



Course Title:	Visual Arts
Head of Department:	Farah Omar
Teacher(s) + e-mail:	farah.om@greenwood.sch.ae
Cycle/Division:	Middle School
Grade Level:	6
Credit Unit:	
Duration:	1 Year/2 Semester: 1 period per week

Department's Vision:	<i>To create leaders in a world that requires a unique combination of creativity, conceptual abilities and technical skills while contributing to the quality of artistic and creative life regionally, nationally and globally.</i>
Department's Mission:	<i>Enrich the lives of students by providing opportunities to actively engage in visual art activities using a variety of approaches to develop both creativity and critical thinking skills: integrate their artistic experiences with other academic subjects and different cultures, improve communication and problem solving skills, and learn craftsmanship and teamwork through sustained effort.</i>

<p style="text-align: center;"><u>COURSE DESCRIPTION:</u></p> <p>The Visual Art program is designed to give students the opportunity to gain confidence in producing art, to reinforce artistic skills and to produce how art can be a great way for self-expression. In 6th grade the concepts of the art elements and the principles of design are studied throughout the year. Students also focus on art history, appreciation, production, and criticism. Subjects of study include color scheme, cultural dimensions and contributions, drawing and painting, face drawing and abstract and perspective drawing. Throughout year</p>

each student obtain knowledge through vocabulary, artists, history, processes, and multiple other methods depending on units.

GENERAL COURSE LEARNING OBJECTIVES:

- Use creative processes and language of art to communicate through a variety of media and techniques.
- Use observations and experiences, both spontaneously and deliberately to plan and create art.
- Understand and use the language of art, the elements of art and principles of design.
- Apply visual awareness to the creative process.
- Create art that reflects personal observation and experience.
- Develop skills and craftsmanship with materials and purposefully experiment techniques to produce a range of artwork.
- Understand historical and cultural context and how art has shaped and preserved history and culture.
- Recognize that all cultures produce art and that art transcends time.
- Learn how art has influenced, defined history, culture and identify and compare them in cultural celebrations.
- Using the language of art, students critically analyze, derive meaning from and evaluate artwork.
- Use the senses to make observations about works of art and use basic concepts and vocabulary when making observations.
- Use basic concepts and art vocabulary to interpret and communicate ideas and feelings about artworks.

I.

STANDARDS/BENCHMARKS:

Michigan Standards and Benchmarks for Visual Arts.

❖ **PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

Benchmark:

ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level.

ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly.

ART.VA.I.6.3 Develop a successful visual vocabulary.

ART.VA.I.6.4 Develop reflective thinking skills by observing, analyzing, and critically evaluating works of art for the purpose of improving technical quality.

ART.VA.I.6.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at a developing level.

❖ **CREATE**

Standard 2: Apply skills and knowledge to create in the arts.

Benchmark:

ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level.

ART.VA.II.6.2 Develop and apply critical thinking strategies through the art making process at a developing level.

ART.VA.II.6.3 Collaborate, communicate, and work with others to create new ideas at a developing level.

ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.

ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level.

ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level.

❖ **ANALYZE**

Standard 3: Analyze, describe, and evaluate works of art.

Benchmark:

ART.VA.III.6.1 Observe, describes, and analyzes visual characteristics at a developing level.

ART.VA.III.6.2 Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.

ART.VA.II.6.3 Collaborate, communicates, and work with others to create new ideas at a developing level.

ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level.

ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level.

❖ **ANALYZE in context**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Benchmark:

ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures.

ART.VA.IV.6.2 Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

ART.VA.IV.6.3 Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact at a developing level.

❖ **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Benchmark:

ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level.

ART.VA.V.6.5 Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at a developing level.

II.

