

Stockton Unified School District  
Curriculum Map

Visual Art

Grade 6

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p><b>First Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists (artworks)</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences of art on history/culture</li> <li>4. Styles and themes</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences (aesthetics)</li> </ol> <p><b>II. PRODUCING ART – 2-D DESIGN - SHAPE-TO-FORM</b></p> <p>A. Cubic Forms</p> <ol style="list-style-type: none"> <li>1. In the surroundings/artworks</li> <li>2. Cubic form/object drawing               <ol style="list-style-type: none"> <li>a. one-point perspective - three boxes                   <ul style="list-style-type: none"> <li>• eye level</li> <li>• bird's eye view</li> <li>• worm's eye view</li> </ul> </li> <li>b. objects - one-point perspective</li> <li>c. two-point perspective - three boxes                   <ul style="list-style-type: none"> <li>• eye level</li> <li>• bird's eye view</li> <li>• worm's eye view</li> </ul> </li> </ol> </li> </ol> <p>B. Round Forms</p> <ol style="list-style-type: none"> <li>1. In the surroundings/artworks</li> <li>2. Renderings               <ol style="list-style-type: none"> <li>a. single objects using three values (graded)</li> </ol> </li> </ol>	<p>Critique of artworks to identify shape-to-form relationships</p> <p>Discussion of cubic forms in surroundings and in artworks</p> <p>One point perspective – 3 boxes in three views</p> <p>Cubic objects drawn in one point perspective (refrigerator, TV, etc.)</p> <p>Two point perspective – draw 3 boxes in three views</p> <p>Room interior using 1 point perspective</p> <p>Round object rendering indicating light source and cast shadows illustrating II B: b</p>	<p><i>Rancho's Church</i>, O'Keeffe</p> <p><i>Sunflowers #2</i>, Van Gogh</p> <p><i>The Tragedy</i>, Picasso</p> <p><i>Women in the Garden</i>, Monet</p>	<p><u>Social Studies</u>: art reflects cultural differences, political statements, US history</p> <p><u>Language Arts</u>: whole-to-parts/parts-to-whole concepts similar to art structures: sentence; story; paragraph</p> <p><u>Math</u>: perspective drawing relates to measurement, geometry, and algebra (parts-to-whole)</p> <p><u>Science</u>: use of light source relates to sun length at different times of the day</p>

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	<p><b>First Six Weeks</b></p> <p>F. Grouped Objects</p> <ol style="list-style-type: none"> <li>1. Grouped objects – basic understandings               <ol style="list-style-type: none"> <li>a. overlapping</li> <li>b. escaping the picture plane</li> <li>c. visual order</li> </ol> </li> <li>2. Tonal shading</li> </ol> <p>G. Portrait Drawing/Figure</p> <ol style="list-style-type: none"> <li>1. Accurate proportions and placement of facial features               <ol style="list-style-type: none"> <li>a. oval shape</li> <li>b. center axis lines/symmetry</li> <li>c. ellipse lines</li> <li>d. shape-to-form relationships</li> <li>e. shading</li> </ol> </li> <li>2. Figure drawing               <ol style="list-style-type: none"> <li>a. shape-to-form</li> <li>b. shape-within-shapes</li> <li>c. scale and proportion</li> <li>d. axis (bone structure)</li> <li>e. volumes (basic forms, i.e., cylindrical forms in fingers/arms/legs/torso)</li> </ol> </li> </ol>	<p>Shoe still life using combinations of forms (shoes) to create composition that depicts an understanding of II F: 2</p> <p>Portrait drawing using shapes and combinations of shapes that illustrate an understanding of IIG: 1</p> <p>Gesture drawings of the figure</p> <p>Rendering of a posed figure using II G: 2</p>	<p>MSCP: <i>The War</i>, Chagall            IA: 188-189, 18-19</p>	<p><u>Language Arts</u>: portraits and self-portraits relate to biographies and autobiographies in literature</p> <p><u>Social Studies</u>: art reflects famous people/events in history</p> <p><u>Science</u>: parts of the body relates to figure drawing</p>

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	<p><b>Third Six Weeks</b></p> <p>6. Media, tools, and processes</p> <ol style="list-style-type: none"> <li>a. brushstrokes</li> <li>b. color mixing</li> </ol> <p>7. Techniques of water color/tempera</p> <p>B. Spatial Relationships</p> <ol style="list-style-type: none"> <li>1. Format and placement (foreground/middle ground/background)</li> <li>2. Horizon line/eye level               <ol style="list-style-type: none"> <li>a. objects on, below, or above</li> <li>b. linear perspective</li> </ol> </li> <li>3. Illusion of depth               <ol style="list-style-type: none"> <li>a. overlapping</li> <li>b. diminishing sizes</li> <li>c. placement</li> <li>d. color variations</li> <li>e. details/focus</li> <li>f. contrasting values</li> <li>g. atmospheric perspective</li> <li>h. linear perspective/eye sight                   <ul style="list-style-type: none"> <li>• camera</li> <li>• curvature of the human eye</li> </ul> </li> </ol> </li> </ol> <p>C. 3-D Design (shape to form)</p> <ol style="list-style-type: none"> <li>1. Sculpture               <ol style="list-style-type: none"> <li>a. 2-D vs. 3-D                   <ul style="list-style-type: none"> <li>• 2-dimensional</li> <li>• 3-dimensional</li> </ul> </li> <li>b. techniques/processes</li> </ol> </li> </ol>	<p>Landscape painting illustrating understanding of divisions of the picture plane, horizon line, warm/cool colors, illusion of depth</p> <p>Mythical creature demonstrating shape-to-form modeling and assembling (clay foundation with added found objects, i.e., buttons, acorn, sticks, wire)</p>	<p><i>Trees with Crows</i>, Friedrich</p> <p><i>Sun River War Party</i>, Russell</p> <p><i>Winter Landscape with Bird Trap</i>, Brueghel</p> <p>IA: 230</p>	<p><u>Social Studies</u>: Cultural differences depicted in art prints (Native Americans depicted in print)</p> <p><u>Science</u>: Seasons, influence of light/atmosphere on objects, natural environments</p> <p><u>Language Arts</u>: art compositions relate to those in story, sentence, paragraph, narrative</p> <p><u>Math</u>: Scale and proportion, geometry, and algebra in art relates to</p>

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	<ul style="list-style-type: none"> <li>• modeling</li> <li>• assembling</li> </ul> 2. Creating sculptures			construction/ design of architectural design
	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>Third Six Weeks</b></div> <p>D. Architecture/Environmental Design</p> <ol style="list-style-type: none"> <li>1. Form follows function               <ol style="list-style-type: none"> <li>a. needs of humans</li> <li>b. needs of community</li> </ol> </li> <li>2. Shape-to-form</li> <li>3. Man-made vs. Natural environments</li> <li>4. Scale and proportion</li> <li>5. Design related to needs and wants</li> </ol>	Architectural dwelling design for the creature created in previous lesson (2-D drawing and 3-D construction): floor plan; landscape plan; interior design	Home decorating magazines with floor plans Slides/photos of local architecture	<u>Math</u> : concepts and skills in architecture reinforce understandings in math, geometry, and algebra

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