkness of a color
- SPACE\*** The area around, above, below (negative space) and within an object (positive space)
- COLOR\* or HUE** The way an object appears when light is reflected off of it, or emitted by it
- |                          |  |
|--------------------------|--|
| Primary                  | red, blue yellow   |
| Secondary                | orange, green violet   |
| Intermediate or Tertiary | red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green |
| Tint                     | any color plus white   |
| Shade                    | any color plus black   |
| Tone                     | any color plus white and black   |
| Warm colors              | orange, red and yellow   |
| Cool colors              | green, violet and blue   |
| Intensity                | the brightness or dullness of a color  |
| Analogous                | colors next to each other on the color wheel                                 |
| Complementary            | colors opposite each other on the color wheel                                |

### PRINCIPLES OF DESIGN

- BALANCE\*** An equilibrium within the design area (deals with weight distribution); two kinds:  
1. symmetry: formal balance; weight is equal side to side, items are similar or identical  
2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
- HARMONY** The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
- CONTRAST** The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
- DOMINANCE or EMPHASIS\*** The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
- MOVEMENT** Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
- GRADATION** Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
- RHYTHM\*** Repeated elements that create a visual tempo or beat
- PROPORTION\*** The relationship of certain elements to the whole and to each other
- UNITY\*** Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the balance of harmony and contrast (an equal weight distribution of similarities and differences of the elements within the artwork)