

**GRADE 6 – Unit 2: Color: Theory and Painting**

Mission Statement

Unit Overview
<p>In unit 2, students will learn to:</p> <ul style="list-style-type: none"> <li>● identify and explore basic painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.</li> <li>● use and follow proper painting procedures to learn basic color-mixing and theory skills.</li> <li>● use the Art Elements and Principles of Design to create artwork.</li> <li>● explore new ways of working with watercolors to get interesting results.</li> <li>● explore how to show emotion through color.</li> </ul>

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 - Drawing: Line and Shape	7 - 8 class periods	1.5.8.Cr1a, 1.5.8.Cr1b, 1.5.8.Cr2a, 1.5.8.Cr2b, 1.5.8.Cr2c, 1.5.8.Cr3a, 1.5.8.Re7a, 1.5.8.Re7b, 1.5.8.Cn10a	<ul style="list-style-type: none"> <li>● We will learn about observational drawing using different types of basic and expressive lines.</li> </ul>	<ul style="list-style-type: none"> <li>● continue to improve observational drawing by finding the basic underlying shapes and refining with details.</li> <li>● create interest in a line drawing by using expressive lines and differing line qualities.</li> <li>● use negative space in a still-life arrangement to measure the correct placement of objects in a drawing.</li> </ul>
Unit 2 - Color:	7 - 12 class periods	1.5.8.Cr1a, 1.5.8.Cr1b,	<ul style="list-style-type: none"> <li>● We will review Color Theory.</li> </ul>	<ul style="list-style-type: none"> <li>● use various watercolor techniques to</li> </ul>

Theory and Painting		1.5.8.Cr2a, 1.5.8.Cr2b, 1.5.8.Cr2c, 1.5.8.Cr3a, 1.5.8.Re7a, 1.5.8.Re7b, 1.5.8.Cn10a	<ul style="list-style-type: none"> <li>We will explore basic and intermediate painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>create a painterly background.</li> <li>use and follow proper painting procedures including the cleaning and care of art tools.</li> <li>use of blending techniques for colored pencils and paint.</li> </ul>
Unit 3 - Space and Texture: Depth and Interest	7 - 10 class periods	1.5.8.Cr1a, 1.5.8.Cr1b, 1.5.8.Cr2a, 1.5.8.Cr2b, 1.5.8.Cr2c, 1.5.8.Cr3a, 1.5.8.Re7a, 1.5.8.Re7b, 1.5.8.Cn10a	<ul style="list-style-type: none"> <li>We will learn how to draw different levels of space so that it appears as if you could walk back through a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>create three levels of space in a landscape.</li> <li>use positive and negative space.</li> <li>explore different techniques for creating texture in artwork.</li> </ul>
Unit 4 - Critique: Reading a Work of Art	2 - 3 class periods	1.5.8.Re7a, 1.5.8.Re7b, 1.5.8.Re8a, 1.5.8.Re9a, 1.5.8.Cn11a, 1.5.8.Cn11b	<ul style="list-style-type: none"> <li>We will use verbal and/or written responses to deconstruct a work of art to discover the mood, art elements used, content, story and eventually evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>use the process of critique to describe, analyze, interpret and evaluate artwork either verbally or in writing.</li> <li>discuss, question, and give constructive criticism in whole and small groups.</li> <li>use art criticism to self evaluate.</li> </ul>
Unit 5 - Sculpture: 3D Form	4 class periods	1.5.8.Cr1a, 1.5.8.Cr1b, 1.5.8.Cr2a, 1.5.8.Cr2b, 1.5.8.Cr2c, 1.5.8.Cr3a, 1.5.8.Re7a, 1.5.8.Re7b, 1.5.8.Cn10a	<ul style="list-style-type: none"> <li>We will learn how to identify and create three dimensional form.</li> </ul>	<ul style="list-style-type: none"> <li>learn the difference between two dimensions and three dimensions.</li> <li>create a work of art that can be viewed from all sides.</li> </ul>

**GRADE 6 – Unit 2: Color: Theory and Painting, 7 - 12 class periods**

**Unit Vocabulary**

primary colors	secondary colors	tertiary colors	analogous colors	warm colors
cool colors	contrast	emphasis	space	blending

complementary colors	wet on wet	wet on dry	foreground	background

Preparation for College, Careers, and Beyond	
Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections					
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Possible Assessment and Instructional Modifications**

Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

- Work in progress check
- Personalized examples
- No penalty for spelling errors or sloppy handwriting

**Individualized Learning Opportunities**

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

**Possible Assessments**

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Insects in Watercolors: Did the student use watercolor techniques successfully to create the foreground and the background of the painting?</li> <li>• Picasso Inspired Self-Portrait: Was the student able to use watercolor techniques successfully and use color in such a way as to show emotion in the self-portrait?</li> <li>• Warm and Cool Undersea Scenes: Was the student able to use the contrast of warm and cool colors in such a way as to emphasize the undersea creatures?</li> </ul>	<ul style="list-style-type: none"> <li>• Insects in Watercolors</li> <li>• Picasso Inspired Self-Portrait</li> <li>• Warm and Cool Undersea Scenes</li> </ul>

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Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
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<p>Creative use of watercolor techniques - 4 - 5 days</p> <p>Exploring the use of watercolor techniques to show emotion - 3 - 4 days</p> <p>Using warm and cool colors to create contrast and emphasis - 7 - 8 days</p>	<ul style="list-style-type: none"> <li>● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</li> <li>● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</li> <li>● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li> <li>● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</li> <li>● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</li> <li>● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● explore and use basic painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.</li> <li>● use a variety of watercolor techniques in a painting</li> <li>● use the Elements and Principles of Design while painting or coloring artwork.</li> <li>● use warm and cool colors to create contrast and emphasis in an artwork.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Generating and conceptualizing ideas.</li> <li>● Organizing and developing ideas.</li> <li>● Refining and completing products.</li> <li>● Developing and refining techniques and models or steps needed to create products.</li> <li>● Synthesizing and relating knowledge and personal experiences to create products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Creating</li> <li>● Responding</li> <li>● Connecting</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to</li> </ul>	<ul style="list-style-type: none"> <li>● Activities <ul style="list-style-type: none"> <li>○ Insects in Watercolors</li> <li>○ Picasso Inspired Self-Portrait</li> <li>○ Warm and Cool Undersea Scenes</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Former students' artwork as examples</li> <li>○ Prezi of examples and short videos on How To</li> <li>○ Several charts of photographs of various animals</li> </ul> </li> </ul>
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	<p>revisions for a work of art, and create an artistic statement.</p> <ul style="list-style-type: none"> <li>● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> <li>● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</li> <li>● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</li> </ul>	<p>understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <ul style="list-style-type: none"> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● 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? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us to create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>● 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?</li> <li>● How do life experiences influence the way you relate</li> </ul>	
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		<p>to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <ul style="list-style-type: none"> <li>● 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 artmaking?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Explore</li> <li>● Investigate</li> <li>● Reflect, Refine, Continue</li> <li>● Perceive</li> <li>● Synthesize</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Think, Pair, Share</li> <li>● Reflections</li> <li>● Interviews/Conferences</li> <li>● Journals</li> <li>● Conversations</li> <li>● Peer and Self-assessments</li> </ul>	
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