Exploring Art (Grade 6 – First Semester) is a requirement for culmination. This course introduces a broad range of experiences for a heterogeneous group of students in Grade 6. Exploring Art is one of the two Visual Arts courses offered that is first is a sequence for middle school students. This course provides historical, cultural and technical foundations necessary to understand and meaningfully engage in visual culture. Students will develop their exploration skills and knowledge of visual arts through a series of instructional units that combine several forms of instruction. It is aligned with Reading and Writing Standards for Literacy in History/Social Studies for Grades 6–12, part of the Common Core State Standards (CCSS) available at [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/).

**Content**

Material covered in this course will include the following California Visual Art Content Standards:

- 1.1 Identify and describe all the elements of art found in selected works of art (e.g. color, shape/form).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
- 3.3 Compare, in oral and written form, representative images or designs from at least two selected cultures.
- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.
- 5.4 Describe tactics employed in advertising to sway the viewer’s thinking and provide examples.

**Text**

There is NO Assigned Textbook for this course.

**Websites**

Suggested Resources include but are not limited to our CoA student website: [www.cityofangelsschool.org](http://www.cityofangelsschool.org). Most of course work requires online resources for instruction such as video tutorials. If you do not have internet access at home, you may view online tutorials from a student computer at your school site.

**Assignments and Grades**

In order to successfully complete this course, students are expected to be working a total of **10 hours per week or 2 hours per day, Monday through Friday.**

Weekly Assignments will be graded based on the following standard breakdown for work complete/correct:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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Weekly coursework makes up 90% of your final course grade. The Final Exam or Project will constitute the remaining 10%.
ASSIGNMENTS FOR WEEK #1: Introduction to the Elements of Art

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________

**Essential Question:** How can artists communicate ideas through art?

1. Observe the **Teacher Selected artwork**
   - (“School of Athens” Raphael, Fresco, 1511, 200in x 300in, Vatican, Italy)
   - (Book of the Dead: Last Judgement of Hu-Nefer, 19th Dynasty, New Kingdom, c.1275 B.C.E, papyrus, Thebes, Egypt, British Museum)
   - www.khanacademy.org (from Renaissance Art in Europe OR Ancient Egypt)
   - *or SEE ATTACHMENT

2. **Student/Teacher discussion OR Student Written Response:** Review the info listed in the Credit Line
   - What do you see? Describe the subject, the setting, the lines, color and use space in the art work. Notice how the artist showed depth of the space behind the subjects, or the lack of depth.
   - How is the background different from the foreground?
   - Using your best English skills, compose a written response including your responses to the questions above.

3. **Video Tutorial** “Elements of Art” at www.incredibleart.org
   - Take notes and study terms

4. **Studio Activity:** “Elements of Art Visual Aids”
   - 1. Create one 8 1/2 x 11 visual aid for each of the following terms, LINE, COLOR and TEXTURE (3 visual aids)
   - 2. Design letters (on 1/3 of page) to illustrate meaning of terms. (Block letters spell “LINE” filled in with wavy lines)
   - 3. Using your best English skills, write a short statement explaining your choices for each visual aid.
   - 4. Evaluate your work according to the **rubric** (see Attachment)

ASSIGNMENTS FOR WEEK #2: The Elements of Art

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________

**Essential Question:** How can I understand an artist’s ideas in a works of art?

1. Observe **student art work** (3 Visual Aids) and evaluate using **rubric**
   - Student add list of adjectives to describe the elements to your visual aids.

2. **WEBQUEST:** The Elements of Art
   - Search the internet for a video tutorial about the Elements of Art.
   - Choose one you feel is an effective lesson.
   - Include the title of the tutorial video, the website address, the date you viewed it and what was effective about it.

3. **ARTQUEST**-Student Selected Art work
   - Search the internet to find an artwork you like, want to know more about, or represents a concept or image from your culture. Print it out, email it to yourself or your teacher for discussion at next visit.
   - **OR** You may choose to bring a printed artwork sample from home. (calendars work very well for this task)
   - *This is the **Student Selected artwork for discussion next week in class.**

4. **Studio Activity:** Continue creating 3 more visual aids according to the instructions above.
   - 1. Create one 8 1/2 x11 visual aid for each of the following terms, SHAPE, FORM and SPACE (3 more visual aids)
   - 2. Design the letters (1/3 of the page) to illustrate the meaning of terms (Ex. 2D shapes, 3D forms with shadow etc.).
   - 3. Using your best English skills, write a short statement explaining your choices for each visual aid.
   - 4. Evaluate your work according to the **rubric. (See attachment)**
ASSIGNMENTS FOR WEEK #3: Analyzing Art

