

New Jersey Core Curriculum Content Standard Area: ART

Topic/Course: WORLD ART/ Unit: Australian Dot Painting Grade: 6 Date: September 2008

Essential Question NJCCC Standard	NJCCCS – Essential Skills	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.5.A.1</p> <ul style="list-style-type: none"> • What are Papunya dot paintings? • What is the purpose of these paintings? • From studying the meaning of the paintings, what can we learn about what the Papunya culture values? • What is the role of the artist in this society? 	<p>1.1.6.B.1 To identify the narrative and aesthetic qualities of specified art works by explaining the meaning of each symbol used within the painting orally or in written form.</p> <p>1.1.6.B.2 To incorporate personal life experiences into planning an artwork based upon travel within students’ neighborhood using an aerial point of view.</p>	<p>Materials: World map, handout, slideshow, examples of artwork, 9”x12”newsprint, 9”x12” brown paper bags cut to size or black construction paper, 9”x12” tracing paper, tempera paint, assortment of different painting implements (small brushes, brush handles, q-tips, pencils or any tool that creates a point)</p> <p>Technology: Power point slide presentation</p>	<ul style="list-style-type: none"> • Peer assistance • Individual help • Simplified personal “map” for final painting • Extra time 	<p>Formative : Papunya handout Class discussion Symbols assignment Preliminary design layout</p> <p>Summative: Unit test Rubric Final project Written or oral critique</p>	<p>2 days</p> <p>2 days</p>
<p>1.2.D.1,3</p> <ul style="list-style-type: none"> • How can students invent their own visual language? How would another person understand it? • Is it necessary to the aesthetic appreciation of a piece of art to understand its meaning? 	<p>1.2.6.D.3 To create an original painting in the style of the Papunya people using various tools or found objects such as q-tips, pencil tips, paint brushes, paint brush handles etc.</p>	<p>Website References: http://www.aboriginalartonline.com/gallery/methods.html http://www.infoplease.com/spot/aboriginal_1.html http://www.tribalworks.com/aussi_eng/rundgang.htm http://www.oneworldmagazine.org/gallery/aabo/intro.html http://www.cooinda-gallery.com.au/aboriginal_art.htm http://www.frogandtoad.com.au/aboriginal.html</p>			<p>4 days</p>
<p>1.3.D.2</p> <ul style="list-style-type: none"> • How can the design elements and principles be used to create a successful dot painting? 	<p>1.4.A.1,3 To critique finished paintings by identifying what elements unify students’ artwork and explain why certain artworks are technically proficient.</p> <p>1.3.6.D.2 To use color, rhythm, pattern and unity by repetition, proximity and continuity to create a dot painting.</p>				<p>1 day</p>

New Jersey Core Curriculum Content Standard Area:

Topic/Course: WORLD ART/ Unit: African Senufo Painting Grade: 6 Date: September 2008

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<p>1.1.A.1,3; 1.5.A.1</p> <p>What is African Senufo painting?</p> <p>How does this style of painting relate to the history and culture of the Senufo people?</p>	<p>1.5.6.A.1</p> <p>To have a basic understanding of the culture of the Senufo people.</p> <p>To identify where the Ivory Coast is located in Africa.</p> <p>To recognize the particular style and subject matter of African Senufo paintings.</p>	<ul style="list-style-type: none"> Class discussion on the geography and history of the Senufo people using a world map and handout. Use slideshow <i>Discovering Mudcloth: An African Voices Exhibit</i> @ http://www.mnh.si.edu/african-voices/mudcloth/index_flash.html <p>References Clarke, Duncan. <i>African Art</i>. New York: Random House ,1995 Magnin Andre and Jaques Soullillou,eds. <i>Contemporary Art of Africa</i>.New York : Harry N. Abrams, 1996 Meyer, Laure.<i>Art and Craft in Africa</i>. New York: Stewart, Tabori, and Chang, 1995</p> <ul style="list-style-type: none"> Students answer questions on handout related to discussed topic. 	<ul style="list-style-type: none"> Student pairing with a classmate who can translate when possible. Preferential seating close to the TV monitor and/or instructor. 	<p>Formative: Class discussion and completion of handout.</p>	1 day
<p>1.3.A.2</p> <p>What is a pattern?</p> <p>How do you create a pattern?</p>	<p>1.3.6.A.2</p> <p>To identify pattern as one of the principles of design.</p>	<ul style="list-style-type: none"> Class discussion on defining and identifying the use of patterns in artwork. Examining the use of pattern particularly in Senufo paintings. 	<ul style="list-style-type: none"> Individual help Extra time 	<p>Formative: Class discussion and completion of pattern library</p>	2 days

