



Sixth Grade



NUMi
FOUNDATION
Celebrating People, Planet & Possibility

Sixth grade uses art for exploration of art as a form of expression with a focus on family and feeling, while also exploring the link between art, nature, and students' community. Students will have the opportunity to use a variety of media and techniques to include block prints, pastels, ink, and cold wax.

Students will learn about using sources such as music, story, and feelings to inspire the creation of art. Students will attend museum field trips to gain appreciation for various artists and find inspiration for their own work. Students will be exposed to cross-cultural artistic techniques such as Japanese origami and kirigami, and will have opportunities to explore using these techniques.

The cumulative project is exploration of artists such as Da Vinci and Raphael, and art forms such as the Lascaux Cave paintings and the art of Australia's Aboriginals.

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Week 1: Lesson 1

GRADE 6

Sketchbooks

My Artwork

STANDARDS

CCSS 6.SL.1b, 1c, 1d

OBJECTIVES

- To meet and introduce each other
- To discuss that this class will allow them to draw, paint and create art
- To create sketchbooks for each child

MATERIALS

- 2 pieces of cardboard, each at 8.5" x 5.5" – for each student
- Piece of thick canvas material at 8.5" x 11" in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class)

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

Preparation:

Teacher should review procedure for creating sketchbooks, gather materials and extra help for the class.

Procedure:

Teacher sets up an assembly line of the different stages and demonstrates. To keep things simple, I think all ages can be the same type of book.

Stage 1:

- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

Stage 2:

- Lay 2 pieces of cardboard next to each other, leaving about 1" gap between them.
- Apply glue to cardboard pieces.
- Lay piece of canvas on top of cardboard and gap. Paste.

Stage 3:

- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2 " increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:

- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.
- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.
- Thread through canvas strip and into next point.
- Continue to sew book back and forth through points until end at 4th point (inside of book). Knot.
- This is a critical phase to make sure string is tight, pages are aligned, the book is.

Stage 5:

- Decorate cover of book with design, name of author, name of book, dates...
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:**Teacher Supplement:**

The following article has information about why drawing is important for students.

<http://www.kinderart.com/artspeak/important.shtml>



Week 1: Lesson 2

GRADE 6

Sculpture Installation

Seeing Myself Through Nature

STANDARDS

CCSS 6.SL 1.b, 1.c, 1.d

Visual Arts Content Standards 6.1.1, 1.2, 1.4

OBJECTIVES

- To create small group nature sculptures for an installation
- To draw pictures of the sculptures in their sketchbooks
- To draw in sketchbooks

MATERIALS

- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses, small tree limbs
- Sketchbooks with pencils or crayons

Preparation:

Gather natural materials from outdoors. Pick a site outdoors for the rock sculpture installation.

Procedure:

- Allow each small group to pick their rocks and materials and assemble into a sculpture.
- Discuss rocks in nature and other objects in nature.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

If possible, leave the installation up outdoors or inside. Have the children clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 1

GRADE 6

Nature Sculptures

Seeing Myself Through Nature

STANDARDS

CCSS 6.SL 1.b, 1.c, 1.d

Visual Arts Content Standards 6.1.1, 1.2, 1.4

OBJECTIVES

- To create lasting nature sculptures
- To see qualities in natural materials
- To draw natural materials in their sketchbooks

MATERIALS

- Rocks, sticks, flower blossoms, mosses, grasses and other natural materials
- Cardboard on which to place sculpture
- Wire or glue to glue sculpture pieces together
- Sketchbooks with pencils or crayons

Preparation:

Gather materials.

Procedure:

- Have students pick the materials they wish to sculpt.
- Allow time to create the sculptures.
- Discuss the qualities of the natural materials used in the sculptures.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 2

GRADE 6

Nature As We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

CCSS SL6.1b, 1c, 1d

VACS 6.1.1, 1.2, 1.4

OBJECTIVES

- To create a large mural collage for display
- To discuss which qualities of human beings are similar to some found in nature
- To draw these in sketchbooks

MATERIALS

- Large mural paper any color
- Various bits of fabric, paper and small natural materials
- Magazines
- Scissors
- Glue
- Crayons
- Sketchbooks

Procedure:

- Discuss that the mural made today will have creatures and objects of the natural world.
- Using scraps of fabric and paper, magazine pages, the children will create the living beings to fill this forest.
- When the mural is finished, it should be hung for all to see.
- After cleaning up, the students should have time to draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement**

The following article talks about the importance of having students work together collaboratively.

<http://artsedge.kennedy-center.org/educators/how-to/working-together>



Week 3: Lesson 1

GRADE 6

Creating a Bird

Seeing Myself Through Nature

STANDARDS

CCSS SL6.1.b, 1.c, 1.d

VACS 6.1.1, 1.2, 1.4

OBJECTIVES

- Learning to model with clay
- To model an object in nature
- To draw in sketchbooks

MATERIALS

- Clay
- Base on which to model
- Damp cloth to clean with
- Sketchbooks, pencils

Preparation:

YouTube video: <https://www.youtube.com/watch?v=JuPy09fcq4o>

Procedure:

- Each child should have a ball of clay on a modeling board and a damp cloth.
- Using only hands, no tools, the children should model a bird from memory.
- When finished, the children should admire each other's creations.
- Clay should be molded back into balls to use another day.
- Discuss what it is to create and put away the materials to be re-used.
- Draw in sketchbooks.

Wrap up:

The children should use your clean-up routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 6

Natural Clay Modeling

Seeing Myself Through Nature

STANDARDS

CCSS 6.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.4

OBJECTIVES

- Learning to model with clay
- To model an object in nature
- To draw in sketchbooks

MATERIALS

- Clay
- Base on which to model
- Damp cloth to clean with
- Sketchbooks, pencils

Procedure:

- Each child should have a ball of clay on a modeling board and a damp cloth.
- Imagining something they have seen in nature, each child should model it.

- When finished, the children should admire each other's creations and discuss what they created and why. Was their creation part of a larger memory of being in nature?
- Clay should be molded back into balls to use another day.
- Draw in sketchbooks.

Wrap up:

The children should use your clean-up routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video demonstrates how to create a bird from clay.

<https://www.youtube.com/watch?v=JuPy09fcq4o>



Week 4: Lesson 1

GRADE 6

Sand Paintings of Nature

Seeing Myself Through Nature

STANDARDS

CCSS 6.SL.1.b, 1.c, 1.d

VACS 6.1.1, 1.2, 1.4

OBJECTIVES

- To paint a nature scene with sand
- To draw in sketchbooks

MATERIALS

- Clean Sand
- Powdered Tempera Paints
- Small, empty containers with lids
- Craft Glue
- Pencil
- Plastic knife and spoons
- Sketchbooks with pencils or crayons

Procedure:

- Mix sand and tempera paints (one spoon at a time) in containers and shake.
- On paper, sketch nature scene of your choice.
- One section at a time, spread glue on area and then spread colored sand on that area.
- Continue filling each area, one at a time with the sand color of your choice until finished.
- Display paintings and discuss what the students created. How was it to work with sand and paint?
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article contains basic information about sand.