Due: __/__/___  Rec’d: __/__/___  Evaluation: ___________  Comments: ____________________________________

<table>
<thead>
<tr>
<th>Essential Question: How can I learn from Analyzing Art?</th>
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<tbody>
<tr>
<td>(CA Visual Art Standards 2.4, 3.1, 4.1, and 4.2)</td>
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| o Observe Student Selected Artwork with Credits (from email or student printed)  
  or GO TO  
  [www.khanacademy.org](http://www.khanacademy.org) and see “Sunstone” or “Calendar Stone” Aztec, Post Classical time period, discovered 1790  
  Mexico City, Basalt, National Anthropology Museum, Mexico City)  
  OR  
  “Plaque Equestrian Oba and Attendants” Benin Kingdom, 1550-1680, Brass, Approx. 20x16x5 inches,  
  Metropolitan Museum of Art  
  Or SEE ATTACHMENT |
### ASSIGNMENTS FOR WEEK #4: Visual Literacy: Communicating Through Art

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<tr>
<th>Due: <strong>/</strong>/__</th>
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<th>Evaluation: _______</th>
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**Essential Question:** How did people of the past use art to communicate?  
(CA Visual Art Standards 2.4, 3.2, and 4.1)

- Observe **Student’s Original Artwork: Contour Drawing**  
  Evaluate according to **rubric (see attachment)**
- **Artist Statement:**  
  Compose an Artist Statement, list the title and medium, and explain the process you used to create the work.
- Observe the video tutorial **“Our Earliest Technology”** at [https://www.khanacademy.org](https://www.khanacademy.org)
- **WEBQUEST:** Paleolithic Art: The first artists. Research to possible purposes of art in the Paleolithic era.  
  *How did early artists communicate before written language? What evidence did they leave behind?*
- **Written Response:** Define Paleolithic Era and explain how early humans may have used art to communicate.  
  *Where is the evidence in the artwork?*  
  Cite text evidence to support your claim/s about early humans using art to communicate.
- **Studio Activity Objectives:** **Observational Drawing** of Tree or Plant  
  1. Create a drawing of a tree or a plant that you can see from your house, porch, bedroom window etc.  
  2. Design the subject large enough to fill an 8x11 paper  
  3. Use line to show details of the subject, and include lines to show shadows to depict “form” (3D)  
  4. Evaluate your work according to the **rubric (see attachment)**

### ASSIGNMENTS FOR WEEK #5: Intro to Studio Activity

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<th>Evaluation: _______</th>
<th>Comments: ____________________________________________</th>
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**Essential Question:** How does the arrangement of the Elements of Art contribute to the meaning of a work of art?  
(CA Visual Art Standards 1.1, 2.4, 4.1)

- Observe **Student Original Artwork and Artist Statement** (see week 4) Evaluate according to rubric
- Review topics on **Visual Aid**: Composition-The Arrangement of the Elements of Art.  
  **See attachment**
- Discuss or student written response: **Teacher Selected Artworks #1 and #2,**  
  *#1 “Dando Gracias” Leo Limon, Silk Screen, 1983, 22x34 in. UC Santa Barbara*  
  *What do you see? How is it arranged?*  
  Observe how did the artist used **space** in the composition.  
  Describe the **color/s** you see in the artwork. Add adjectives to list.  
  *#2 Modelo for “Israelites Gathering Manna in the Desert” c. 1625-28. Oil on panel. (25x21in). Los Angeles County Museum of Art*  
  *What do you see? How is it arranged? Compare the space and color with the previous artwork #1.*
  Styrofoam cup drawing by Michelle East 2017
- **Studio Activity Objectives:** **Composition of 3 Forms and Artist Statement**  
  1. Use form, value and space to show 3 forms within a 8x11 space.  
  2. Create the composition with 1 form as the focal point  
  3. Show 3 shades of value: Dark, Medium and Light shadows on white paper with pencil. (See rubric attached).  
  4. Compose an Artist Statement to inform your viewer of the process you used to create your still life, explain your choice for the focal point and composition, and identify the areas of dark, medium and light shading.
ASSIGNMENTS FOR WEEK #6: Intro to the Element of Color