	<p>To understand the concept of motifs and modules and be able to differentiate between the two.</p> <p>To create a “library” of original patterns.</p>	<ul style="list-style-type: none"> • Creating a “pattern library” on paper. <p>Materials: <i>A World of Images</i>, posters, prints, examples of pattern in the art room, examples of Senufo paintings, 12”x18” paper, pencils</p>			
<p>1.2.D.1,3</p> <p>What is a contour drawing?</p> <p>What does “to stylize” mean?</p>	<p>1.2.6.D.1,3</p> <p>To create a stylized contour drawing of an animal from a side or top view.</p> <p>To use original patterns to fill in the positive space of the animal silhouettes.</p>	<ul style="list-style-type: none"> • Discuss the meaning and method of contour drawing, stylizing an object, side view, top view and silhouette. • Model a stylized, contour drawing • Using a chosen photo of an animal, students create a drawing on 9”x12” newsprint. • Students transfer final drawings onto oaktag and cut out to form a template used for tracing design onto unprimed canvas cloth. • Students fill the inside of their animal designs with different patterns. <p>Materials: animal photographs, 9”x12” newsprint, 9”x12” oaktag, light boxes, 9”x12” unprimed canvas, pencils, various size permanent black markers</p>	<ul style="list-style-type: none"> • Individual help • Extra time • Gifted students may combine more than one animal design and/or use pattern in a different way. 	<p>Formative: Completed stylized animal drawings</p>	4 days
<p>1.2.D.1,2,3</p> <p>What are the physical properties of water color?</p> <p>What are different watercolor techniques? :</p> <p>Flat wash Graded wash Wet on wet</p>	<p>1..2.6.D.1,2,3</p> <p>To understand that watercolor is a transparent medium.</p> <p>To understand how to mix watercolors by reviewing color theory.</p> <p>To define and experiment with different watercolor techniques.</p> <p>To use a specific watercolor</p>	<ul style="list-style-type: none"> • Class discussion on watercolor: properties, setup and cleanup procedures. • Model color mixing and various watercolor techniques: flat wash, graded wash, wet on wet, using salt • Students experiment on paper trying different techniques and color combinations. • Students paint background on cloth using chosen technique. 		<p>Summative: Final project Unit Test Rubric</p>	3 days

	technique to complete final project.				
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New Jersey Core Curriculum Content Standard Area:

Topic/Course: WORLD ART / Unit: Lettering Grade: 6 Date: September 2008

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1.5A How has lettering evolved over the course of human history?	1.5.6.A.2 To understand the basic history of lettering.	<ul style="list-style-type: none"> Class discussion used to foster understanding of “writing” timeline. 	<ul style="list-style-type: none"> Photocopies of teacher’s notes. 	In class discussion	1 day
1.1.A What is the formal structure of lettering?	1.1.6.A.1 To introduce the basic structure of lettering-visual appearance and letter relationships.	<ul style="list-style-type: none"> Define and illustrate key terms of lettering through class discussion or working in cooperative groups. (Student groups make class presentations of assigned terms.) Students complete a lettering handout using information attained during student presentations. 	<ul style="list-style-type: none"> Student help Teacher photocopies 	Formative: Teacher feedback, worksheet	

		Materials: Lettering handout, dictionaries, <i>A World of Images</i> textbook.			
1.2.D Why is font design important? How is font design used by graphic designers?	1.2.6.D.1 To understand lettering formations. To proficiently use acquired lettering style. To construct and label individual art folders.	<ul style="list-style-type: none"> • Demonstrate sans-serif lettering style. • Discuss and demonstrate folder guidelines. • Discuss and demonstrate how the ruler is used to measure guidelines. • Demonstrate letter formations. Materials: 24"x36" oaktag, lettering handout, rulers, staplers Careers: Students are made aware of what font design is and how graphic designers develop and apply font design.	<ul style="list-style-type: none"> • Individual help • Informational posters 	Formative: Ruler worksheet Summative: Completed folder	3 days
1.4.A How can lettering terminology be applied to font design?	1.4.6.A.2 To demonstrate knowledge of lettering terminology.	<ul style="list-style-type: none"> • Students will take a Unit Test Interdisciplinary: This unit relates the use of math to the design and use of fonts.	<ul style="list-style-type: none"> • Study guide 	Summative: Lettering Test	1 day

