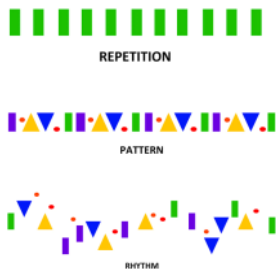


## 6.1 People use the elements and principles of art as tools for artistic expression.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, C, E, G</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Create works of art that that apply contrast, rhythm, movement and gradation.</li> <li>2. Practice using the creative process of planning, creating and refining.</li> <li>3. Discuss ways in which people use planning, creating and refining to produce work using the creative process.</li> <li>4. Use thumbnail sketches, sketchbooks and portfolios as planning tools.</li> <li>5. Discuss ways in which artists use the elements and principles as tools for personal expression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a work of art that demonstrates contrast, rhythm, movement, and gradation.</li> <li>2. Create sketches to plan out their work of art. After creation, they will revisit their plan and refine their work of art.</li> <li>3. Discuss other professions/careers that utilize the creative process.</li> </ol>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Contrast <ul style="list-style-type: none"> <li>◦ Size</li> <li>◦ Color</li> <li>◦ Space</li> <li>◦ Shape</li> <li>◦ Line</li> <li>◦ Values</li> </ul> </li> <li>• Movement <ul style="list-style-type: none"> <li>◦ Use of the elements guides the eye through a composition</li> </ul> </li> <li>• Rhythm <ul style="list-style-type: none"> <li>◦ is a combination of elements repeated, but with variations (hints below in visual)</li> </ul> </li> <li>• Gradation <ul style="list-style-type: none"> <li>◦ Demonstrates stages within an element</li> </ul> </li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Making art is a process of planning, creating and refining.</li> <li>• Artist continue to increase and improve their understanding of the application of the elements and principles of design to create their work.</li> <li>• Artists use thumbnail sketches, sketchbooks, and portfolios as planning tools.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Apply understanding of contrast, movement, rhythm and gradation in works of art.</li> <li>• Discuss ways in which artists use the elements and principles as tools for personal expression.</li> <li>• Discuss ways in which people use planning, creating and refining to produce work using the creative process.</li> </ul>	<ul style="list-style-type: none"> <li>• Contrast</li> <li>• Movement</li> <li>• Rhythm</li> <li>• Gradation</li> <li>• Variation</li> </ul>	<p>Learning Task:</p> <p>Students will use thumbnail sketches as planning tools to create a work of art. The students will create works of art that that apply contrast, rhythm, movement and gradation.</p> <p>Essential Question:</p> <p>How do artist continue to increase and improve the use of the elements and principles as tools for artistic expression?</p>

### Materials and Resources:

paper, paint, pencils, posters of design, art examples



*Repetition* refers to one object or shape repeated; *pattern* is a combination of elements or shapes repeated in a recurring and regular arrangement; *rhythm*—is a combination of elements repeated, but with variations.

## 6.2 Artists create work that reflects their beliefs and values.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.1 E, 9.2 I  Objectives: 1. Decode works of art to speculate about the artists beliefs and values.  2. Create compositions inspired by personal beliefs and values.	1.Speculate the artists beliefs and values in a work of art.  2.Create a work of art inspired by one of their own personal beliefs and values.	Concepts (Know): <ul style="list-style-type: none"> <li>• Artists are inspired by their beliefs and values.</li> <li>• Artists beliefs and values may be reflected in their work.</li> </ul> Competencies (Do): <ul style="list-style-type: none"> <li>• Decode works of art to speculate about the artists beliefs and values.</li> <li>• Create compositions inspired by personal beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Speculate</li> <li>• Inspiration</li> <li>• Beliefs</li> <li>• Values</li> </ul>	Learning Task: The students will decode a work of art to speculate the artists beliefs and value. The student will identify one of their own personal beliefs and/or values and use that as inspiration for a work of art.  Essential Question: How do artists beliefs and values influence their work?
<b>Materials and Resources:</b>				
Artists examples, paper, paint, pencils, scissors Last Supper comparison, Warhol, Dali, Da Vinci				

## 6.3 Artists create art to provoke, entertain, and challenge the status quo.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 J, L, 9.3 B</p> <p>Objectives: 1. Analyze works of art to determine whether the works provokes, entertains or challenges the status quo.</p> <p>2. Analyze works of art and speculate regarding the inspiration.</p>	<p>1. View a work of art to determine its purpose - provocation, entertain, or challenge.</p> <p>2. View a work of art and make an assumption in regards to the artist's inspiration.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Artists create works that provoke, entertain and challenge the status quo.</li> <li>• Artists are often inspired by others provoking, entertaining, or challenging works of art.</li> <li>• Artists often create controversy with works of art.</li> <li>• Art can be entertaining.</li> <li>• Art can challenge the norm.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Analyze works of art to determine whether the works provokes, entertains or challenges the status quo.</li> <li>• Analyze works of art and speculate regarding the inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Provoke</li> <li>• Status Quo</li> <li>• Norm</li> <li>• Controversy</li> <li>• Speculate</li> <li>• Inspiration</li> </ul>	<p>Learning Task: The teacher will show an abstract work of art. Students will determine whether the work is entertaining or challenges the status quo.</p> <p>Essential Question: How does an artist challenge the status quo by what they create?</p> <p>What is the purpose of art?</p>

