

Young Scholars of Western Pennsylvania Charter School

6th Grade Visual Arts YSWPCS

- Timeframe - Trimester

First Trimester

Big Idea(s)

Drawing
Expression

Standard(s)

9.1.5 A, B, C, E, G, H
9.2.5 A, C, D, I
9.3.5 A, C, D, E, F
9.4.5 B, D

Projects

Magritte False Mirrors

- Students will view Rene Magritte's painting titled "The False Mirror." Together, we will discuss the imagery of the painting as well as other surrealist works. We will discuss in depth the dreamlike ideas behind many surrealist artworks.

- After a demonstration on how to draw a realistic human eye, students will be given 12"x18" paper and instructed to draw an eye that fills the entire page. We will discuss the idea of what is happening in the eye - is the eye reflecting something that it is looking at, or does the iris contain its own world?

- Using colored pencils, students will color their designs.

Symmetrical Butterflies

- Following a discussion about symmetry, students will be given a paper that has half of a butterfly. Starting from the inside and working out, students will need to complete all of the details of the butterfly.

- They will be reminded that the butterfly is symmetrical and all of the information that they need to complete the drawing is there, they just need to look.

Objective(s)

Utilize various drawing materials

Develop realistic rendering skills

Learn how to spend more time looking at a piece - look and draw

Gain understanding of the surrealist movement and how to combine realistic settings with dreamlike settings

Materials/Resources/Techology

Paper

Pencils

Colored Pencils

Half-butterfly sheet

Images of Rene Magritte and other artists' work

Vocabulary

Line

Shape

Focal Point

Symmetry

Surrealism

Assessment(s)

Observation

Work Habits

Participation

Assessment of finished product

- Timeframe - Trimester

Second Trimester

Big Idea(s)

Perspective

Illustration

Painting

Standard(s)

9.1.5 A, B, C, D, E, H, J, K

9.2.5 A, C, D, I, J, L

9.3.5 A, B, C, D, E, F, G

9.4.5 A, B, C, D

Projects

One-Point Perspective Drawings

- We will begin the lesson by discussing how objects look when we are standing far away. Students will then become familiarized with the terms vanishing point and horizon line.
- Using a ruler, students will choose an area on their paper to create the horizon line. Somewhere on the line, they will place their vanishing point. Using the ruler, they will draw two diagonal lines below the horizon line, beginning at the vanishing point. This will be the road.
- Starting at the vanishing point, students will draw two diagonal lines above the horizon line. These will become the buildings.
- With a color coded worksheet and step by step instructions, students will create three buildings complete with windows, a road with lines, and a sidewalk in one point perspective.

Tortoise and Hare Illustrations

- Combining language arts and visual arts, students will read through the fable The Tortoise and The Hare. Each student will then receive a copy of the fable, each with a different highlighted section. They will then use their copy of the fable to create an illustration for the piece of the story that they were given.
- Students will create sketches on 9"x6" paper that must include the character from their section as well as a complete setting. Once sketches are finished, using pencil the students will transfer their drawings to watercolor paper.
- Using liquid watercolor, students will paint their section of the fable as they please. Once paint is dry, they will use a black pen to write the section of the fable onto their illustration.

Objective(s)

Create a successful one-point perspective drawing
Understand how to use perspective in artworks
Use language skills to determine how to illustrate a written passage
Successfully utilize watercolor paint in an illustration

Materials/Resources/Techology

Paper
Pencils
Rulers
Color coded perspective worksheets
Copies of "The Tortoise and The Hare"
Watercolor paper
Liquid watercolor
Paintbrushes
Black ink pens

Vocabulary

One-Point Perspective
Horizon Line
Vanishing Point
Illustration
Fable

Assessment(s)

Observation
Work Habits
Participation
Assessment of finished product

- Timeframe - Trimester

Third Trimester

Big Idea(s)

Recreation of artist works

Using acrylic paint

Creating coil pots with clay

Standard(s)

9.1.5 A, B, C, D, E, H, J, K

9.2.5 A, C, D, I, J, L

9.3.5 A, B, C, D, E, F, G

9.4.5 A, B, C, D

Projects

Van Gogh Recreations

- In class, students will view and discuss Van Gogh's life and painting style. We will compare his work to other artists, use descriptive words to describe his heavy application of paint, and learn how the use of small paint strokes creates a sense of texture and movement.

- Students will choose one of three Van Gogh works to recreate. They will complete a simple sketch of the work, then transfer the drawing to bristol paper.

- After a discussion about the properties of acrylic paint, students will begin painting their works. They are able to choose whether they want to use the same colors as Van Gogh, or change the coloration entirely.

Air Dry Clay Coil Pots

- Students will discuss pottery and different types of pottery from different cultures - Jomon pottery, Native American pottery, ancient Egyptian pottery, etc. We will discuss its uses and how having vessels for food and for cooking can impact a culture.

- Using a small slab, students will cut out a circular or oval shaped base and press their initials into the bottom of the slab. After a demonstration of how to roll out long pieces of clay, students will begin stacking their coils onto the base. They will learn how to score and slip to get pieces to stick to each other.

- Because of the weight of the clay, students will only be able to build a few coils at a time so that the pot does not collapse. Once the body of the pot is complete, students may decide to leave the coils visible or smooth the outside.

Objective(s)

Learn how to successfully utilize acrylic paint
Draw and paint a recreation of a Van Gogh work
Incorporate visual movement and patterns into their work
Discuss the importance of vessels within cultures
Build a three dimensional clay pot using coil technique
Learn how to use clay tools and slip

Materials/Resources/Techology

Paper
Pencils
Bristol paper
Acrylic paint
Paintsbrushes
Palettes
Water
Air dry clay
Slip
Clay tools
Images of Van Gogh's work and examples of pottery

Vocabulary

Acrylic paint
Rhythm
Movement
Composition
Recreation
Post-Impressionism
Coil

Slab

Pottery

Slip

Assessment(s)

Observation

Work Habits

Participation

Assessment of finished product