

# **École Manachaban Middle School Grade 6 Visual Arts Long Range Plan 2022-2023**

**Teachers: Mrs. Vandermeer and Ms. Valerio**

The elementary Grade 6 visual arts program, through the four components of **REFLECTION, DEPICTION, COMPOSITION** and **EXPRESSION**, provides opportunity for a variety of experiences: a chance to grow and develop as an individual; to develop perceptual awareness; to learn visual arts skills and concepts; to interpret and communicate with the visual symbol; to create; to value, reflect upon and appreciate the cultural aspects of art; to relate and appreciate art in everyday life.

## **What Your Child is Learning**

Grade 6 Art students explore how they can change forms and create more complex art by using abstraction and other complicated procedures. Your child will judge whether designs meet certain standards and make improvements to what they see. In drawing, painting, printmaking, sculpture, fabric arts, photography and computer graphics, they'll refine their work by using less material and becoming more efficient, and they'll explore what they can do by mixing media. For more about Grade 6 Art, refer to the program of studies.

Your child's learning is assessed using a variety of tools and strategies within the classroom. Some of these are rubrics, checklists, individual and group critiques, teacher observation, and discussion with the teacher. The different assessment methods tell you and your child's teacher about your child's strengths, the areas in which they might grow and how well your child is doing throughout the course. Your child's teacher can then change or refine their teaching plans to ensure that learning activities better meet the needs of your child. At the end of the course, your child is assessed, and their achievement is reported so that you know if they have achieved the expected learning outcomes for their grade.

## **Media and Techniques Your Child Will Experience**

- A. Drawing
- B. Painting
- C. Printmaking
- D. Sculpture
- E. Fabric Arts
- F. Photography and/or Digital Art

## **Components of the Grade 6 Visual Art Program**

### **REFLECTION**

**Component 1 - ANALYSIS:** Students will study and analyze the individual character of natural objects or forms.

**Component 2 - ASSESSMENT:** Students will impose standards on designed objects and invent improved versions.

**Component 3 - APPRECIATION:** Students will interpret artworks for their symbolic meaning.

### **DEPICTION**

**Component 4 - MAIN FORMS AND PROPORTIONS:** Students will modify forms by abstraction, distortion, and other transformations.

**Component 5 - ACTIONS AND VIEWPOINTS:** Students will refine methods and techniques for more effortless image making.

**Component 6 - QUALITIES AND DETAILS:** Students will employ surface qualities for specific effects.

### **COMPOSITION**

**Component 7 - EMPHASIS:** Students will create emphasis through the use of structural devices and strategies.

**Component 8 - UNITY:** Students will create unity by integrating the parts of a composition into the whole.

**Component 9 - CRAFTSMANSHIP:** Students will perfect images through economical use of material and efficiency of effort.

### **EXPRESSION**

**Component 10 (i) - PURPOSE 1:** Students will record or document activities, people and discoveries.

**Component 10 (i) - PURPOSE 2:** Students will illustrate or tell a story.

## Monthly Project Plan:

### **SEPTEMBER**

#### **Name Graffiti** – Drawing (pencil, felt pen)

Students will design a blocked brick background that features their name in graffiti font in the foreground. They will look at incorporating bold colours with the brick being clearly outlined so their name pops out of the page in a 3D effect.

#### **Bicycle Shadows** – Multimedia (paint, pencil, wax crayon)

This project focuses on the understanding of compositional space by creating balanced positive and negative space in a large multimedia drawing/painting. In either the positive or the negative space, the student artists will create interesting designs to make the space pop.

### **Critique**

Students will have the opportunity to critique their work and the work of others articulating their understanding of the project focus and learning outcomes. Students will have the opportunity to reflect on their work and growth as an artist. Students may use their MyBluePrint portfolio to archive their work, enter in their reflection and understanding of the project and their personal growth as an artist.