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________

**Essential Question:** Why is color the most expressive element?

- Observe **Student’s Original Artwork and Artist’s Statement**. Evaluate according to the rubric.
- Visual Aid: **The Color Wheel** (see attachment)
  - Vocabulary: Create a study guide for the following terms-Color Wheel, Primary, Secondary, Warm, Cool, Complimentary Color. Students add adjectives to describe color to their visual aids.
- Read 6th Grade World History and Geography: Ancient Civilizations, pages 137-140
  - **“The Parakeet Named Dreidel”** by Isaac Bashevis Singer
- Studio Activity: **Illustrate a Story with Color**
  1. Use LINE, SHAPE, and COLOR to illustrate a scene or character from the story.
  2. Support your design decisions with information from the text
  3. Design your composition to fill an 8x11 paper
  4. Exhibit good craftsmanship
  5. ***NOTE*** Consider making small quick sketches to plan out your composition.

**Artist Statement:** Describe the subject/scene and explain what part of the story you’re illustrating. Include a quote from the story to help your viewer understand your ideas. (Your viewer did not read the story. Consider what they need to know.)

ASSIGNMENTS FOR WEEK #7: Historical and Cultural Art

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________

**Essential Question:** How do artists tell stories and teach lesson through art?

- Observe **Student Original artwork and artist statement**. Evaluate according to rubric
- **WEBQUEST**-Greek Pottery (Athenian): What is an amphora and how is it used?
  - Greek Myth: Who was Heracles and how did he defeat the centaur? What was his “Human Flaw”?
- **Student Teacher Discussion OR Student Written Response:** Discuss the results of your WebQuest activity. Summarize your findings, things that interested you, and the answers to the questions above, on the graphic organizer.
- Studio Activity: **Illustrate a scene from a myth** from your culture or culture of your choice.
  1. Use composition to illustrate a character or scene from a myth. (Consider their characteristics and traits.)
  2. Use LINE, VALUE or COLOR to depict the character or scene.
  3. Design your character or scene to communicate a concept or idea from the story.
  4. Cite text evidence by identifying where (in the artwork) you included textual information.
  5. **Artist Statement:** Explain your subject choice, and textural evidence. Use specific language.
### ASSIGNMENTS FOR WEEK #8: Art as a Reflection of Society

**Essential Question: How does a society or culture communicate ideas through art?**

- **Observe Student Original Art and Artist Statement.** Evaluate according to rubric.
  
  **Discuss OR Student Written Response:** Elements of Art and how the composition (arrangement of art elements) communicates ideas.

- **WEBQUEST:** Research 2 artists or artworks that interest you or that you want to know more about.
  
  List the information from the credit line for both artworks.
  
  Observe each artwork closely, thinking about what is included and how it is arranged with the space.
  
  Create a Venn Diagram (graphic organizer) to compare and contrast the content and elements of art used in the 2 artworks.
  
  Include information such as symbolism about the culture represented in your choices.

- **Writing Prompt:** Using your experiences in this course and the information from your research, explain how artists represent their culture and other ideas in their art.
  
  1. Explain personal response to your experiences in this course. What was successful and what do you want to improve?
  2. Considering there is no right or wrong answer, explain what you think.
  3. Quote what you read in your research to support your claims.
  4. Identify specific areas in your artworks, or the artworks of others, that support your claims and ideas.
  5. Use the vocabulary from this course and the adjectives added to your visual aids to explain your ideas.

### ATTACHMENTS

Following Pages

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www.cityofanglsschool.org
Book of the Dead: Last Judgement of Hu-Nefer, 19th Dynasty, New Kingdom, c.1275 B.C.E, papyrus, Thebes, Egypt, British Museum

- What do you see? Describe the LINE, COLOR, TEXTURE
- How is it arranged? Describe the background and the foreground.

Ancient Egyptian cultures believed in the After Life and the safe travel there was very important to their spirituality. Hieroglyphics communicate the story of this scene showing the weighing of the soul after death.
WEEK #1

“School of Athens” Raphael, Fresco, 1511, 200in x 300in, Vatican, Italy

Renaissance Art

- How is the COLOR in the foreground different from the COLOR in the background?

- What effect does it create for the viewer?
“Sunstone” or “Calendar Stone” Aztec. Basalt, Post Classical time period, discovered 1790, Mexico City, National Anthropology Museum, Mexico City

Analyzing Art

- What do you see? (line, shape, texture)
- How is it arranged?
- What symbols of Aztec culture do you see?

Indigenous people used materials from their environment to make art. Spirituality revolved around nature; the plants and animals, seasons, and natural landscapes.
“Plaque Equestrian Oba and Attendants”. Benin Kingdom, 1550-1680, Brass, Approx. 20x16x5 inches, Metropolitan Museum of Art, New York.

