

National:

# 6th Grade Scope and Sequence

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## 6th Grade Course Overview

### Course Description

6th grade students will explore how artists make meaning and how they can create personal meaning across varying contexts and media. Through research, experimentation, innovation, collaboration, reflection, revision, and presentation, students will identify how art reflects varying time periods, traditions, resources, personal ideas, and cultural values. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include movement, unity, proportion, balance, pattern, and contrast. Students will explore diverse concepts such as narrative photography, Freedom Quilts, profound and mundane narratives, personal symbols, ceramic bells, mandalas, and microscopic objects. They will interpret artwork across a variety of criteria and analyze artwork for context, subject matter, ideas, and mood. Students will present their artwork, curate artworks, explain their artistic decisions in writing and in critiques, offer constructive criticism to peers, and thoughtfully revise their works in response to in-progress critiques.

### Demonstration Time

9 hours and 30 minutes

### Student Work Time

60 hours

### Elements of Art:

Shape, Color, Space, Line, Form, Space, Texture

### Principles of Design:

Balance, Pattern, Movement, Unity, Contrast, Proportion




















### Media:

Printmaking, Fibers, Collage, Mixed Media, Drawing, Digital Art, Photography, Ceramics, Sculpture

### Course Notes:

## UNIT 1: Investigating Meaning Through Printmaking

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>1.1 Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Questions:</b> 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?</p> <p><b>1.2 Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p><b>Essential Questions:</b> How does knowing the contexts, histories, and traditions of art forms help us 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?</p>	<p>Students will practice creativity and innovative thinking while developing printmaking skills and techniques. Students will apply their knowledge to imagine, plan, and create original prints using three unique inspirations: found objects, storytelling, and Adinkra cloth from Ghana.</p>		
	Media Focus	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Printmaking</li> </ul>	Imagine, Make, Plan	<a href="#">Anticipatory Sets With FLEX</a>
	Elements of Art and Principles of Design		
<ul style="list-style-type: none"> <li>Balance</li> <li>Pattern</li> </ul>			<ul style="list-style-type: none"> <li>Texture</li> </ul>
Demonstration Time	Student Work Time		
1 hour	7 hours		
Focus Standards	Unit Essential Questions		
<p><b>VA:Cr1.1.6a</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p>	<p>What are the benefits of working with others to create art? How do words and images work together to convey meaning?</p>		
<p><b>VA:Cr1.2.6a</b> Formulate an artistic investigation of personally relevant content for creating art.</p>	<p>How do artists imbue personal relevance and meaning into artistic investigation? How can symbols reflect personal and cultural identity?</p>		
<p><b>VA:Cr2.2.6a</b> Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment.</p>	<p>How might conservation and art relate to one another? What are the benefits of reusing materials to make artwork?</p>		
Anchor Resources			
<p><b>VA:Cr1.1.6a</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p>	<ul style="list-style-type: none"> <li><a href="#">Combining Concepts Collaboratively</a></li> <li><a href="#">Planning with Multiple Ideas</a></li> </ul>		
<p><b>VA:Cr1.2.6a</b> Formulate an artistic investigation of personally relevant content for creating art.</p>	<ul style="list-style-type: none"> <li><a href="#">Personal Art Investigation</a></li> <li><a href="#">Create a Concept Web</a></li> </ul>		

Lesson	Key Resource	Artist Connection	
<a href="#"> Found Object Cityscape Printing</a>	<a href="#"> Thumbnail Sketches</a>	<a href="#"> Classic &amp; Contemporary Printmakers</a>	
<a href="#"> Flexible Foam Storyprints</a>	<a href="#"> Illustrated Story Planner</a>	<a href="#"> Käthe Kollwitz</a>	
<a href="#"> Adinkra Banner</a>	<a href="#"> Symbol and Pattern Planning</a>	<a href="#"> History of Adinkra Cloth</a>	
Anchor Charts		Video	Suggested Assessments
<a href="#"> Types of Balance</a>	<a href="#"> Linoleum Block Safety</a>	<a href="#"> What is Printmaking?</a>	<a href="#"> Learning Objectives Review</a>
<a href="#"> How to Create a Relief Print</a>	<a href="#"> Relief Printmaking</a>		<a href="#"> Constructive Critique</a>
<a href="#"> Stamping Step-by-Step</a>	<a href="#"> Basic Printmaking Vocabulary</a>		<a href="#"> Reflective Artist Statement Guide</a>
Notes and Adjustments			
Reflections on Instruction			







## UNIT 2: Exploring Form and Function

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>2.1 Enduring Understanding:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b>Essential Questions:</b> 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?</p> <p><b>2.2 Enduring Understanding:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><b>Essential Questions:</b> 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?</p> <p><b>2.3 Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will explore how artists investigate new materials, methods, and applications for works of art and design. Students will observe that materials have both form and function. Students will apply their understanding by creating mixed media artworks.</p>		
	Media Focus	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Mixed Media</li> </ul>	<p>Investigate</p>	<p><a href="#">Anticipatory Sets With FLEX</a></p>
	Elements of Art and Principles of Design		
<ul style="list-style-type: none"> <li>Shape</li> <li>Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Color</li> </ul>		
Demonstration Time	Student Work Time		
<p>1 hour</p>	<p>8 hours</p>		
Focus Standards	Unit Essential Questions		
<p><b>VA:Cr2.1.6a</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>	<p>Why is it important to try new ideas, materials, and approaches when making art?</p>		
<p><b>VA:Cr2.2.6a</b> Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment.</p>	<p>How might conservation and art relate to one another? What are the benefits of reusing materials to make artwork?</p>		
<p><b>VA:Cr2.3.6a</b> Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p>	<p>What role does design play in impacting the audience's experience and response to an object or artwork?</p>		

Anchor Resources		
<b>VA:Cr2.1.6a</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	<a href="#">Try This! Checklist &amp; Reflection</a>	
<b>VA:Cr2.2.6a</b> Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment.	<a href="#">Conservation and Safety Discussion</a>	
<b>VA:Cr2.3.6a</b> Design or redesign objects, places, or systems that meet the identified needs of diverse users.	<a href="#">Common Objects &amp; Places Redesign</a>	
Lesson	Key Resource	Artist Connection
<a href="#">Game Board Instruction</a>	<a href="#">Coding and Board Games</a>	<a href="#">10 Functional Designers</a>
<a href="#">Upcycled Pattern Clothing</a>	<a href="#">Ideas for Textile Design</a>	<a href="#">Pop Art Timeline</a>
<a href="#">Welcome to the Gift Shop</a>	<a href="#">Exploring Digital Art Exhibits</a>	<a href="#">30 Art Museums to Explore Online</a>
Anchor Charts	Video	Suggested Assessments
<a href="#">Art Museum Store Catalog</a> <a href="#">Pop Art Pattern Examples</a>	<a href="#">Types of Pattern</a>	<a href="#">Board Game Evaluation</a> <a href="#">My Digital Field Trip Reflection</a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 3: Refining Designs and Meaning




















NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description			
<p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>Enduring Understanding:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>Essential Questions:</b> 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?</p>		<p>Students will explore how artists use the principles of art to create meaningful designs. Students will understand the importance of developing, refining, and revising during the design process. Students will apply their understanding to create individual and collaborative quilt designs as they examine how history and culture play a role in artmaking.</p>			
		<b>Media Focus</b>	<b>Processes &amp; Skills</b>	<b>Anticipatory Set</b>	
		<ul style="list-style-type: none"> <li>• Collage</li> <li>• Fibers</li> </ul>	Reflect, Refine, Revise	<a href="#">Anticipatory Sets With FLEX</a>	
		<b>Elements of Art and Principles of Design</b>			
				<ul style="list-style-type: none"> <li>• Balance</li> <li>• Pattern</li> </ul>	
		<b>Demonstration Time</b>	<b>Student Work Time</b>		
		1 hour	6 hours		
Focus Standards		Unit Essential Questions			
<p><b>VA:Cr3.1.6a</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>		<p>How does collaboration expand an individual's creative process? How do the principles of art help both the artist and audience to organize and view artwork?</p>			
<p><b>VA:Re9.1.6a</b> Develop and apply relevant criteria to evaluate a work of art</p>		<p>What criteria do artists use to evaluate artwork?</p>			
Anchor Resources					
<p><b>VA:Cr3.1.6a</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>		<p><a href="#">Mid-Point Meaning Making</a></p> <p><a href="#">In Progress Peer Review</a></p>			
Lesson	Key Resource	Artist Connection			
<a href="#">Collaborative Quilt</a>	<a href="#">Freedom Quilts</a>	<a href="#">Gee's Bend Quilts</a>			
<a href="#">Principles of Art Quilt Squares</a>	<a href="#">Quilt Pattern Planning</a>	<a href="#">History of American Quilts</a>			

Anchor Charts	Video	Suggested Assessments
<a href="#"> The Principles of Design</a> <a href="#"> The Elements of Art</a>	<a href="#"> Types of Balance</a> <a href="#"> Hand Sewing Supplies</a>	<a href="#"> Sticky Note Critique</a> <a href="#"> Exit Slip 3, 2, 1</a>
Notes and Adjustments		
Reflections on Instruction		






















## UNIT 4: Presenting With Purpose

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p><b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Essential Questions:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Enduring Understanding:</b> Artists, curators, and others consider a variety of factors and methods, including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a Collection?</p> <p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p> <p><b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>Students will analyze how artists and museums evaluate work for a collection or presentation and how the preservation and presentation of artwork can vary based on the media used. Students will apply their understanding by creating two works of art for presentation and explore how art museums create exhibitions with the needs of the viewer in mind.</p>		
	Media Focus	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> <li>Digital</li> <li>Photography</li> </ul>	Select, Analyze, Prepare, and Present	<a href="#">Anticipatory Sets With FLEX</a>
<b>Elements of Art and Principles of Design</b>			
<ul style="list-style-type: none"> <li>Balance</li> <li>Movement</li> </ul>			
Demonstration Time	Student Work Time		
1 hour	5 hours		








Focus Standards		Unit Essential Questions	
<b>VA:Pr4.1.6a</b> Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.		What can be learned from the different ways artists preserve and display their work?	
<b>VA:Pr5.1.6a</b> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.		What factors do artists and curators consider when planning a display or exhibit?	
<b>VA:Pr6.1.6a</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.		What is the purpose of an art museum or exhibition venue? How do museums and other exhibition venues provide mirrors and windows into the experiences and values of communities and cultures?	
Anchor Resources			
<b>VA:Pr4.1.6a</b> Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.		<a href="#"> Preserving and Presenting Artwork</a>	
<b>VA:Pr5.1.6a</b> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit		<a href="#"> Designing an Exhibition</a>	
<b>VA:Pr6.1.6a</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.		<a href="#"> A Field Trip Museum Assessment</a>	
Lesson	Key Resource	Artist Connection	
<a href="#"> From Virtual to Concrete</a>	<a href="#"> Preparing Exhibition Narratives</a>	<a href="#"> 30 Art Museums to Explore Online</a>	
<a href="#"> Digital Watercolor Flowers</a>	<a href="#"> Flowers in Art History</a>	<a href="#"> Georgia O'Keeffe</a>	
<a href="#"> Barbara's Story Photos</a>	<a href="#"> Barbara Kruger Positive Phrases Worksheet</a>	<a href="#"> Barbara Kruger</a>	
Anchor Charts		Video	Suggested Assessments
<a href="#"> Types of Composition</a>	<a href="#"> Basic Photography Tips</a>	<a href="#"> What is Digital Art?</a> <a href="#"> What is Photography?</a>	<a href="#"> My Digital Field Trip Reflection</a> <a href="#"> Creative Process Reflection</a> <a href="#"> Floral Watercolor Reflection</a>
Notes and Adjustments			
Reflections on Instruction			







## UNIT 5: Collaged Perceptions

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description	
<p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p> <p><b>7.1 Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b>7.2 Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.</p> <p><b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Students will analyze ways in which artwork is a response and reflection of the time and place of the artist. Students will use collage techniques to apply their understanding of their personal context inspired by the work of Carrie Mae Weems and Romare Bearden.</p>	
	Media Focus	Processes and Skills
	<ul style="list-style-type: none"> <li>Collage</li> </ul>	Perceive, Analyze
	<a href="#">Anticipatory Sets With FLEX</a>	
	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> <li>Shape</li> <li>Line</li> </ul>	<ul style="list-style-type: none"> <li>Contrast</li> </ul>	
Demonstration Time	Student Work Time	
1 hour 30 minutes	8 hours	
Standard	Essential Question	
<p><b>VA:Re.7.1.6a</b> Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>	What visual evidence do artworks reveal about other people and how they live?	
<p><b>VA:Re.7.2.6a</b> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p>	<p>How do images influence the way you understand the world? How do images influence the way you view yourself in the world?</p>	
<p><b>VA:Cr1.2.6a</b> Formulate an artistic investigation of personally relevant content for creating art.</p>	<p>How do artists imbue personal relevance and meaning into artistic investigation? How can symbols reflect personal and cultural identity?</p>	
Anchor Resources		
<p><b>VA:Re.7.1.6a</b> Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>	<a href="#">🔗 Genre Painting</a>	
<p><b>VA:Re.7.2.6a</b> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p>	<a href="#">🔗 Cultural Associations</a>	

Lesson	Key Resource	Artist Connection	
<a href="#"> <u>Cut Paper and Carrie Mae Weems</u></a>	<a href="#"> <u>Profound and Mundane Planning Sheet</u></a>	<a href="#"> <u>Carrie Mae Weems</u></a>	
<a href="#"> <u>Collage in Perspective</u></a>	<a href="#"> <u>Collage in Perspective: Planning</u></a>	<a href="#"> <u>Romare Bearden</u></a>	
<a href="#"> <u>Opposite Ends Collage</u></a>	<a href="#"> <u>Mind Mapping</u></a>	<a href="#"> <u>Hannah Höch</u></a>	
Anchor Charts		Video	Suggested Assessments
<a href="#"> <u>5 Cut Paper Collage Techniques</u></a>	<a href="#"> <u>Basic Collage Vocabulary</u></a>	<a href="#"> <u>What is Collage?</u></a>	<a href="#"> <u>Give and Take Reflection</u></a>
<a href="#"> <u>Collage Center</u></a>	<a href="#"> <u>Simple Perspective Guide</u></a>	<a href="#"> <u>What is Perspective?</u></a>	<a href="#"> <u>Learning Objectives Review</u></a>
		<a href="#"> <u>What is Shape? (Advanced)</u></a>	<a href="#"> <u>Identity Artist Statement</u></a>
Notes and Adjustments			
Reflections on Instruction			

## UNIT 6: Evaluating Emotions and Identity

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists create personal, empowering, and unique meaning in their work. Students will create a sculpture that explores scale and another sculpture that represents personal identity inspired by the artists Claes Oldenburg and Pamela Sunday.</p>	
		<b>Media Focus</b>	<b>Processes and Skills</b>
		<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>	<p>Interpret</p>
		<b>Anticipatory Set</b>	
		<p><a href="#">Anticipatory Sets With FLEX</a></p>	
<b>Elements of Art and Principles of Design</b>			
<ul style="list-style-type: none"> <li>• Proportion</li> <li>• Form</li> </ul>			
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		1 hour 30 minutes	8 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Re8.1.6a</b> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p>		<p>How do artists visually convey a mood or emotion? How do artists visually convey their identity?</p>	
<p><b>VA:Cr2.1.6a</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>		<p>Why is it important to try new ideas, materials, and approaches when making art?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Re8.1.6a</b> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p>		<p> <a href="#">Relevant vs. Non-Relevant: Exploring Contextual Information</a></p>	
<b>Lesson</b>		<b>Key Resource</b>	
<p> <a href="#">Micro to Macro</a></p>		<p> <a href="#">Observing Through a Microscope</a></p>	
<p> <a href="#">The Identity Stone</a></p>		<p> <a href="#">Symbols and Sculptures</a></p>	
		<b>Artist Connection</b>	
		<p> <a href="#">Pamela Sunday</a></p>	
		<p> <a href="#">Yinka Shonibare CBE</a></p>	

Anchor Charts	Video	Suggested Assessments
<a href="#"> Air-Dry Clay Finishes</a> <a href="#"> How to Make Air-Dry Clay Slip</a>	<a href="#"> 5 Tips for Using Air-Dry Clay</a> <a href="#"> Basic Sculpture Vocabulary</a>	<a href="#"> Reflective Artist Statement Brainstorm</a> <a href="#"> Identity Artist Statement</a>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		

## UNIT 7: Finding Function With Ceramics

<b>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</b>		<b>Description</b>	
<p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will examine the purpose and process of evaluating works of art based on functionality. Students will create and evaluate a functional ceramic planter and bell inspired by the artist Stella Baggott.</p>	
		<b>Media Focus</b>	<b>Processes and Skills</b>
		<ul style="list-style-type: none"> <li>Ceramics</li> </ul>	<p>Evaluate</p>
		<b>Anticipatory Set</b>	
		<p><a href="#">Anticipatory Sets With FLEX</a></p>	
		<b>Elements of Art and Principles of Design</b>	
		<ul style="list-style-type: none"> <li>Form</li> <li>Shape</li> </ul>	
		<b>Demonstration Time</b>	<b>Student Work Time</b>
		1 hour	6 hours
<b>Focus Standards</b>		<b>Unit Essential Questions</b>	
<p><b>VA:Re9.1.6a</b> Develop and apply relevant criteria to evaluate a work of art</p>		<p>What criteria do artists use to evaluate artwork? How does function impact the form of a work of art?</p>	
<p><b>VA:Cr2.1.6a</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>		<p>Why is it important to try new ideas, materials, and approaches when making art?</p>	
<b>Anchor Resources</b>			
<p><b>VA:Re9.1.6a</b> Develop and apply relevant criteria to evaluate a work of art</p>		<p><a href="#">Developing Criteria: Building a Class Rubric</a></p>	
<b>Lesson</b>	<b>Key Resource</b>	<b>Artist Connection</b>	
<p><a href="#">Planter Portraits</a></p>	<p><a href="#">Portrait Bust Design</a></p>	<p><a href="#">Stella Baggott</a></p>	
<p><a href="#">Building a Bell</a></p>	<p><a href="#">Diagram of a Bell</a></p>	<p><a href="#">Contemporary Ceramic Artists</a></p>	
<b>Anchor Charts</b>		<b>Video</b>	<b>Suggested Assessments</b>
<p><a href="#">How to Join Clay</a></p> <p><a href="#">How to Roll a Coil</a></p> <p><a href="#">How to Make a Pinch Pot</a></p>	<p><a href="#">The Six Stages of Clay</a></p> <p><a href="#">Making Texture in Clay</a></p> <p><a href="#">Basic Ceramics Vocabulary</a></p>	<p><a href="#">What are Ceramics?</a></p> <p><a href="#">What is Form? (Advanced)</a></p>	<p><a href="#">Exit Slip 3, 2, 1</a></p> <p><a href="#">Did I? Finished Artwork Review</a></p>








**Notes and Adjustments**

**Reflections on Instruction**










## UNIT 8: Synthesizing Identity

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Questions:</b> 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 art-making?</p>		<p>Students will brainstorm and consider how to synthesize their ideas into unique works of art. Students will create a gallery space that represents individual identity by examining the role of a curator in a museum. Students will further explore personal ideas and dreams inspired by Surrealism to create a unique work of art.</p>		
		<b>Media Focus</b>	<b>Processes and Skills</b>	<b>Anticipatory Set</b>
		<ul style="list-style-type: none"> <li>Drawing (markers, colored pencils)</li> </ul>	Synthesize	<a href="#">Anticipatory Sets With FLEX</a>
		<b>Elements of Art and Principles of Design</b>		
		<ul style="list-style-type: none"> <li>Color</li> <li>Space</li> </ul>		
<b>Demonstration Time</b>		<b>Student Work Time</b>		
1 hour		7 hours		
Focus Standards		Unit Essential Questions		
<p><b>VA:Cn10.1.6a</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>		<p>What role does personal interests have in artmaking? Where do artists find inspiration?</p>		
<p><b>VA:Pr6.1.6a</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.</p>		<p>What is the purpose of an art museum or exhibition venue? How do museums and other exhibition venues provide mirrors and windows into the experiences and values of communities and cultures?</p>		
Anchor Resources				
<p><b>VA:Cn10.1.6a</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>		<p><a href="#">Personal Interest Brainstorming</a></p>		
Lesson	Key Resource	Artist Connection		
<a href="#">All About Me Exhibit</a>	<a href="#">All About Me Survey</a>	<a href="#">Five Artists Who Explore Identity</a>		
<a href="#">Dream Drawing</a>	<a href="#">Dream Brainstorm</a>	<a href="#">What is Surrealism?</a>		

Anchor Charts	Video	Suggested Assessments
<a href="#"> Basic Drawing Vocabulary</a> <a href="#"> Indoor One-Point Perspective</a>	<a href="#"> Perspective Vocabulary</a> <a href="#"> What is Drawing?</a> <a href="#"> What is Perspective?</a>	<a href="#"> Exit Slip 3. 2. 1</a> <a href="#"> Tell, Explain, Describe, Critique Guide</a>
Notes and Adjustments		
Reflections on Instruction		

## UNIT 9: Connecting to Culture

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p><b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<p>Students will consider how art reflects the time, culture, and tradition during which it is made. Students will apply their understanding by creating paintings influenced by two different time periods and cultures inspired by mindfulness, Cubism, and nature.</p>		
		Media Focus	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> <li>Drawing (markers)</li> <li>Painting (watercolor)</li> </ul>	Relate	<a href="#">Anticipatory Sets With FLEX</a>
		Elements of Art and Principles of Design		
		<ul style="list-style-type: none"> <li>Unity</li> <li>Line</li> </ul>	<ul style="list-style-type: none"> <li>Balance</li> </ul>	
Demonstration Time		Student Work Time		
30 minutes		5 hours		
Focus Standards		Unit Essential Questions		
<p><b>VA:Cn11.1.6a</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>		<p>How does art represent an idea or philosophy? How can we learn from artworks made in different time periods?</p>		
<p><b>VA:Re.7.1.6a</b> Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>		<p>What visual evidence do artworks reveal about other people and how they live?</p>		
Anchor Resources				
<p><b>VA:Cn11.1.6a</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>		<ul style="list-style-type: none"> <li><a href="#">Discovering Time and Place</a></li> <li><a href="#">The Meaning of Mandala</a></li> </ul>		
Lesson	Key Resource		Artist Connection	
<a href="#">Watercolor Mandala</a>	<a href="#">Basic Watercolor Techniques</a>		<a href="#">Sol LeWitt</a>	
<a href="#">Cubist Animals</a>	<a href="#">What is Cubism?</a>		<a href="#">Pablo Picasso</a>	

Anchor Charts	Video	Suggested Assessments
<p><a href="#"> Brush Chart</a></p> <p><a href="#"> Basic Drawing Vocabulary</a></p>	<p><a href="#"> What is Color? (Advanced)</a></p> <p><a href="#"> What is Line? (Advanced)</a></p>	<p><a href="#"> Watercolor Techniques Pre-Test</a></p> <p><a href="#"> Watercolor Painting Critique Guide</a></p> <p><a href="#"> Artmaking Process Reflection</a></p>
<b>Notes and Adjustments</b>		
<b>Reflections on Instruction</b>		