### **OCTOBER**

#### **Creativity Test** – Drawing (pencil/pencil crayon)

Students will create a coloured drawing incorporating established shapes into their composition. The drawing and use of colour will focus on compositional elements and elements of art; and must make 'visual' sense. Skills of shading, gradients and blending/layering colour will be explored. Use of perspective and depth will be explored.

## **Leaf Animal Art – Object Incorporation (leaves/sticks/needles, colours)**

The only parameters for this activity are that students incorporate leaves or other nature elements into their mural that includes an animal of some sort. They need to provide context by detailing the foreground and background to give the viewer a sense of the environment their 'leaf animal' is found in.

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## **NOVEMBER**

### **Portrait Drawing -pencil/paper**

Students will use math skills to determine the proportions of human face. With accurate measurements students will draw a portrait of another student. Shape, texture, form and depth will be created using a variety of drawing techniques.

### **Remembrance Day Art – Multi-media (paint, pencil, layered paper, felt)**

Multiple types and paper will be layered to create a background of grey tones on which bright red poppies will be displayed providing a contrast of colour. This eye-catching project will be used to help decorate the gym during the annual Remembrance Day Ceremony.

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## **DECEMBER**

**Stained Glass Inspired Art** – Mixed Media - Bristol board or manilla tag, pencil crayon or oil pastel, permanent marker, white glue

Students will create a winter, holiday or Christmas design inspired by stain glass art.

**Holiday Design Cards** – printmaking –

With this printmaking reduction technique, students will use scratch foam to create their design plate that will then be printed in a 2 colour reduction in an edition of holiday cards.

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## **JANUARY**

**Plasticine Low-Relief Sculptures** – Greek themed bas-relief (plasticine/modelling clay)

Students will use their knowledge of ancient Athenian architecture to produce bas-relief themed sculptures.

**Fabric Arts** - Mixed Media Material Incorporation (fabric pieces, paper, colours)

Students will incorporate piece(s) of fabric in their composition. They will be shown some examples from previous years but will have no parameters as far as expectations of the finished product as far as subject matter.

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## **FEBRUARY**

### **Mountain Shading** – Shading Techniques (pencil and paper)

Students will learn the many techniques of shading. They will look at how shadows occur based on the location of the light source and will be expected to apply what they learned in a mountain scene.

### **Coloured Photographs** – Drawing (pencil crayon)

Students will use colour to create mood and emotion in a composition started with a black and white photocopy. The use of blending and layering colour will lead to better understanding when using paint as a media in future projects.

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## **MARCH**

### **Zen Doodle** – Repeated Patterns (sharpie, paper)

Students will learn relaxing techniques as they discover different types of Zen-based doodling patterns. They will then choose an object to fill in with all different types of Zen patterns.

### **Movement Grid** – Drawing (pencil, felt markers)

This project focused on the use of repeated flowing lines to create the illusion of movement and rhythm. Attention to fine detail in the open spaces helps the composition come together and create an interesting visual display.

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## **APRIL**

### **Banyan Tree Pastel** – Pastels (pastels, paper)

Using photographs of banyan trees around the world, students will draw a Banyan tree with its many branches reaching out across the page. They will then use pastels to colour in the different sections between the branches of the tree. This builds on the experience students had with some of their initial projects such as the bicycle shadows.

### **Acrylic Painting** (need to figure out painting project) - acrylic paint

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## **MAY**

### **3D Art – Table Centre Pieces (cones, flowers, grass, twigs, etc.)**

This outdoor art activity allows students to design a centre piece to decorate a table. They will collect their sculpture items from nature and will return them back to nature once complete.

**Still Life Drawing** – students will do a still life drawing of one of the centre pieces created.

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## **JUNE**

### **Music Inspired Compositions – Quadrant Music Designs (digital files, pencil, paper)**

As four different types of music are played, students will use one quarter of their paper to draw whatever it is that comes to mind as each type of music plays. Results will vary from abstract art to Zen doodles to murals.

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