

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 6th Grade

Subject: Visual Arts

Adoption Date: 3/09/15

Revision Date: 3/28/22

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Can you create a work of art that raises social consciousness? (3 weeks)</p> <p>Can you apply the elements and principles of design to a work of art? (7 weeks)</p>	<p>How did the Renaissance influence art? (10 weeks)</p>	<p>What is still-life? (5 weeks)</p> <p>What is cubism? (4 weeks)</p>	<p>Can you explain how innovation can apply to artwork? (4 weeks)</p> <p>How does Georgia O'Keefe's work display innovation? (6 weeks)</p>
Instructional Materials	<p>Video: Don't Bully Me</p> <p>Poster board</p> <p>Markers</p> <p>Oil pastel</p> <p>Watercolor</p> <p>Acrylic</p> <p>Drawing paper</p> <p>Color pencils</p> <p>Chalk pastel</p>	<p>SS: "Renaissance Art"</p> <p>SS: "One Point Perspective"</p> <p>Video: The Life and Work of DaVinci</p> <p>Scholastic Art: "The Renaissance working with Perspective"</p> <p>Video: "Basic Perspective drawing"</p> <p>Drawing paper</p> <p>Markers</p> <p>Acrylic paint</p> <p>Water color</p> <p>Charcoal</p>	<p>Rulers, compasses</p> <p>Prints from the classroom</p> <p>Markers</p> <p>Drawing paper</p> <p>Still life arrangements</p>	<p>Tissue paper</p> <p>card stock</p> <p>Construction paper</p> <p>drawing paper</p> <p>tempera paint</p>

<p>Activities</p>	<p>Activity One: Students will incorporate various art elements and principles into the creation of an anti-bully poster.</p> <p>Activity Two: Students will create individual art projects illustrating each principle and element of design, these projects will be compiled into booklets</p>	<p>Activity One: Practice drawing forms in one point perspective</p> <p>Activity Two: Apply the rules of perspective in a drawing using the letters of your name</p> <p>Activity Three: Draw a view of the boardwalk using one point perspective color with colored pencil</p>	<p>Activity One: Create multiple still-life drawings from varied perspectives</p> <p>Activity Two: Use a still-life set up to create a final drawing, use graphite pencil techniques</p> <p>Activity Three: Compare/contrast analytical and synthetic cubism and create a still -life in synthetic cubism using markers.</p>	<p>Activity One: Examine O'Keefe's work and discuss elements of innovation. Students will draw large flowers, using contour lines and add color</p> <p>Activity Two: Understanding foreground, middle ground, and background, create a landscape composition</p>
<p>Standards</p>	<p>Activity One: VPA.1.3.8.D.1</p> <p>Activity Two: VPA.1.3.8.D.2</p>	<p>Activity One: VPA.1.2.8.A.1</p> <p>Activity Two: VPA.1.2.8.A.1</p>	<p>Activity One: VPA.1.3.8 D.1</p> <p>Activity Two: VPA.1.3.8 D.1</p> <p>Activity Three: VPA. 1.5.6.B.1</p>	<p>Activity One: VPA.1.3.8.D.5</p> <p>Activity Two: VPA.1.5.6.B.1</p> <p>Activity Three: VPA.1.2.6.D.2</p>
<p>Accommodations and Modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>
<p>Interdisciplinary</p>	<p>Activity One: Social awareness</p>	<p>Activity One: Renaissance</p>	<p>Activity One: Cubism (Math)</p>	<p>Activity One: Georgia O'Keeffe</p>

Connections	(Social Studies)	(Social Studies)	Activity two: proportion (Math)	(Social Studies)
Assessments	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project
21st Century Themes and Skills Life Literacies and Key Skills	CRP6 9.4.2.CI.1	CRP2 9.4.2.CI.1	CRP1 9.4.2.CI.1	CRP8 9.4.2.CI.1