<http://www.livescience.com/34748-what-is-sand-beach-sand.html>



Week 4: Lesson 2

GRADE 6

Large Mural Creation

Seeing Myself Through Nature

STANDARDS

CCSS 6.SL.1.b, 1.c, 1.d

VACS 6.1.1, 1.2, 1.4, 2.4

OBJECTIVES

- To create a mural of scenes in nature with crayons, markers, pencils and glued objects from nature
- To draw in sketchbooks

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, sand—any materials that would help to create a scene of sky, earth and ocean. These might be left over from past projects or collected anew with a walk outdoors.
- Glue
- Sketchbooks and pencils and crayons

Preparation:

Think of this as a review of the first four weeks of the children seeing themselves in nature. Try to think of a place where the mural might hang for the school to see.

Procedure:

- Discuss the fun the children have had creating art and seeing themselves in nature.
- Tell the class that they are going to create a large mural or picture of nature.
- Assign or have the children choose if they will work on the sky, earth or ocean.
- Distribute materials and let the children create the mural.
- Discuss what it is to be in nature, be a part of nature, and observe nature.
- Ask what happens when nature is damaged, destroyed or disappears?
- When finished, have the students draw their ideas of nature in their sketchbooks.

Wrap up:

Have the students clean up using your routine.

Notes/Feedback:



Week 5: Lesson 1

GRADE 6

Color My World

Expressing Myself Through Color

STANDARDS

CCSS 6.SL.1.b, 1.c, 1.d

VACS 6.1.1, 1.2, 1.3, 1.4, 2.5

OBJECTIVES

- To discuss how colors help us to express our feelings
- To paint the feelings the students have about their world
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher asks the students to say how colors express their feelings.
- The students create a painting expressing their feelings about their world.
- Discuss today's projects. How do paintings help us express our feelings?
- What other artistic activities help us to express our feelings?
- Why is art a good way to express our feelings? Is it safe?
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article contains information about how colors affect us.

<http://psychology.about.com/od/sensationandperception/a/colorpsych.htm>



Week 5: Lesson 2

GRADE 6

The Most Beautiful Place

Expressing Myself Through Color

STANDARDS

CCSS 6.SL.1.b, 1.c, 1.d

VACS 6.1.1, 1.2, 1.3, 1.4, 2.1

OBJECTIVES

- To create a painting of the most beautiful place I have seen
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher asks the students to remember the most beautiful place they have ever seen either in person or in a story or film.
- The students will paint these places and then talk about them.
- What made this place beautiful? What does it mean to say that a place or something is beautiful?
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 6

My Life in Pastels

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 5.1.1, 2.1

OBJECTIVES

- To create a first drawing with pastels
- To experience pastels and understand the difference in this medium
- To discuss the elements that make up each student's life
- To draw in sketchbooks

MATERIALS

- Pastels
- Drawing paper
- Paper towels for wiping fingers and paper
- Sketchbooks with pencils or crayons

Background Information:

When introducing pastels, remember:

- Build the pastels from light colors to dark colors.

- Then use your lightest color to smooth and blend.

Procedure:

- To discuss the elements that make up each student's life—home, food, family, friends, play, reading, birthdays.
- Review the feelings colors bring to us and how colors may be used to tell a story in drawing.
- To draw using pastels, the story of a student's life.
- Have the group display and share their drawings.
- When finished, students may draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE 6

Pastel Drawing

Expressing Myself Through Color

STANDARDS

CCSS.SL.6.1c, 1d

Visual Arts Content Standards.6.1.1, 1.2

OBJECTIVES

- To use pastels to create a color drawing
- To discuss how working with pastels differs from other medium
- To draw in sketchbooks

MATERIALS

- Pastels in assorted colors
- Drawing paper
- Sketchbooks with crayons or pencils

Procedure:

- Each child should create a pastel color drawing of a story they would like to tell about something that happened to them that was inspiring.

- Discuss what inspiring or inspiration means to each person. How do inspiring events lead people to try new or hard things?
- Have students discuss the event they drew and explain in what ways this spurred them on to something new.
- When finished, students may draw in their sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video is a great introduction to working with pastels. The beginning cartoon drawing may be fast forwarded to come to drawing landscapes.

https://www.youtube.com/watch?v=dpF_zAiLpvU



Week 7: Lesson 1

GRADE 6

Batik Color Design

Expressing Myself Through Color

STANDARDS

CCSS 6.SL.1b, 1c, 1d

VACS 61.1, 1.2, 1.3, 1.4, 2.3, 2.4

OBJECTIVES

- To discuss the Indonesian Art of Batik
- To create a batik design of ideas from nature on white drawing paper that creates a mood by using particular colors
- To draw in sketchbooks

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width or narrower, if available
- Painting Boards on which to place the paper
- White glue in glue bottle with narrow, open point

- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Background Information:

Batik is an ancient art form where cloth is drawn on with a tool called a canting, which is a thin container, like a pen, filled with melted wax. Then, the fabric is dyed, traditionally with brown or blue dye.



Procedure:

- The class may create a sketch for batik designs before beginning to work on the paper. Traditional designs use nature as influence, such as flowers or birds, alongside geometric patterns and lines.
- The students should use their knowledge of how different colors affect our feelings and use colors to create the feeling they wish to express.
- Students should consider if they want to have express a calm feeling, excited feeling or angry feeling with their creation.
- Then they may replicate that sketch onto a fresh sheet of white paper, using a glue bottle as a canting.
- After the glue has dried, they should paint between the lines of glue using blue paint.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article has basic information about batik.

<http://www.1worldsarongs.com/whatisbatik.html>



Week 7: Lesson 2

GRADE 6

Stained Glass Windows

Expressing Myself Through Color

STANDARDS

CCSS 6.SL.1b, 1c, 1d

VACS 6.1.1, 1.2, 1.3, 1.4, 2.4, 2.5

OBJECTIVES

- To create tissue paper stained glass

MATERIALS

- 2 Sheets of Black construction paper (11" x 17")
- Colored tissue paper
- X-acto cutter
- Glue stick
- Pencil
- Scissors
- Compass (for drawing circle)

Background Information:

One of the most beautiful parts of every medieval cathedral is the stained glass window above the entrance, called a Rose window. Instead of cutting glass, your students can use tissue paper and repeated shapes and patterns for a similar glowing effect. Window designs might include signs of nature, people, animals or shapes. People still find inspiration by seeing the sun shine through stained glass windows.

