CI Art

Visual Art

Grade 6

Elective Overview

Instructional Plan

Course: CI Art 6

Marking Period or Trimester: Full Year

Pacing: 40 weeks

Description: CI Art is an intensive independent study class for serious art students in all media. Students interested in CI Art must first submit a portfolio to be evaluated or be nominated by previous performance in an art class. Creative I Art is an individualized class with emphasis on developing self-confidence, personal artistic style, and technical competence. Students are encouraged to experiment in and explore a variety of media and styles. The class develops the ability of students to be self-motivated, focused, and disciplined.

NJSLS

Anchor Standard: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand 1: 1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Strand 2: 1.3.8.D.2: Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.

Strand 3: 1.3.8.D.6: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and artmaking techniques.

Framing the Learning			
Timeframe	**Big Ideas**	**Essential Questions**	**Enduring Understandings**
Minimum of 5 projects over the course of the semester.	All students will synthesize skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in the visual arts.	• What are the elements of art and why are they important? • What are the principles of design and why are they important? • How can the elements of art be utilized in works of art? • How can the principles of design be utilized in works of art? • How are the elements of art and the principles of design successfully incorporated EVERY work of art? • What are numbered pencils? • How does an artist use different numbered pencils to create different effects? • What is layout, design, and composition? Why does an artist have to thoughtfully consider layout, design, and composition in EVERY work of art? • How is value utilized to create a realistic work of art?	• The arts serve multiple functions; enlightenment, education, and entertainment. • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes.

Evidence of Learning
1. Journal - Students will complete journal work that shows the journey they have traveled throughout their painting course. Journal work will include multiple things: definitions, do now questions from the teacher requiring answers, self-reflection, and self-grading.

2. Rubrics – All projects will have a rubric evaluation that the teacher will grade them with.
3. Self-Evaluation – Oftentimes the self-evaluation will be completed in their journal, but sometimes students may complete a written self-assessment.
4. Quizzes & Tests – Quizzes and/or tests may be completed throughout the semester to determine whether students are on track for the course's stated goals and objectives.

Activities

Students will complete multiple projects in a variety of media throughout the course of the semester. Projects may include, but are not limited to:
1. Layout, design, and composition will be the main focus of the first project. Students will learn how layout and composition affect a work of art. Additionally, the elements of art and principles of design will be defined and applied to the project. The project will include participating in the annual yearbook cover contest. Completed covers will be displayed and voted on by the yearbook class.
2. The history of pencils and how to properly use pencils will be discussed. Students will have the opportunity to sample numbered pencils and complete thumbnail samplings using them to learn their properties. Value shading techniques using the pencils will be shown to students what each pencil is best used for. Students will create ribbon drawings and pipe drawing using different pencils to blend and show highlights and shadows with value.
3. Examples of artwork exhibiting one-point perspective will be shown to the students. Students will be able to define orthogonal lines, vanishing point, and horizon line. Utilizing their knowledge of the elements of art and the principles of design, students will create a one-point perspective work of art that show proper one-point perspective.
4. Students will apply all their knowledge of blending and shading, layout, design & composition from the past lessons to create a still life in colored pencils. Lesson will include how to set up a proper still life, as well.
5. Students will learn about proportion regarding the human body. Tips and tricks for drawing the human form will be discussed, such as 7 heads and the golden ratio. Humanikins will be utilized to assist in learning proper proportion. Ultimately, students will create a drawing of a human participating in a sport. The drawing will start with a humanikin and slowly transition into a realistic looking person including value shading on clothing and skin.

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied