

GRADE 6 – Unit 4: Critique: Reading a Work of Art

| Mission Statement |
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| Unit Overview |
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| <p>In unit 4, students will learn to:</p> <ul style="list-style-type: none"> ● review how to describe, analyze, interpret, and evaluate a work of art using the Art Critique method. ● make connections with a piece of artwork through visual, written, and/or verbal responses. ● apply art criticism skills to self-evaluation. |

| Year Long Pacing Guide | | | | |
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| 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"> ● We will learn about observational drawing using different types of basic and expressive lines. | <ul style="list-style-type: none"> ● continue to improve observational drawing by finding the basic underlying shapes and refining with details. ● create interest in a line drawing by using expressive lines and differing line qualities. ● use negative space in a still-life arrangement to measure the correct placement of objects in a drawing. |
| Unit 2 - Color: Theory and Painting | 7 - 12 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, | <ul style="list-style-type: none"> ● We will review Color Theory. ● We will explore basic and intermediate | <ul style="list-style-type: none"> ● use various watercolor techniques to create a painterly background. ● use and follow proper painting procedures including the cleaning and care of art tools. |

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| | | 1.5.8.Cn10a | painting techniques. | <ul style="list-style-type: none"> ● use of blending techniques for colored pencils and paint. |
| 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"> ● 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. | <ul style="list-style-type: none"> ● create three levels of space in a landscape. ● use positive and negative space. ● explore different techniques for creating texture in artwork. |
| 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"> ● 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. | <ul style="list-style-type: none"> ● use the process of critique to describe, analyze, interpret and evaluate artwork either verbally or in writing. ● discuss, question, and give constructive criticism in whole and small groups. ● use art criticism to self evaluate. |
| 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"> ● We will learn how to identify and create three dimensional form. | <ul style="list-style-type: none"> ● learn the difference between two dimensions and three dimensions. ● create a work of art that can be viewed from all sides. |

Grade 6 – Unit 4: Critique: Reading a Work of Art, 2 - 3 class periods

Unit Vocabulary

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| observation | describe | analyze | interpret | evaluate |
| critique | constructive criticism | relate | opinion | mood |
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Preparation for College, Careers, and Beyond

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

Cross-Curricular Connections

| Interdisciplinary Connections | Technology Integration and Literacy | Climate Change | Amistad Law | Holocaust Law | LGBT & Disabilities Law |
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| <ul style="list-style-type: none"> Literature connections | <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> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

Possible Assessment and Instructional Modifications

| Special Education | At-Risk | Gifted | English Language Learners |
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| <i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate</i> | The possible list of modifications/accommodations | <ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning | <ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, |

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| <p><i>modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes | <p>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"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting | <p>activities</p> <ul style="list-style-type: none"> ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning | <p>essay, true-false)</p> <ul style="list-style-type: none"> ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment) |
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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 | | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments |
| <ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off | <ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses | <ul style="list-style-type: none"> ● Art Museum Written Critique: Following small group discussions, was the student able to describe, analyze, interpret, and evaluate an artwork accurately? ● Hamburger self evaluation: Was the student able to authentically evaluate his/her own work? | <ul style="list-style-type: none"> ● Art Museum Written Critique ● Hamburger self evaluation |

Grade 6 – Unit 4: Critique: Reading a Work of Art, 2 - 3 class periods

| Topic & # Days | NJ Visual and Performing Arts Standards | Critical Knowledge & Skills | Possible Resources & Activities |
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| <p>Written Critique - 2 - 3 days</p> <p>Self Evaluation - 1 day</p> | <ul style="list-style-type: none"> ● 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. ● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. ● 1.5.8.Re8a: Interpret art by analyzing how the interaction | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Think about the content and meaning of works of art through the process of critique to make personal, historical, and cultural connections. ● Analyze the formal aspects of the work and practice using art specific vocabulary. ● Talk and interact in a small group, discussing the artwork intelligently. ● Strengthen art criticism skills for self evaluation. <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Perceiving and analyzing products. ● Interpreting intent and meaning. ● Applying criteria to evaluate products. ● Relating artistic ideas and works within societal, cultural and historical contexts to deepen | <ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Art Museum Written Critique ○ Hamburger self evaluation ● Materials <ul style="list-style-type: none"> ○ Famous works of Art for critique ○ Prezi of examples and short videos on How To |

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| | <p>of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <ul style="list-style-type: none"> ● 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. | <p>understanding.</p> <p>Artistic Process</p> <ul style="list-style-type: none"> ● Responding ● Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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. Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● 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 vocabulary help us understand and interpret works of art? ● 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? 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? ● 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? ● 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>Practices:</p> <ul style="list-style-type: none"> ● Analyze ● Perceive | |
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| | | <ul style="list-style-type: none">● Interpret● Synthesize● Relate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Art Criticism Exit Tickets● Anecdotal notes during the whole group, small group and individual Critique Process.● Art Critique Process Think, Pair & Share. | |
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