Procedure:

- Using a compass, draw a circle in the center of one of the sheets of black construction paper. Draw the circle as large as possible. Cut out the circle with a pair of scissors.
- Trace this circle onto the other black sheet of paper. Cut the second circle out with scissors (these two circles will later become your rose window).
- On the scrap black paper that the circles were cut from, create four basic shapes. For example; a half circle, diamond, circle, rectangle. Cut out one of each shape.
- On one black circle, create repeating patterns by tracing around each shape one-by-one until the entire circle is filled up. Try to space them equally apart as you trace them until the circle is filled up with patterns. (Don't worry if you make a mistake and have to erase the pencil lines, this side of the black circle won't be seen.)
- Place the circle with the drawn out design on top of the blank black circle. Very carefully, use the X-acto knife to cut out the shapes so the blade goes through both sheets of paper. Be careful to not move the bottom circle as you cut so all shapes are cut out identically.
- Now set the bottom circle aside, and the circle that had the pencil shapes drawn on it is now in front of you.
- Use scissors to cut up pieces of tissue paper to glue into the cut windows of your black circle. Glue them down as you cut them until all spaces are filled.
- Carefully take the other black circle and glue it down onto the tissue papered circle. This will hide any messy tissue paper or excess glue.

Wrap up:

Students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The following article contains information about stained glass.

http://stainedglass.org/?page_id=169



Week 8: Lesson 1

GRADE 6

Portrait Painting of My Friend

Expressing Myself Through Color

STANDARDS

VACS 6.1.1, 2.1

OBJECTIVES

- To paint a portrait of a classmate
- To paint from observation of my classmate
- To draw in sketchbooks

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow, and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Procedure:

- Observe my classmate and draw their facial portrait in my sketchbook.
- Once that is done, begin painting of the portrait.
- After painting, the class may draw in sketchbooks.

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video has suggestions for working with watercolor paints in the classroom.

<http://wonderteacher.com/6-tips-for-managing-watercolor-painting-in-the-classroom/>



Week 8: Lesson 2

GRADE 6

Wall Mural of Color

Expressing Myself Through Color

STANDARDS

CCSS SL 5.1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.1, 1.2, 1.3

OBJECTIVES

- To create a colorful wall mural to display

MATERIALS

- Large paper for a mural
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- Organize the students into groups to paint a colorful scene discussed and planned by the class. It could be something they see every day at school or an imagined story.
- Once the scene is painted, display it for the school to see.
- Draw in sketchbooks.

Wrap up:

- Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 6

Ink Drawing

Revealing Myself Through Design and Texture

STANDARDS

VACS 61.1, 1.2, 1.3, 1.4, 2.1, 2.3

OBJECTIVES

- To discuss ink drawing with students.
- To demonstrate how to draw a bird with an ink pen
- To add other features to drawing such as trees, sky and ground
- To draw in sketchbooks

MATERIALS

- White drawing paper
- Ink drawing pen
- Sketchbooks

Preparation:

The following YouTube video gives instruction for the teacher on how to draw birds with ink pens. <https://www.youtube.com/watch?v=KcOD8nqMXOs>.

Procedure:

- Discuss drawing with ink with the students.
- Using scrap paper, have the students experiment with cross-hatch and other strokes.
- On “good” paper, demonstrate how to draw a bird and then add context of trees, sky and ground.
- Draw In sketchbooks with pens.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has more information about teaching ink drawing.

<http://thevirtualinstructor.com/penandink.html>



Week 9: Lesson 2

GRADE 6

Mexican Wheat Weaving

Revealing Myself Through Design and Texture

STANDARDS

VACS 6.1.4, 3.2, 4.1, 4.2

OBJECTIVES

- To create a Mexican woven wheat design, Corizon
- To draw in sketchbooks

MATERIALS

- 20 pieces of wheat straw for each child
- A plastic bucket with water to soak the wheat for one hour before using
- Scissors
- Thread to tie around wheat
- Thin, brightly colored ribbon to tie on wheat

Preparation:

YouTube videos include: <https://www.youtube.com/watch> including basics about the craft and with specific instructions.

Procedure:

- Soak the wheat in water for one hour before beginning.
- Holding the seed heads together, tie thread tightly around joined stems just below heads.
- Braid or plait the stems to the end of the stems in a straight braid. The videos show how to handle stems that are shorter than the others.
- Tie both ends together to form circle.
- You may keep heads on or trim off.
- Decorate with small dried flowers and ribbon.
- Display designs.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is an introduction to the art.

<http://nawwstraw.org/index.php/about-straw-art>



Week 10: Lesson 1

GRADE 6

Mandalas With Beans and Grains

Revealing Myself Through Design and Texture

STANDARDS

VACS 6.1.1, 1.2, 1.4, 3.2, 42

OBJECTIVES

- To discuss the art form of mandala
- To draw a simple mandala large enough to glue on bean, grains
- To display and share finished mandala

MATERIALS

- Square Paper at least 12" by 12" and small point black marker
- Assortment of beans and grains in various sizes and colors
- Glue

Preparation:

YouTube video: <https://www.youtube.com/watch?v=BJ3r23ywkEo>.

Background Information:

Mandala (Sanskrit: मण्डलं Maṇḍala, 'circle') is a spiritual and ritual symbol in Hinduism and Buddhism, representing the Universe. The basic form of most **mandalas** is a square with four gates containing a circle with a center point. Loosely translated to mean "circle," a *mandala* is far more than a simple shape. It represents wholeness, and can be seen as a model for the organizational structure of life itself--a cosmic diagram that reminds us of our relation to the infinite, the world that extends both beyond and within our bodies and minds.

Procedure:

- Discuss mandalas.
- Show children finished mandala or YouTube of drawing mandala.
- Have children draw mandalas with spaces large enough for beans or grains to fit.
- Have children glue beans and grains to finish mandalas.
- Display and discuss.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is an introduction to the art of mandala.

<http://www.ancient.eu/mandala/>



Week 10: Lesson 2

GRADE 6

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 1.1, 1.4, 3.2, 4.2, 5.2

OBJECTIVES

- To visit the Oakland Museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building. If not possible, view the museum's website for ideas for your trip.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit in front of a particular drawing or drawings chosen by you or the class and sketch it.
- Discuss the visit and how they felt about a particular painting or drawing.

Wrap up:

Remind children to pick up any materials they have used while in the museum.

Notes/Feedback:**Teacher Supplement:**

This article has information about why it is important for children to visit museums.

<http://arts.gov/art-works/2014/importance-taking-children-museums>



Week 11: Lesson 1

GRADE 6

Mosaic Tile Designs

Revealing Myself Through Design and Texture

STANDARDS

VACS 6.1.1, 1.2, 2.4

OBJECTIVES

- To discuss things that are made with tiles
- To discuss how ancient cultures used tiles to create artistic mosaic designs
- To plan the design for each project by laying tiles on the base without adhesive
- To use adhesive to attach the tiles to the base
- To display the finished tile designs
- To draw in sketchbooks

MATERIALS

- Square base of heavy cardboard or light wood (4" x 4" max)
- Small mosaic tiles
- Adhesive
- Leftover felt, if any, to glue to the bottom of the project
- Sketchbooks and pencils

Preparation:

Watch this video: <https://www.youtube.com/watch?v=6--o7diaRvw>

Background Information:

Mosaic -- which involves sticking small tile fragments into an adhesive surface to form a design -- is an ancient form of artwork commonly used to decorate floors, walls, tables and tiles. The ancient Greeks, Romans and Byzantines were famous for their complex mosaic work.

Procedure:

- Discuss where students have seen mosaic tile designs.
- Discuss the ancient cultures that used mosaic tiles for art and practical household items.
- Distribute bases and have students create designs until they are happy with one which they will use adhesive to attach to the base.
- Display tile designs.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has information about ancient mosaic tile designs.

<http://www.ancient.eu/article/498/>



Week 11: Lesson 2

GRADE 6

Visual Rhythm Stomp

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL. 6.1b, c, d

OBJECTIVES

- To watch a YouTube video by Stomp
<https://www.youtube.com/watch?v=l0XdDKwFe3k>
- To discuss the watched rhythmic piece
- To create a rhythmic performance based on the video
- To create a textile rhythmic pattern replacing actual percussion with colored paper
- To draw in sketchbooks

MATERIALS

- Choice of machine for audio/visual YouTube presentation
- Colored paper
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Have class watch Stomp YouTube presentation.
- Discuss the performance. What did they like about it?
- In small groups have students perform a rhythm stomp performance.
- Have each group create a textile pattern reflecting their performance.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article makes a connection between music and learning math.

<http://www.sfsu.edu/~news/prsrelea/fy12/031.html>



Week 12: Lesson 1

GRADE 6

Movie Music

Revealing Myself Through Design and Texture

STANDARDS

CCSS 6.SL.1 b, c, d

OBJECTIVES

- To listen to movie themes from Indiana Jones, 2001 Spiderman and The Hobbit
- To discuss how these themes make you feel
- To identify by sound some of the instruments used
- To create a collage of cloth scraps to metaphorically represent the music theme you like

MATERIALS

- YouTube access or other music device
- Paper for collage
- Glue
- Fabric scraps of various textures

Preparation:

YouTube Spiderman Theme: www.youtube.com/watch?v=0Ac4xamClgY

YouTube The Hobbit Theme: <https://www.youtube.com/watch?v=uSsjkopDjC4>

YouTube Indian Jones Theme: www.youtube.com/watch?v=-bTpp8PQSog

Procedure:

- Play each music theme for the class and ask how each makes them feel.
- Play again and ask the students to identify any instruments they can.
- Create collages of music themes by using cloth texture.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 12: Lesson 2

GRADE 6

I Drum and Sing

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.5.1b, c, d

OBJECTIVES

- To watch and listen to youtube—10-11-2009, Make Music with Bonjour Afrique in Dakar (Senegal) 4 minutes
- Take one drumming rhythm and one voice rhythm and teach it to the class
- To play drums and use voice to jam
- To discuss how making music with percussion and voice makes students feel
- To use fabric as a metaphor to explain how music makes us feel—it's smooth, textured, bumpy, etc
- To draw in sketchbooks

MATERIALS

- YouTube access
- Drums and any percussive material
- Materials of various textures

- Sketchbooks and pencils

Procedure:

- Play Bonjour Afrique for students on Youtube.
- Take one drumming rhythm and one voice rhythm and teach it to the class.
- Have students create a jam similar to Bonjour Afrique but include voices as percussive sounds.
- With fabrics in view, have student choose textures to explain sound-using adjectives.
- Have students draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article discusses why music is important in schools.

<http://www.childrensmusicworkshop.com/advocacy/academicsuccess/>



Week 13: Lesson 1

GRADE 6

Nature Is Good For My Family

Seeing My Family Through Nature

STANDARDS

CCSS SL. 6.1b, c, d

OBJECTIVES

- To discuss what family means to the children
- To discuss who the people are in our families
- To discuss times when our family has been in nature
- To read the poem, *Nature Is*, by Jack Prelutsky
- To write poems in free verse about families in nature
- To create a group collage of families in nature using natural materials plus markers, crayons and pencils
- To draw in sketchbooks

MATERIALS

- Large paper for group murals
- Natural objects: shells, leaves, sticks, pebbles, small pinecones, etc)
- Glue
- Markers, crayons and pencils

- Poem
- Sketchbooks with pencils or crayons

Preparation:

Read the poem below to yourself before you read it to the class.

Nature Is by Jack Prelutsky
 Nature is the endless sky,
 The sun of golden light,
 A cloud that floats serenely by,
 The silver moon of night.

Nature is a sandy dune,
 A tall and stately tree,
 The waters of a clear lagoon,
 The billows on the sea.

Nature is a gentle rain
 And winds that howl and blow,
 A thunderstorm, a hurricane,
 A silent filed of snow.

Nature is a tranquil breeze
 And pebbles on a shore.
 Nature's each and all of these
 And infinitely more.

Procedure:

- Discuss what family means and who is in our families.
- Teacher reads the poem which the class discusses.
- Each child writes a poem in free verse (no exact rules) about their family.
- Each group creates a mural of natural objects of their families in nature.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article discusses why poetry is important for children.

<http://www.edutopia.org/blog/five-reasons-poetry-needed-schools-elena-aguilar>



Week 13: Lesson 2

GRADE 6

We Care About Nature

Seeing My Family Through Nature

STANDARDS

CCSS SL. 6.1b, c, d

OBJECTIVES

- To discuss birds and their families who live in nature
- To create a bird feeder in a geometric shape with as many points as family members who live with me (or more for small families)
- To hang bird feeder outside at home or at school
- To draw in sketchbooks

MATERIALS

- Corrugated cardboard
- Pencils
- Scissors
- Peanut Butter and spreader
- Wild Bird Seed
- String or yarn to hang the feeder

- Drawings or pictures of geometric shapes



Procedure:

- Discuss bird nests where baby birds are born and where they learn to take care of themselves from their mother bird.
- Ask each child to choose a geometric shape that represents the number of family members who live in their home.
- Have each child draw the geometric shape for their family and cut it out of cardboard.
- Let each child spread peanut butter over the shape and then spread bird seed on that.
- Let each child cut a piece of yarn or string and tie it on the feeder to hang it.
- Have children take the feeder home to hang or hang them outside at school.

Wrap up:

Have class clean up using your routine.

Notes/Feedback:

Teacher Supplement:

This article discusses the importance of nature.

<http://www.centreforconfidence.co.uk/flourishing-lives.php?p=cGlkPTE3MiZpZD02Njk=>



Week 14: Lesson 1

GRADE 6

Dream Catchers

Seeing my Family Through Nature

STANDARDS

VACS 6.1.1, 1.2, 1.4, 2.4, 3.2, 4.2

OBJECTIVES

- To discuss how Native American mothers and grandmothers protected children from bad dreams by hanging dream catchers near sleeping children
- To make a dreamcatcher for each child
- To display dreamcatchers
- To draw in sketchbooks

MATERIALS

- Bracelet or small hoop for each child
- Twine
- Colorful yarn
- Large eye needle
- Beads and/or feathers

Preparation:

Useful YouTube video www.youtube.com/watch?v=XSmjHVh-xLM.

Procedure:

- Discuss how mothers and grandmothers protect children.
- Discuss Native American tradition of using dream catchers.
- Discuss how Native American families use natural objects to protect and decorate for their families.
- Wind twine around hoop as shown in YouTube video.
- Weave colorful yarn through circle until it meets the center.
- Tie knot with bead.
- Decorate with beads and feathers.
- Display dreamcatchers.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article discusses the tradition of dream catchers.

<http://www.dream-catchers.org/>



Week 14: Lesson 2

GRADE 6

Family Nature Collage

Seeing My Family Through Nature

STANDARDS

CCSS SL 6.1b, c, d
VACS 6.1.2, 4.1

OBJECTIVES

- To discuss what a collage about families in nature might have
- To create individual collages about their family enjoying nature
- To create a slogan, phrase or word for each collage
- To display and discuss finished collages
- To draw in sketchbooks

MATERIALS

- Large poster paper (at least 18" x 24") for each child
- Assorted magazines
- Scissors
- Glue
- Crayons, markers and pencils
- Sketchbooks and pencils

Procedure:

- Discuss how collage posters are used as art and advertisements for places and things.
- This poster could be art or an advertisement for families to play in nature.
- Have each child create a collage from magazine photos showing their family enjoying being outside in nature, real or imagined.
- They may add words and phrases on the poster to help others to understand the work.
- Display each poster and discuss reminding children that only positive comments about the work of others will be allowed.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 6

The Crane

Seeing My Family Through Nature

STANDARDS

CCSS SL6.1b, c, d

VACS 6.1.1, 1.2

OBJECTIVES

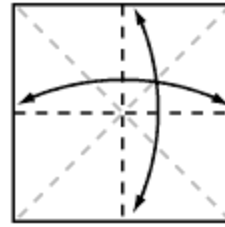
- To discuss symmetry in the finished origami crane and in families
- To discuss artistic symmetry and family habit symmetry
- To discuss how families reflect nature in their habit symmetry
- To discuss the Japanese tradition of paper folding called origami
- To create cranes through origami
- To display cranes
- To draw in sketchbooks

MATERIALS

- Origami paper for each child
- Tape
- Sketchbooks and pencils

Procedure:

After discussing symmetry in a crane and in families, discuss how families reflect nature in their habits. Then discuss the Japanese tradition of origami and in particular, the crane. Then follow instructions to create crane.

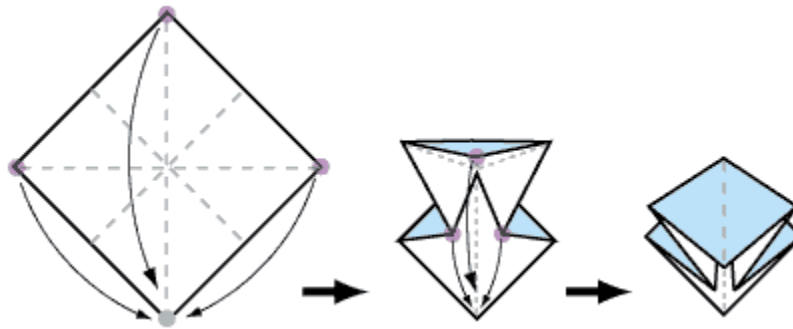


1. Start with a square piece of paper, coloured side up.

2. Turn the paper over to the white side.

Fold the top corner of the paper down to the bottom corner. Crease and open again. Then fold the paper in half sideways.

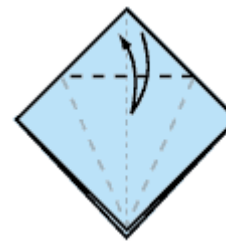
Fold the paper in half, crease well and open, and then fold again in the other direction.



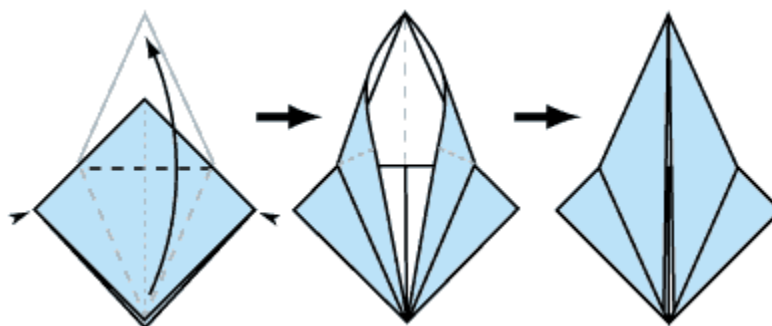
3. Using the creases you have made, bring the top 3 corners of the model down to the bottom corner. Flatten model.



4. Fold top triangular flaps into the centre and unfold.

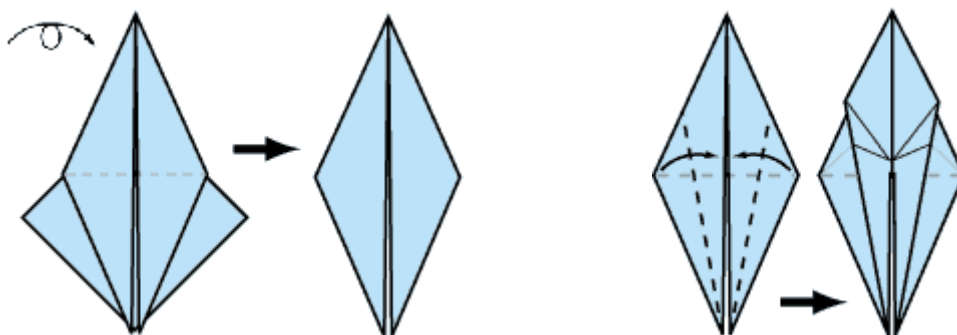


5. Fold top of model downwards, crease well and unfold.

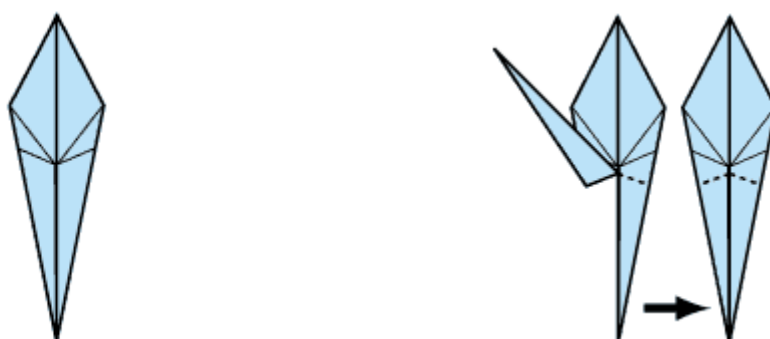


6. Open the uppermost flap of the model, bringing it upwards and pressing the sides of the model inwards at the same time.

Flatten down, creasing well.