### Materials and Resources:

Internet resources, computer

## 6.4 Art plays an important role in culture.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 A, D, E, F, G, J, K</p> <p>Objectives: 1. Provide examples of how and when art played a role in preserving culture, advancing culture through technology or changing a societal norm.</p> <p>2. Research and discuss how societal changes may have been influenced by artistic advances.</p>	<p>1.Create a timeline on. The time line will consist of, different animated movies, when they came out and how they were developed.</p> <p>2.Research and share examples of works of art that provide an important role in culture.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Art plays an important role in culture.</li> <li>• Art can document the time and place in which it is created.</li> <li>• Art can help us preserve what we know about other time periods and cultures.</li> <li>• As technology changes, artists tools change to influence the way a culture is interpreted and preserved.</li> <li>• Art can be an path for changing a culture.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Research and discuss how societal changes may have been influenced by artistic advances.</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Document</li> <li>• Preserve</li> <li>• Interpret</li> <li>• Societal Change</li> <li>• Artistic Advances</li> <li>• Technology</li> </ul>	<p>Learning Task: Teacher will lead a discussion with students about animated movies.</p> <p>Through the discussion, teacher will introduce and work with the students to define the different types of animation; hand drawn, claymation and cgi, which all used different technology.</p> <p>Students will next select their favorite animated movie from a teacher prepared list. Students will then research when the movie was released, when the story inspiration for the movie was written, what technology was used to create the animation and finally an example of a product that is still used in today's world. For example, one student could choose Aladdin and discover the following facts; story from 1700's, Disney movie in 1992, used hand drawing for character outlines and computers to fill in the color, my sister has an jasmine lunch box.</p> <p>Students will illustrate their findings in a collage which must include all of the required facts. Finally, students will work together to hang their collage onto a bulletin board in a timeline order.</p> <p>Essential Question: What is art's role in culture?</p> <p>How has art played an important role in culture?</p>
<b>Materials and Resources:</b>				
Design a template for gathering and conducting research at a 6th grade level (ask other teachers) computers, internet resources				

6.5 A vocabulary of critical analysis allows people to compare artworks and make judgments about quality even if the works are very different.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, B, C, D, E, F, G</p> <p>Objectives:</p> <p>1. Practice formal and intuitive criticism.</p> <p>2. Use appropriate vocabulary when critiquing works of art.</p> <p>3. Compare and contrast various works of art using formal and intuitive criticism.</p> <p>4. Form judgments about the quality of various works of art and support your rationale.</p>	<p>1. Formally critique a work of art using both formal and intuitive criticism. Students will convey and defend their thoughts about the work using appropriate vocabulary.</p> <p>2. Make a judgment on quality.</p> <p>4. Convey and defend their thoughts about the work using appropriate vocabulary.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position.</li> <li>• People can engage in formal criticism.</li> <li>• People can engage in intuitive criticism.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Use formal and intuitive criticism to compare and contrast various works of art to judge quality.</li> <li>• Use appropriate language when critiquing a work of art.</li> <li>• Form judgments about the quality of various works of art and support your rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal criticism</li> <li>• Intuitive criticism</li> <li>• Articulate</li> <li>• Rationale</li> <li>• Judgement</li> </ul>	<p>Learning Task:</p> <p>The students will analyze a work of their own art using formal and intuitive criticism and make a judgement about its quality.</p> <p>Essential Question:</p> <p>How does quality vary across different works of art?</p> <p>How does a vocabulary of critical analysis inform judgement about quality?</p>

#### Materials and Resources

## 6.6 Critical analysis includes considering the artist's original intent.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 K, L, 9.4 D</p> <p>Objectives: 1. Use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use appropriate language when critiquing a work of art.</p>	<p>1. Identify clues within a work of art that help to form an opinion about the artist's purpose using critical analysis.</p> <p>2. Research the actual artist's intent and compare their speculations to the facts.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Critical analysis includes considering the artist's intent.</li> <li>• Artistic choices often provide a window into discovering the artist's intent.</li> <li>• People use specific vocabulary that references the elements and principles of art when engaged in critical analysis.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Use visual clues to speculate the artist's intent.</li> <li>• Conduct research to verify speculations regarding the artist's intent.</li> <li>• Use appropriate language when critiquing a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Intent</li> <li>• Visual clues</li> <li>• Speculate</li> <li>• Critical analysis</li> <li>• Critique</li> </ul>	<p>Learning Task: Students will analyze a work of art and speculate regarding the artists original intent. Students will reference visual clues that influenced their speculation. They may conduct research to determine whether their speculation is accurate.</p> <p>Essential Question: What role does critical analysis play in discovering the artist's intent?</p>

### Materials and Resources: