Middle School 6th Grade Art Curriculum

Course Description: A nine-week exploratory class designed to give students a well-rounded sample of art and design. Emphasis of the course is placed on both 2-D and 3-D work as well as career opportunities in the design field.

Scope and Sequence:

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<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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<td>2 ½ Weeks</td>
<td>Perspective</td>
<td>Topic 1: How to use tools and draw a box. Topic 2: Apply drawing a box to create depth and the illusion of 3-dimensional space.</td>
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<tr>
<td>1 ½ Weeks</td>
<td>Deconstruction</td>
<td>Topic 1: Identify and draw simple parts of complex whole Topic 2: Include texture (implied or actual) to shape. Topic 3: Arrange shapes to break up and balance space</td>
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<tr>
<td>1 Week</td>
<td>Value Sphere</td>
<td>Topic 1: Identify light and dark (not color).</td>
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<tr>
<td>3 Days</td>
<td>Clay</td>
<td>Topic 1: How to create a pinch pot (form)</td>
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<td>2 ½ Weeks</td>
<td>Graphic Design</td>
<td>Topic 1: Introduce Graphic Design Topic 2: Color Scheme - Perception of Color</td>
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</table>
Unit 1: Perspective

Subject: Art
Grade: 6th Grade
Name of Unit: Perspective
Length of Unit: 2 ½ weeks
Overview of Unit: Students use tools and a vanishing point to draw a realistic indoor or outdoor environment. Drawings illustrate knowledge of depth and proportion.

Priority Standards for unit:
● II.1.A.6.1: Identify and use converging lines
● II.1.A.6.2: Identify and use contour lines to define a complex object
● II.1.G.6: Identify and use positive and negative shapes in two-dimensional work

Supporting Standards for unit:
● II.2.A.6: Identify and use symmetrical (formal) balance
● I.3.A.6: Create original artwork using the following subjects:
  ■ realistic portrait
  ■ abstract portrait

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converging lines</td>
<td>identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Converging lines</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Contour lines</td>
<td>identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Contour lines</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Positive Space and Negative Space</td>
<td>identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Positive Space and Negative Space</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do you create a 3-Dimensional Space on a 2-Dimensional surface?
2. How does foreground, middle ground and background impact perspective?
3. Why are proportions important when creating a perspective drawing?
**Enduring Understanding/Big Ideas:**
1. Use a vanishing point to add dimension to 2-Dimensional shapes.
2. Positioning objects close and far adds depth and enhances the illusion.
3. Objects within the drawing need to work together and look like they belong together; proportions aid tying the drawing together.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>Foreground</td>
</tr>
<tr>
<td></td>
<td>Middle ground</td>
</tr>
<tr>
<td></td>
<td>Background</td>
</tr>
<tr>
<td></td>
<td>Horizon Line</td>
</tr>
<tr>
<td></td>
<td>Vanishing Point</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Building Academic Vocabulary document and test.
Topic 1: How to Use Tools and Draw a Box

Engaging Experience 1
Title: Draw a Box
Suggested Length of Time: 40 minutes

Standards Addressed

Priority:
- II.1.A.6.1: Identify and use converging lines
- II.1.A.6.2: Identify and use contour lines to define a complex object

Supporting:
- I.3.A.6: Create original artwork using the following subjects:
  - realistic portrait
  - abstract portrait

Detailed Description/Instructions: Teacher demonstrates the basics of drawing a box using a vanishing point and using the perspective tools correctly.

Bloom’s Levels: Remember and Apply
Webb’s DOK: 1, 2
Rubric: To Be Created
Engaging Experience 1

Title: Draw 3-Dimensional Letters

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:
- II.1.A.6.1: Identify and use converging lines
- II.1.A.6.2: Identify and use contour lines to define a complex object

Supporting:
- I.3.A.6: Create original artwork using the following subjects:
  - realistic portrait
  - abstract portrait

Detailed Description/Instructions: Students are given the chance to apply the skills of how to draw a box and take it a step further with more complex shapes - letters.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2

Rubric: To Be Created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students create a realistic indoor or outdoor scene using concepts learned during the unit. Drawings should focus on showing depth and proportion to enhance the illusion. Examples of drawings could be: city, top view of city, neighborhood, sports complex, park, bedroom, office, kitchen, garage etc.

**Rubric for Engaging Scenario:** To Be Created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Use Tools and Draw a Box</td>
<td>Draw a Box</td>
<td>Teacher demonstrates the basics of drawing a box using a vanishing point and using the perspective tools correctly.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Apply Drawing a Box to Create Depth and Illusion of 3-Dimensional Space</td>
<td>Draw 3-Dimensional Letters</td>
<td>Students are given the chance to apply the skills of how to draw a box and take it a step further with more complex shapes - letters.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 2: Deconstruction

Subject: Art
Grade: 6th Grade
Name of Unit: Deconstruction
Length of Unit: 1 ½ Weeks.
Overview of Unit: This unit is about perception. Getting students to look past a common object and its function and explore its’ shapes and textures.

Priority Standards for unit:
- II.1.D.6: Identify and use real/actual texture
- II.1.B.6: Identify and use complex shapes such as people, animals, vehicles
- II.1.G.6: Identify and use positive and negative shapes in two-dimensional work

Supporting Standards for unit:
- 1.D.I.6.2: Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading)
- I.1.A.6: Use pencil or marker to draw a continuous line that describes an object from observation
- ISTE - INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE - CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real/actual texture</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Real/actual texture</td>
<td>Use</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>Complex Shapes</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Complex Shapes</td>
<td>Use</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>Positive and negative shapes</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Positive and negative shapes</td>
<td>Use</td>
<td>Create</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why is texture a design element in a visual field?
2. How do you draw complex shapes?
3. Why draw the object deconstructed and not intact?
Enduring Understanding/Big Ideas:
1. You can see texture and to designer’s texture on functional products is important to the consumer.
2. Complex shapes can be broken down into basic shapes. Identifying basic shapes within a complex shape will all you to break it down and make it manageable.
3. Deconstructing the object allows you to explore and discover its interesting parts and shapes.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Texture</td>
<td></td>
</tr>
<tr>
<td>Implied Texture</td>
<td></td>
</tr>
<tr>
<td>Positive Space</td>
<td></td>
</tr>
<tr>
<td>Negative Space</td>
<td></td>
</tr>
</tbody>
</table>

Engaging Experience 1

Title: Draw Basic Shapes and Parts of a Complex Object.

Suggested Length of Time: 80 minutes

Standards Addressed

Priority:
- II.1.B.6: Identify and use complex shapes such as people, animals, vehicles

Supporting:
- I.1.A.6: Use pencil or marker to draw a continuous line that describes an object from observation
- ISTE - INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE - CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students research online to find parts of an object or physically disassemble object if possible and practice drawing its parts.

Bloom’s Levels: Create
Webb’s DOK: 1
Rubric: To be created
Topic 2: Include Texture (Implied or Actual) to Shape

**Engaging Experience 1**

**Title:** Students explore texture  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

*Priority:*
- II.1.D.6: Identify and use real/actual texture  
*Supporting:*
- I.1.D.6.2: Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading)

**Detailed Description/Instructions:** Students explore textures on common things surrounding them and practice doing rubbings to create implied textures. Students also brainstorm common materials surrounding them that could be glued or attached to paper for an actual texture. Students also explore manipulated the paper itself to alter its texture which would also count as actual texture.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 1  
**Rubric:** To Be Created
Engaging Experience 1

Title: Organize the Space

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:
- II.1.G.6: Identify and use positive and negative shapes in two-dimensional work

Supporting:
- N/A

Detailed Description/Instructions: Students arrange parts of objects on their paper to break up space into positive and negative spaces.

Bloom’s Levels: Create
Webb’s DOK: 1
Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students choose a common object and analyze/dissect it into parts - either through online research or physically taking it apart if that is an option. Students are asked to explore and draw its shapes and discover ways to include texture to their artwork (implied and/or actual). After deconstructing the object, students then “reassemble the parts to show the object in a new way while considering how to use space correctly on the paper.

**Rubric for Engaging Scenario:** To be created.
## Summary of Engaging Learning Experiences for Topics

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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Identify and Draw Simple Parts of a Complex Whole</td>
<td>Draw Basic Shapes and Parts of a Complex Object 🌟</td>
<td>Students research online to find parts of an object or physically disassemble object if possible and practice drawing its parts.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Include Texture (Implied or Actual) to Shape</td>
<td>Students Explore Texture</td>
<td>Students explore textures on common things surrounding them and practice doing rubbings to create implied textures. Students also brainstorm common materials surrounding them that could be glued or attached to paper for an actual texture. Students also explore manipulated the paper itself to alter its texture which would also count as actual texture.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Arrange Shapes to Break Up and Balance Space</td>
<td>Organize the Space</td>
<td>Students arrange parts of objects on their paper to break up space into positive and negative spaces.</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
Subject: Art  
Grade: 6th Grade  
Name of Unit: Value Sphere  
Length of Unit: 1 Week  
Overview of Unit: Identifying highlights (light) and shadows (dark) adds realism to artworks and adds the dimension of depth to 2-Dimensional artworks. Students add value to a circle to make it look like a sphere.

Priority Standards for unit:  
● II.1.F.6.1: Identify and demonstrate color value (tints and shades)

Supporting Standards for unit:  
● I.1.A.6: Use pencil or marker to draw a continuous line that describes an object from observation  
● ISTE-CREATIVE COMMUNICATOR.6.A - choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  
● ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

<table>
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<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color value</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Color value</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:  
1. How does value make an artwork more realistic?  
2. How do you apply value?  
3. How are shades and tints used when adding value?

Enduring Understanding/Big Ideas:  
1. Value helps create the illusion of form in an artwork and helps make 3-Dimensional objects look real.  
2. Value can be applied using multiple mediums. Pushing hard or light on a pencil or mixing shades and tints within mediums.  
3. Value can be added to color by mixing black to make a shade or by mixing white to make a tint.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
</tr>
<tr>
<td></td>
<td>Shade</td>
</tr>
<tr>
<td></td>
<td>Tint</td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: Value Sphere
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- II.1.F.6.1: Identify and demonstrate color value (tints and shades)

Supporting:
- I.1.A.6: Use pencil or marker to draw a continuous line that describes an object from observation
- ISTE - CREATIVE COMMUNICATOR.6.A - choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE - CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Add value to a circle to give the illusion of a 3-D sphere. Identify the light source, highlights and shadows. Using drawing pencils and blending stumps to apply the full gray scale.

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students are more interested in drawing if they have some choice in what they draw. Using the skills learned in the value sphere unit, students find a “how to draw” video (YouTube) of their choice and incorporate other mediums. Examples could include: Drawing human hands with using charcoal pencils, drawing flowers using watercolors, drawing a tree using chalk pastels, etc.

Rubric for Engaging Scenario: to be created
## Summary of Engaging Learning Experiences for Topics

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<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Light and Dark (Not Color)</td>
<td>Value Sphere</td>
<td>Add value to a circle to give the illusion of a 3-D sphere. Identify the light source, highlights and shadows. Using drawing pencils and blending stumps to apply the full gray scale.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 4: Clay

Subject: Art
Grade: 6th Grade
Name of Unit: Clay
Length of Unit: 3 Days
Overview of Unit: Students will learn the clay process by creating and glazing a functional pinch pot.

Priority Standards for unit:
- I.2.A.6: Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)

Supporting Standards for unit:
- I.1.B.6: Using opaque paint, overlap brush strokes to create a smooth and even area of color
- I.3.C.6: Create an original artwork that communicates ideas about the following themes:
  - Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)
  - Personal Identity

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relief Artwork</td>
<td>Create</td>
<td>Create</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How can art have a function?
2. Why is understanding the clay process important?
3. How does 3-D art differ from 2-D?

Enduring Understanding/Big Ideas:
1. The tools and objects that we rely on everyday were designed by artists/designers. Form follows function.
2. It is important to know the process so you can plan and account for all the steps along the way to ensure a successful piece.
3. The physical space that the piece occupies is the main difference. Being able to view from multiple angles adds another element for the artist to consider.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
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<tr>
<td></td>
<td>Slip</td>
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<td></td>
<td>Form</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Building Academic Vocabulary document and test.
Engaging Experience 1
Title: Introduction to Clay and Demonstration Video
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- I.2.A.6: Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)

Supporting:
- I.1.B.6: Using opaque paint, overlap brush strokes to create a smooth and even area of color
- I.3.C.6: Create an original artwork that communicates ideas about the following themes:
  - Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)
  - Personal Identity

Detailed Description/Instructions: Students are shown a “how to” video on how to make a pinch pot. Teacher and students have a conversation about functional artwork as well as the clay process from wet clay - bone dry clay - bisque ware - and glaze ware.

Bloom’s Levels: Create, Apply
Webb’s DOK: 1
Rubric: To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students create a functional clay piece that follows the clay process through building a pinch pot.

The steps of the clay process are:
- Build piece from wet clay
- Piece air dries and then is fired in the kiln making it a bisque ware
- Piece is glazed - sealing its porous texture and adding color
- Piece is fired again

**Rubric for Engaging Scenario:** to be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Create a Pinch Pot (Form)</td>
<td>Introduction to Clay and Demonstration Video</td>
<td>Students are shown a “how to” video on how to make a pinch pot. Teacher and students have a conversation about functional artwork as well as the clay process from wet clay - bone dry clay - bisque ware - and glaze ware.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 5: Graphic Design

Subject: Art
Grade: 6th Grade
Name of Unit: Graphic Design
Length of Unit: 2 ½ Weeks
Overview of Unit: Students are the graphic designer for a fictional organization. The make logos and titles to show the identity of the organization.

Priority Standards for unit:
- II.1.E.6: Identify and use monochromatic colors
- II.2.C.6: Identify and use shape, line, and size contrast

Supporting Standards for unit:
- I.1.C.6: Create different types of lines using general software
- III.2.A.6.2: Identify and explain symbolism or message communicated in an artwork
- III.1.A.6.2: Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs
- I.3.B.6: Illustrate text
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE-CREATIVE COMMUNICATOR.6.D - publish or present content that customizes the message and medium for their intended audiences.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monochromatic Colors</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Monochromatic Colors</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Shape, line and size contrast</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Shape, line and size contrast</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>


**Essential Questions:**
1. How do graphic designers contribute to the success of a business?
2. Why are logos important?
3. Why does a company need an identity?

**Enduring Understanding/Big Ideas:**
1. Graphic designers give an identity to an organization. They create visual images that communicate to the consumer the overall mission of the organization.
2. Logos represent the face of the organization or business. Gives the consumer something to recognize.
3. Similar organization are not exactly the same. Graphic Designers will show the consumer the differences between organizations.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
<tr>
<td></td>
<td>Monochromatic</td>
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<td></td>
<td>Analogous</td>
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<td></td>
<td>Triadic</td>
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<tr>
<td></td>
<td>Complementary</td>
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<td></td>
<td>Shade</td>
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<td></td>
<td>Tint</td>
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<tr>
<td></td>
<td>Contrast</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Building Academic Vocabulary document and test.
Engaging Experience 1
Title: Positive Negative Space Game
Suggested Length of Time: 20 minutes
Standards Addressed

Priority:
- II.2.C.6: Identify and use shape, line, and size contrast

Supporting:
- III.2.A.6.2: Identify and explain symbolism or message communicated in an artwork

Detailed Description/Instructions: This engaging experience serves as a good introduction to logos. Students try to find the hidden meanings and messages that the designers have placed in logos. Students are shown 12 logos and try to find the hidden imagery. The images are reviewed again and with the hidden imagery revealed and review the qualities of good logos.

Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Color Perception
Suggested Length of Time: 15 minutes
Standards Addressed

Priority:
- II.1.E.6: Identify and use monochromatic colors

Supporting:
- III.1.A.6.2: Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs

Detailed Description/Instructions: The color wheel is a diagram of how color exists scientifically in the world. To introduce the students to the science of the color wheel and get them to buy into the theory of color; conduct an experiment where they stare at a red dot to break down the cells in their eyes so they see the after image of a green dot. After explaining how the cells in the eyes work and showing them that red and green are complementary colors and that the viewer likes to look at complementary color, the students can then apply that knowledge to the other schemes. Students will then be equipped to make color choices based on the situation rather than making a random choice.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students make two logos for the same organization. To simulate a real world experience, it is important to make more than one to please the client and to have a better chance at success.

First logo is based on color. Color scheme and color choice should be based on what fits the concept of the organization and be pleasing to the target audience.

Second logo is based on contrast. Contrast is discussed and examples are shown to stress its’ importance in graphic design.

**Rubric for Engaging Scenario:** to be created
Engaging Scenario: *Optional End of Course Project

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In an effort to have students connect art to a potential and valid career opportunity and to give students more access to the teacher and the art room/resources; students are assigned an optional career project. They are asked to choose an art related career and complete a project of their choice to show their interest in that field. This is something that they would bring to an interview that would help them get hired.

Rubric for Engaging Scenario: to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Graphic Design</td>
<td>Positive Negative Space Game</td>
<td>This engaging experience serves as a good introduction to logos. Students try to find the hidden meanings and messages that the designers have placed in logos. Students are shown 12 logos and try to find the hidden imagery. The images are reviewed again and with the hidden imagery revealed and review the qualities of good logos.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Color Schemes - Perception of Color</td>
<td>Color Perception</td>
<td>The color wheel is a diagram of how color exists scientifically in the world. To introduce the students to the science of the color wheel and get them to buy into the theory of color; conduct an experiment where they stare at a red dot to break down the cells in their eyes so they see the after image of a green dot. After explaining how the cells in the eyes work and showing them that red and green are complementary colors and that the viewer likes to look at complementary color, the students can then apply that knowledge to the other schemes. Students will then be equipped to make color choices based on the situation rather than making a random choice.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.