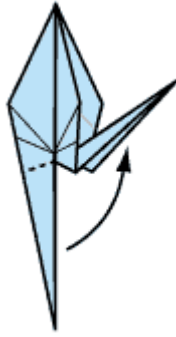


7. Turn model over and repeat Steps 4-6 on the other side. 8. Fold top flaps into the centre.

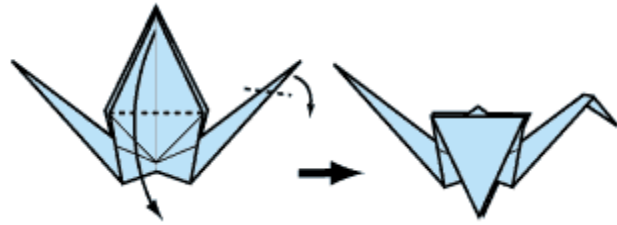


9. Repeat on other side, so your model looks like this.

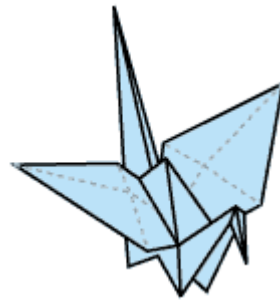
10. Fold both 'legs' of model up, crease very well, and then unfold.



11. Inside Reverse Fold the "legs" along head, then fold down the wings. the creases you just made.



12. Inside Reverse Fold one side to make a



Finished Crane!



Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article discusses the Japanese art of origami.

<http://home.earthlink.net/~robertcubie/origami/intro.html>

This article discusses the tradition or the origami crane.

[http://www.jccc.on.ca/origami-cranes/pdf/meaning_of the origami crane.pdf](http://www.jccc.on.ca/origami-cranes/pdf/meaning_of_the_origami_crane.pdf)



Week 15: Lesson 2

GRADE 6

Beaches

Seeing My Family Through Nature

STANDARDS

VACS 6.4.4

OBJECTIVES

- To create individual stories about trips to the beach
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a class seascape beach mural with paint, sand, shells and other natural objects
- To display, discuss project, and tell the story of the trip to the beach
- To sketch in sketchbooks

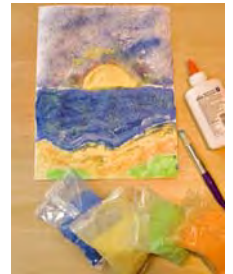
MATERIALS

- Cardboard 11 ½" by 14"
- Paint in yellow, red and blue
- Water jars
- Paintbrushes

- Sponges or rags
- Colored sand
- White glue
- Markers
- Writing paper and pencils
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.
- Discuss fun things to do at the beach. (Play with a beachball).
- Create a beach scene with sand and paint or markers on cardboard.
- Have each child write a short story about a family trip to the beach.
- Display and discuss projects.
- Sketch in sketchbooks.

**Wrap up:**

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE 6

My Family Window!

Expressing My Family Through Color

STANDARDS

CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.3

OBJECTIVES

- To discuss the biography of Frank Lloyd Wright
- To tell a story of a place, time or feeling the children remember in their family
- To create a stained glass window in the style of Frank Lloyd Wright that suggests a memory of my family
- To write the story
- To draw in sketchbooks

MATERIALS

- Grafix Static Cling Vinyl, clear, 27" wide x 1 yard (27228-1840 at Dick Blick) need two yards per class
- Graph paper
- Rulers
- Scissors

- **Markers**

Procedure:

- Discuss the biography of Frank Lloyd Wright and his creation of “prairie windows.”
- Have each student tell a short story of a place, time or feeling they remember in their family.
- Have each student create a “prairie window” in the style of Wright that reflects their family.
- Design windows with pencil on paper first. Use the graph paper and rulers to make straight lines and diagonals. With the vinyl still positioned on the backing paper, use a fine-line marker to make a tiny "F" (for "front") in one corner. It is important to be able to distinguish between the front side and the back side of the material, as the back side is designed to provide the static cling.
- Remove the vinyl from the backing paper and place it back-side-up on the top of the pencil drawing. The "F" will be reversed. Trace the drawing using a black Sharpie marker. Use a ruler with a raised edge for inking to avoid smearing.
- Allow a few minutes for the marker lines to dry completely, then turn the cling material over and return it to the backing paper, front-side-up. The "F" will read correctly.
- Fill some of the spaces between the lines with color marker. Keep some areas blank in order to have a clear view of the landscape beyond. Allow to dry completely, for at least one hour.
- Apply the vinyl cling to the window for viewing.
- Have each student write the story of their window.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:**Information on Frank Lloyd Wright:**

<http://www.biography.com/people/frank-lloyd-wright-9537511>

Well known for his architecture, Frank Lloyd Wright designed more than 4,000 stained glass pieces for more than 150 of his buildings. He referred to the windows as “light screens” because they interacted with the view behind them rather than covering or obscuring it, as stained glass windows often did. As he designed a building, Wright often sought to balance solid walls with light screens, which he felt opened a room and blended it with the surrounding environment. This is a key idea in what is known as the “Prairie” style. Wright's designs featured geometric patterns that abstracted natural elements such as plants, waterfalls, and rivers. He used mostly clear or neutral-colored glass with accents of color and iridescence.



Week 16: Lesson 2

GRADE 6

My Family Quill!

Expressing My Family Through Color

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.2.4

OBJECTIVES

- To discuss paper quills
- To create a pencil drawing of the family quill
- To create the quill design
- To draw in sketchbooks

MATERIALS

- Paper (all black, all white or colors)
- Rulers
- Pencils
- Scissors
- Sketchbooks

Background Information:

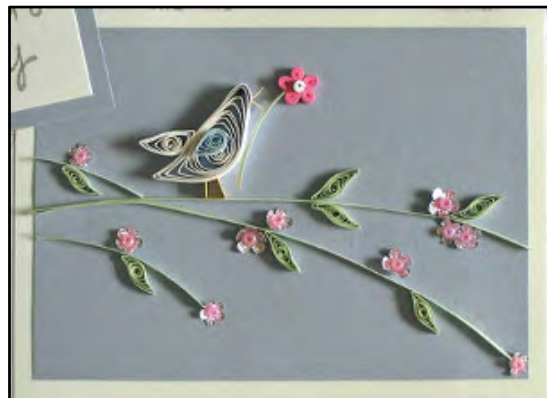
Quilling is also known as paper filigree or paper rolling. Some think it began after the invention of paper in China in 105 CE. Through the centuries other materials were used.

