

Grade 6 - General Art

Art

Grade 6, 1 Credit

Course Overview

This course will give a general overview of the **five** basic art areas.

- Drawing
- Painting
- Printing
- Textiles
- Ceramics

Scope and Sequence

Timeframe	Unit	Instructional Topics
7 Day(s)	Contour Drawing	1. Pure Contour 2. Glance Contour 3. Still-Life
7 Day(s)	Watercolor Painting	1. Environment Watercolor
4 Day(s)	Color	1. Color Theory
4 Day(s)	Ceramics	1. Coil Pot
6 Day(s)	Art History	

Prerequisites

Elementary Art Class. Understanding of the basic art concepts.

Materials and Resources

Classroom supplies: Paper, paint, tape, glue, rulers, scissors, clay, markers, pencils, colored pencil, chalk, ink, brayers, ceramic tools, yarn...

See budget outline for full listing of needs.

Student supplies: Pencil

Course Details

UNIT: Contour Drawing -- 7 Day(s)

Description

During these seven days, students will be working on their observation skill, along with continuing to work on their drawing techniques. These techniques include: Pure Contour, Glance Contour and Contour.

Unit Level Key Questions

How do we view our World?

What is overlapping?

How does negative space effect our lives?

Materials and Resources

pen, paper, small objects, pencils, tape and timer

TOPIC: Pure Contour -- 1 Day(s)

Description

Students will draw using observation skills, looking at the objects or their hands, not the paper. Students will poke holes in construction paper to cover drawing. This is a timed activity, five minutes for each drawing.

Learning Targets

Demonstrate use of good line quality

Students will track hands or objects with their eyes trying to move their pencil/pen at the same time. One line for each edge of the object. Students will be observing size relationship and spacing.

Draw using the right side of the brain

Students will complete four drawings to focus on different parts of their brain.

TOPIC: Glance Contour -- 2 Day(s)

Description

Students will switch from pure contour to glancing at the paper, still spending more time on object than drawing. Tracking the outline of their hand with their eyes, moving the pen or pencil at the same rate. There is more focus on the shapes and spacing of lines.

Learning Targets

Demonstrate the use of overlapping

Draw the size relationship of the parts

TOPIC: Still-Life -- 4 Day(s)

Description

Students will set up still life in middle of art room. The students will draw six different views of the still life. Each view students will change place in the room still using contour draw techniques. Now students will focus on an equal bases for objects and drawing paper.

Learning Targets

Apply negative and positive space within a drawing

While still-life drawing, students will be looking at the spaces created of the negative and positive areas in the still-life. Draw a still life using contour lines

Students will draw six different view points of the still-life, using about eighteen minutes per drawing.

Recognize the fine details of the objects that are to be drawn

Students will be looking for detail in the still-life while drawing.

UNIT: Watercolor Painting -- 7 Day(s)

Description

Students will be able to demonstrate the basic techniques in watercolor painting. After drawing the environment and mammal the students will use eight watercolor techniques to paint the environment. They will start with the under painting, go to the layering, and finish with the dry brush. After which, they will mat the finished painting.

Unit Level Key Questions

How can we use contrast in art work?

How does looking at or really studying your environment help you as an artist?

Materials and Resources

Mammal pictures, pencils, paper, rulers, tape, watercolor paper, watercolor paints, construction paper, brushes, water cup and one student!

TOPIC: Color Theory -- 4 Day(s)

Description

Students will read Chapter 7. Then using a study guide review the chapter with three classmates.

Students will create a 20 question test for the art teacher to take and correct with an answer key.

Students can use T/F, Multi-choice, matching, fill in the blank to develop the test.

Learning Targets

Demonstrate six to eight watercolor techniques

Students will use seven days to watercolor paint. Students will need to use six of the eight techniques on the painting.

Students will start with the under painting, with light colors and build to darker ones.

- wash
- wet on dry
- dry on wet
- dry on dry
- rubber cement
- lift off
- wax resist
- salt

Draw environment picture

Students will draw environment picture and mammal that would not live in that environment. This will be done on drawing paper before painting.

Practice proper matting techniques by reading a ruler correctly

Students will use colored construction paper to cut out a two inch mat, and tape it to the painting.

Review warm and cool colors and apply to watercolor painting

Students will use warm or cool colors on either mammal or environment, but not the same on both. They will paint the environment first using under painting, layering and dry brush techniques.

UNIT: Color -- 4 Day(s)

Description

Students will read Chapter Seven: Color and complete a study guide then create test using 6 +1 writing applications.

Unit Level Key Questions

How does light effect color?

Does different type of light impact the same color differently?

How does color impact mood?

Materials and Resources

Text book, paper, pencil

TOPIC:

Learning Targets

Complete study guide

Students will work in small groups to fill out study guide.

Create color test

Student will use 6+1 writing to create their own color test.

Read Chapter 7

Students will read chapter 7 independently. Then work in small groups to review. After that students will create test my teacher to take.

UNIT: Ceramics -- 4 Day(s)

Description

Students will be able to create a coil pot using a coiling technique.

Unit Level Key Questions

Why is ceramics important to industry?

Materials and Resources

Clay, Paper, Ceramic tools

TOPIC: Coil Pot -- 4 Day(s)

Description

Students will demonstrate how to roll out coils from clay and create a coil pot.

Learning Targets

Press textures in each coil on pot

Roll out coils of clay

UNIT: Art History -- 6 Day(s)

Unit Level Key Questions

How do we view art?

How has art changed over time?

Who are three major artists and what is their style called?