New Jersey Core Curriculum Content Standard Area: ART

Topic/Course: WORLD ART / Unit: Mexican Tinware Grade: 6 Date: September 2008

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<p>1.5.A</p> <p>What is Mexican tinware?</p> <p>How has this craft developed in Mexico as well as other South American cultures?</p>	<p>1.5.A.1</p> <p>To understand how an available natural resource is incorporated into decorative and functional art forms distinctive to the geographic area and the culture of its people.</p>	<p>Materials: World map, handout, examples of artwork, photographs</p> <ul style="list-style-type: none"> Class discussion using map to locate Mexico; how different metals such as copper, tin and gold are valued as an artistic medium; subject matter and technique are introduced 	<ul style="list-style-type: none"> Student pairing Handout translation if possible 	<p>Formative: Class discussion</p>	<p>1 day</p>

<p>1.2.D What is metal embossing or repousse? What techniques are used to successfully emboss metal?</p> <p>1.1.B.2 How can family traditions and history and be used to create a design on metal?</p>	<p>1.2.6.D.2,3 To identify what repousse (metal embossing) is. To practice metal embossing techniques and apply these techniques to a final studio work.</p> <p>1.1.6.B.2 To incorporate personal or family experiences and traditions in planning a design.</p>	<p>36 gauge tooling foil cut in 3"x3" pieces, dull pointed pencils</p> <ul style="list-style-type: none"> • Embossing techniques are modeled by instructor first. • Students practice and experiment on their own piece. <p>Materials:36 gauge metal tooling foil cut in 6"x 6" squares, 6"x 6" paper , dull pointed pencils, magazines or newspapers used to "cushion" metal while embossing, construction paper and mat board, staplers, black tempera paint for antiquing ,large flat brushes, small bowls, paper towels</p> <ul style="list-style-type: none"> • Class discussion on family traditions and heirlooms 	<ul style="list-style-type: none"> • Individual instruction • Individual help • Special need students are encouraged to keep simple designs 	<p>Formative: Teacher feedback</p>	<p>1 day</p> <p>5 days</p>
		<ul style="list-style-type: none"> • Students plan three different designs on 6"x 6" paper. The use of a border is strongly encouraged. The strongest design is chosen for the final project. 			
<p>1.1.A.3 What embossing techniques stand out? Why?</p> <p>1.3.D.2 What design elements and or principles can you identify in your artwork?</p>	<p>1.1.6.A.3 To describe how an element of an art form contributes to the aesthetic value of a particular work.</p> <p>1.3.6.D.2 To describe a work of art that clearly illustrates a principle of design.</p>	<ul style="list-style-type: none"> • Students assess their own projects using a rubric. • Class critiques exhibited final projects 		<p>Summative: Final projects Rubrics Class critique</p>	<p>1 day</p>

New Jersey Core Curriculum Content Standard Area:

Topic/Course: WORLD ART/ Unit: The Elements of Design Grade: 6 Date: September 2008

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<p>1.1.A.</p> <p>What are the Elements of Design?</p> <p>How are the Elements of Design used in the structure of art?</p>	<p>1.1.6.A.2</p> <p>To identify and define the Elements of Design</p>	<ul style="list-style-type: none"> • Define the Elements of Design through class discussion, observation and creation of an “Elements Chart” that includes a written and visual description of each element. • Textbooks, prints and manipulatives are used to show how artists apply the Design Elements in the structure of their art. <p>Materials: 12”x18” drawing paper, <i>A World of Images</i>, posters, prints, samples of different types of charts, markers, color pencils, tracing paper, yarn and various materials that show texture</p>	<ul style="list-style-type: none"> • Elements of Design handout • Examples of studio work 	<p>Formative: class discussion, note taking</p> <p>Summative: Completed chart</p>	2 days
<p>1.2.D</p> <p>How can the Elements of Design be successfully combined in one studio work?</p> <p>How can the use of different mediums effectively illustrate the different elements?</p>	<p>1.2.D.6.1,3</p> <p>To understand the basic concepts of the Elements of Design.</p> <p>To create an accurate visual representation of each element of design.</p> <p>To use various mediums to complete studio work.</p>	<ul style="list-style-type: none"> • Students will create a studio work to illustrate the Elements of Design. A variety of mediums will be used to complete the artwork. <p>Materials: 12”x18” oaktag, rulers, templates, color pencils, markers, glue, tracing paper, found objects</p>	<ul style="list-style-type: none"> • Study Guide • Individual help 	<p>Formative: Studio work</p> <p>Summative: Elements Test</p>	6 days

	To demonstrate knowledge of the Elements of Design.				
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