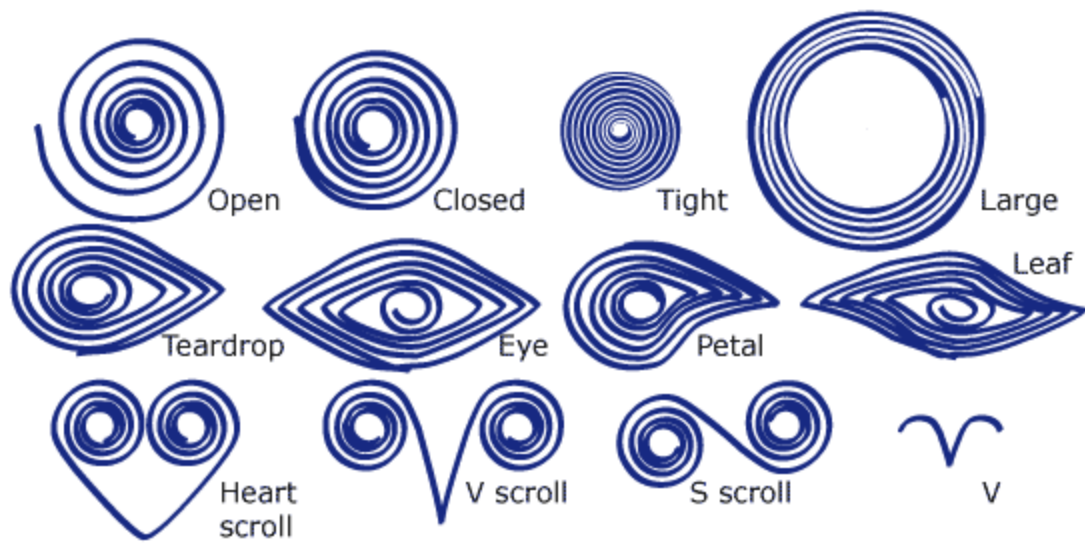
Procedure:

- Discuss paper quills as a craft hobby of many through the centuries.
- *Discuss creating a paper quill to represent the family much as family crests have been used.*
- Show an example of quill to the students.
- Have each student create a paper quill to represent their family design or crest.
- Cut Paper in 1/2in or wider strips along the long edge.
- Curl paper around pencils and arrange according to design plan.
- When arranged, dip edge of papers in glue to fix onto drawing paper.
- Display quills.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**





Week 17: Lesson 1

GRADE 6

Block Prints

Expressing My Family Through Color

STANDARDS

CCSS 6.1b, c, d, VACS 6.1.2, 1.4

OBJECTIVES

- To discuss block prints
- To show samples of block prints (See Teacher Supplement)
- To display and discuss prints
- To draw in sketchbooks

MATERIALS

- Color paint or ink
- Styrofoam meat trays or if budget allows lino (art supply stores)
- Pencils
- Soft rubber brayers (printing rollers that can be found at art supply stores) or small paint rollers
- Old cookie tray or plexiglass to roll the ink out on
- Paper on which to print
- Sketchbooks

Background Information:

If materials money is available, you may substitute linoleum block printing for Styrofoam tray printing. Linoleum block print materials are available at art stores or online.

Procedure:

- Discuss block printing.
- Show samples of block prints to the class.
- Have children think of a print design that would remind them of their family.
- Cut the edges off the Styrofoam trays to make them flat.
- With pencils draw the design in the Styrofoam cutting the material but not all the way through.
- Roll paint over the Styrofoam design.
- Place the paper over the painted design carefully and peel off revealing the block print design.
- Display and discuss the prints.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Block printing examples:**



White And Black





Week 17: Lesson 2

GRADE 6

Kirigami Family Web

Expressing My Family Through Color

STANDARDS

CCSS 6.1b, c, d, L4

VACS 6.1.1, 2.4

OBJECTIVES

- To discuss the analogy of comparing a spider web to the web of a family
- To introduce the paper craft of Kirigami
- To make individual Kirigami Family Webs
- To draw in sketchbooks

MATERIALS

- Origami Paper
- Scissors
- Sketchbooks and pencils

Background Information:

Kirigami is similar to origami in that it is a form of paper art. The major difference is that in origami, you fold paper whereas in kirigami, you fold and *cut* paper.

Procedure:

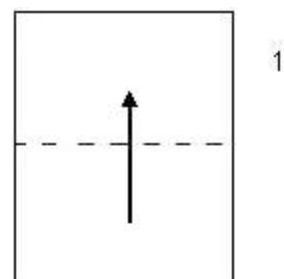
- Discuss the analogy of comparing a spider web to the web of a family.
- Introduce the paper craft of Kirigami.
- Begin instruction step by step.

Preparation:

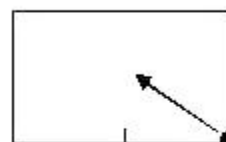
- Fold a piece of paper in half.
- Fold in half again but only make a small crease to show the midpoint. Fold the bottom right corner upwards to make a 60° angle at the midpoint (begin to fold into thirds).
- Fold the bottom left corner upwards to meet with the folded right-edge of the paper.
- Cut the excess paper to form a triangle.
- Cut slots on the triangle as shown. Be careful to keep the central column uncut so the paper does not fall apart. If the paper is too thick, consider using origami paper which is a lighter weight paper.
- Unfold the paper to find a paper spider web!

Wrap up:

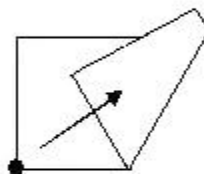
Have children clean-up using your routine.

Notes/Feedback:

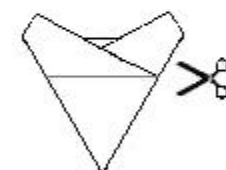
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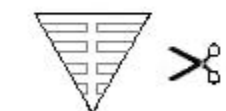
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origami-resource-center.com



Week 18: Lesson 1

GRADE 6

My Illuminated Initial

Expressing My Family Through Color

STANDARDS

CCSS 6.1b, c, d, L4

VACS 6.1.1, 1.2, 1.4

OBJECTIVES

- To discuss illuminated manuscript letters
- To examine examples of illuminated letters
- To create a page with an illuminated letter of the child's family name or first name
- To draw in sketchbooks

MATERIALS

- Printed sheet of Gothic Calligraphy Letters (See Teacher Supplement)
- Drawing Paper
- Ruler and pencils
- Color Markers including gold
- Sketchbooks

Background Information:

The practice of illumination — decoration of pages with ornate lettering, luminous color and precious metals, was developed during the middle ages when literacy was rare and books were even more so.

Procedure:

- Discuss illuminated manuscript letters.
- Examine examples of illuminated letters.
- Have each child design a page with an illuminated letter and designs such as vines, using Gothic type in the Teacher Supplement.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.britannica.com/topic/illuminated-manuscript>





Week 18: Lesson 2

GRADE 6

Advertisement About My Family!

Expressing My Family Through Color

STANDARDS

CCSS 6.L4

VACS 6.1.1, 1.2, 1.3, 5.4

OBJECTIVES

- To create an advertisement for each family either for a magazine, radio or tv
- To create a drawing, collage, including poem, story or song
- To draw in sketchbooks

MATERIALS

- Magazine advertisements to use as samples
- Drawing paper
- Collage materials
- Glue
- Scissors
- Markers
- Pencils
- Sketchbooks

Procedure:

- Have each student examine a magazine with advertisements.
- Discuss possible titles for the advertisement about each family.
- Have each student design their advertisement using visual material as well as audio or musical.
- Have each student complete and present their advertisement.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 19: Lesson 1

GRADE 6

Traditions!