- What do you see? What symbols of the Benin culture do you see?
- How is it arranged?
- How can I learn from analyzing art?
- Look closely for clues. Make guesses about what is happening in this scene.
WEEK #4

Paleolithic Stone tool
“Dando Gracias”. Limon, Leo. 1983. Silkscreen. (22x34 in) University of California, Santa Barbara, California. Chicano artist, East Los Angeles Uses Mesoamerican symbols in his work

- **What do you see?**
- **How is it arranged?**
- **How does the arrangement of the elements of art contribute to the meaning?**

**HINT:** large area of vacant space...why? Color change to very dark...why?

Subject looking up....why?

Make guesses to interpret the meaning.
WEEK #5

Peter Paul Rubens. Flemish.

Rubens used 3D models and many drawings to work out the compositions of his work, to be used for tapestries. This work shows a Bible story about the Israelites afraid of starving in the desert. God provided them with food, called manna, which tasted like sweet honey wafers.

- What do you see? (describe the space, color, value)
- How is it arranged?
- Make guesses about what you see in the scene. How do the people feel? How can you tell?
- What clues do you see in the painting about how they feel?
WEEK #6

COLOR WHEEL

Primary

Secondary

Yellow

Green

Orange

Blue

Red

Purple
Athenian Pottery. “Heracles Struggles with a Centaur and Animal Scenes” Tyrrenian Amphora from Vulci, Etruria. 575-550 B.C. Clay and Black Figure Painting. Museo Gregoriano Etrusco, Vatican.

- What do you see? (Describe the Line, Form, Space)
- How is it arranged?
- How do artists tell stories and teach lessons through art?

Greek pottery shows us much about life in ancient Greece, as well as myths and legends. An amphora is a jar for storing water, oil or wine and was greatly valued for their decoration. This example was made in Greece but was found in Etruria (present-day northern Italy). Shapes are painted on the reddish clay, using black slip (liquid clay). Details and lines are incised (scratched) thru the black slip to expose the reddish clay underneath.
Rubric for Studio Activities

Rubric 4  meets all objectives listed on IG.
shows evidence of thought and planning
effectively uses skills from lesson
effectively illustrates vocabulary from lesson
exhibits good craftsmanship

Rubric 3  meets all objectives listed on IG
some evidence of thought and planning
uses skills from the lesson
illustrates vocabulary from lesson
exhibits mostly good craftsmanship

Rubric 2  meets most of the objectives
needs more thought and planning
attempts to use skills from lesson
some vocabulary illustrated from lesson
some areas of good craftsmanship

Rubric 1  meets only 2 objectives or less
little to no evidence of thought and planning
missing/poor skills from lesson
little to no vocabulary illustrated the lesson
poor craftsmanship

NOTE:
Studio Activity objectives represent real life scenarios of meeting the criteria of an employer or professor.
Student drawing ability, creativity, innovation is not required to get a 4, so that high scores are possible for students of all abilities.
Content Support

Elements of Art- Basic parts an artist uses to create an artwork with understanding. Most commonly referred to as LINE, COLOR, TEXTURE, SHAPE, FORM, SPACE, and sometimes VALUE.

Principals of Design- Artists arrange the elements of art in to a desired composition using the principals of design. Balance, Pattern, Repetition, Rhythm, Unity, Harmony, Dominance, Emphasis. (An artist may choose to emphasize an idea using color)

Art Criticism: 4 Steps to Looking at Art

What do you see?
Describe the elements of art you see in an art work.

How is it arranged?
Observe the decisions the artist made to compose the work, such as bright and dark colors placed next to each other to make something stand out.

What does it mean?
The decisions the artist made were meant to communicate something to the viewer, such as showing how far away an object is from the subject to communicate the struggle to get it.

Is it successful?
If you think about these clues and consider the purpose of the artwork, you can decide if it is successful or not. Forming an opinion and making a judgement is more effective when we have observed the work, perceive the elements and what the arrangement tells us, and sort out the things that make the work successful or not.

Color Theory
Color is the most expressive element of art. We use color to describe emotions or feeling like “red with anger” or “green with envy”

Hue-The family of colors such as Baby Blue, Indigo Blue, Cobalt Blue, Dodger Blue, etc…..
Value-How dark or how light a color is
Intensity-How pure, or saturated, a color is. Adding black or white to a color makes it less saturated.