RESOURCES:

k

<u>List of Supplies</u>	
<p>Drawing Consumables</p> <ul style="list-style-type: none"> • Range of drawing pencils – HB, 2B, 4B, 6B Charcoal • Assorted colored markers • Black permanent markers (e.g. Sharpie) Pencil 	<p>Paper</p> <ul style="list-style-type: none"> • Sketch book • Tissue Paper • Newsprint • Assorted construction paper • Watercolor paper
<p>Painting Consumables</p> <ul style="list-style-type: none"> • Watercolor sets – 8 colors minimum. • Tempera paint (e.g. red, yellow, blue, green, black, white, etc. • Acrylic paints 	<p>Painting Tools</p> <ul style="list-style-type: none"> • Watercolor brushes in 2-3 sizes • Hog hair brushes in various sizes • Containers for water • Containers for paint (muffin tins, egg cartons, paper plates, plastic trays, etc.)
<p>Sculpture Consumables</p> <ul style="list-style-type: none"> • Plaster of Paris • Modeling clay 	<p>General Tools</p> <ul style="list-style-type: none"> • Rulers (metric and standard) • Meter stick • Scissor • X-acto knives • Manual pencil sharpeners

<p>Technology</p> <ul style="list-style-type: none"> • Computer • Projector • Projection screen • Smart board • Memory stick 	<p>General Consumables</p> <ul style="list-style-type: none"> • White glue • Glue sticks • Tape: masking, scotch, packing, duct
--	---

Classroom Equipment:

- ✓ Access to running water and paper towels
- ✓ Paper cutter that can accommodate A4" paper
- ✓ Drying racks for paintings and prints
- ✓ Storage shelves for student work, paper and supplies
- ✓ Locked storage area for knives and other tools
- ✓ Ventilation appropriate for materials being used
- ✓ Access to computers for research and design assignments

COURSE OUTLINE:

Semester 1:

Topic #	Topic	Lesson(s)
1	Color Scheme	<ul style="list-style-type: none"> • Element of ART • Warm color • Cool Color • Monochrome • Tint & Shade
2	Zentangle Art	<ul style="list-style-type: none"> • Element of Art: Line, Shape • Pattern making
3	Onomatopoeia Pop Art	<ul style="list-style-type: none"> • Word Art • Artist study and writing in pop art style
4	Mandala	<ul style="list-style-type: none"> • Islamic Art • Geometric Design

		<ul style="list-style-type: none"> • Cultural Art
5	Positive and negative space	<ul style="list-style-type: none"> • Principle of design

Semester 2:

<u>Topic #</u>	<u>Topic</u>	<u>Lesson(s)</u>
6	Face Drawing	<ul style="list-style-type: none"> • Drawing face with proportion
7	Environmental Drawing	<ul style="list-style-type: none"> • Drawing or painting based on a social issue
8	Grid Drawing	<ul style="list-style-type: none"> • Chuck Close • Grid system
9	Principle of design	<ul style="list-style-type: none"> • Emphasis • Repetition with Variation

III.

GRADING:

Grading Policy/ Assessment Tools:

- Formal and informal assessment
- Assessed on following Performance areas

- | | |
|---|--|
| <ul style="list-style-type: none"> • Creating design • Presentation of work • Group and individual performance | <ul style="list-style-type: none"> • Recognizing connections • Improving drawing and painting skill • Forming opinions through visual art |
|---|--|

- **Quiz:**
 In each semester 1 Quiz will be given
 Quizzes may consist of multiple-choice, short answers and drawings



Grade Distribution:

<u>Semester -1-</u>		<u>Semester -2-</u>	
<u>Assessment</u>	<u>Points</u>	<u>Assessment</u>	<u>Points</u>
Color scheme worksheet	20	Face Drawing	20
Zentangle	10	Environmental Drawing	20
Quiz	20	Grid Drawing	20
Pop Art	20	Quiz	20
Mandala	20	Emphasis	10
Positive and negative space	10	Repetition with variation	10
Total	100	Total	100

Cross-Curricular Project(s):

- Cultural Art: Integrated with Islamic Studies, History and Geography
- Environmental Drawing & Painting: Integrated with ECO club