Expressing My Family Through Color

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2

OBJECTIVES

- To discuss things the traditions each family may have or things they do for fun
- To have each child create a collage of their family traditions or fun things they like to do
- To display and discuss the collages
- To write a haiku poem about their traditions or fun things they do
- To draw in sketchbooks

MATERIALS:

- Magazines with photos for collages
- Drawing Paper for collages
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss the traditions of each family or the things they do for fun.
- Create a collage of these things.
- Display and discuss the collages.
- Write haikus about the traditions each family may have or things they do for fun.
- Share the collages and haikus.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

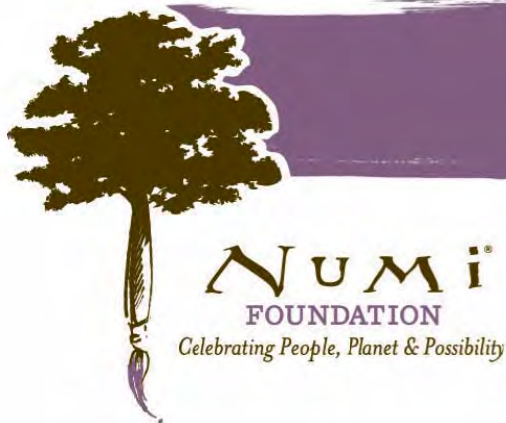
Notes/Feedback:**Teacher Supplement:**

How To Write a Haiku?

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Idea for a bulletin board display of Traditions



Week 19: Lesson 2

GRADE 6

Art in Nature-Installation

Revealing My Family Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.5.5

OBJECTIVES

- Discuss Installation Art (See Teacher Supplement)
- Have children watch the Goldsworthy video
- Have children create an installation art piece about themselves outdoors
- If an outdoor installation is not possible, create an installation site inside school
- Photography and display these
- Have each student create a charcoal drawing reflecting the installation
- Draw in sketchbooks

MATERIALS

- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- Charcoal
- Drawing paper

- Sketchbooks and pencils

Procedure:

- Discuss installation art with the children. They may remember an earlier class that had an exhibit that they left up for others to see.
- Play the YouTube video of Andy Goldsworthy (See Teacher Supplement).
- Have children create an outdoor installation piece. If not possible, have them create a piece indoors. The piece should reflect something about themselves.
- Have a discussion about how they showed their family in the installation.
- Photograph the installation and display photographs in the classroom.
- Have each student create a charcoal drawing reflecting the installation.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This website contains information about installation art.

<http://dictionary.reference.com/browse/installation+art>

This YouTube video called, “Rivers and Tides” has information from Andy Goldsworthy, an installation artist about his work.

https://www.youtube.com/watch?v=f7sZv4_0Fvg



Week 20: Lesson 1

GRADE 6

Family Montage

Revealing My Family Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 2.4

OBJECTIVES

- To discuss creating a montage and how that might differ from a collage
- To create the montage with the theme of my family
- To draw in sketchbooks

MATERIALS

- Magazines or photograph (brought in by the children with permission)
- Drawing paper
- Scissors
- Glue
- Sketchbooks and pencils

Background Information:

Montage - artwork created from parts of photographs or other pictures.

Collage - artwork created from whole pictures.

Procedure:

- Discuss collages the group has made in the past.
- Discuss that the montages made today will have pieces glued on paper to represent something about their family that is special to them.
- Have each student create a montage.
- Display and discuss montages.
- Draw in sketchbooks.

Wrap up:

Have each student clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Samples of paper montages:**





Week 20: Lesson 2

GRADE 6

Museum Visit

STANDARDS

VACS 6.3.1, 3.2, 4.1, 4.2

OBJECTIVES

- To visit the Oakland Museum or other museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 21: Lesson 1

GRADE 6

Cold Wax Drawing

Revealing My Family Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 1.3

OBJECTIVES

- To discuss where families like to spend time
- To create a cold wax resist drawing of that place
- To display and discuss drawings
- To draw in sketchbooks

MATERIALS

- Amaco Wax Resist-one16 oz jar (has a green tint)
- Watercolor painting paper
- Black acrylic paint
- Foam paint brushes
- Scratching material such as pencils
- Paper towels
- Sketchbooks and pencils

Procedure:

- Discuss where families like to spend time. Create a cold wax drawing of that place.
- Brush one coat of wax resist over the surface of the paper, keeping it away from the edges. For interesting borders, keep the brushstrokes defined. Allow the wax to dry for approximately 30 minutes until color is uniform.
- Using a variety of tools, create an etched image with lines incised into the wax layer. Use enough pressure that the tool reaches the paper. Keep in mind that the etched lines will hold color and be dark.
- Using a flat or foam brush, cover the entire surface with black or dark brown acrylic color. Paint to the edges of the paper and allow to dry just until it reaches a matte surface.
- Crumple a paper towel and scrub it over the paint, lifting it away from the wax surface. The paint will remain in the etched lines and on the paper, but will not adhere to the wax.
- Display and discuss finished cold wax drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 21: Lesson 2

GRADE 6

My Autobiography

Revealing My Family Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 2.4

OBJECTIVES

- Discuss the idea of autobiographies
- Discuss book jackets
- Have the children create an autobiographical book jacket collage
- Draw in sketchbooks

MATERIALS

- Large drawing paper
- Magazines
- Scissors
- Glue
- Markers
- Sketchbooks and pencils

Background Information:

An autobiography is an account of a person's life written by that person.

Procedure:

- Discuss what autobiographies are and what autobiographies the children have read. If possible, have some autobiographies available for the children to see.
- Discuss book jackets and what information they contain about the book and the author.
- Have children create a title for their autobiography that hints to the reader something about their life.
- Discuss what role our families have in our autobiographies? Do they influence what we do in our lives? How?
- Play a guessing game. Have each child tell one thing about themselves and have the class guess if that trait or habit was something they got from their family or is it uniquely their own.
- Have each child create a book jacket of their autobiography using magazine cut-outs and other collage materials.
- When finished, display and discuss the book jackets.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about book jackets, check this website:

https://en.wikipedia.org/wiki/Dust_jacket



Week 22: Lesson 1

GRADE 6

Recycled Plastic Picture Vases

Seeing My Community Through Nature

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.2.4

OBJECTIVES

- To discuss how recycling helps nature in our community
- To create plastic picture vases
- To draw in sketchbooks

MATERIALS

- Used plastic containers
- Scissors
- Tissue paper in various colors
- Glue water mix or polymer gloss medium and water
- Paint, if desired
- Sketchbooks and pencils

Procedure:

- Discuss recycling and how it helps nature in our community.
- Pre-cut or have children cut the top off recycled plastic bottles.
- On drawing paper, children should plan the drawing of their community for the vase.
- With tissue paper layers on bottles, students should “paint” over tissue with a glue or polymer liquid to keep tissue in place.
- Students should make vase pictures 3-D for using layers of tissue to create thickness.
- Vases should be left to dry when finished.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 22: Lesson 2

GRADE 6

Three Dimensional Community

Seeing My Community Through Nature

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 1.4, 2.4

OBJECTIVES

- To discuss nature in the community
- To discuss three dimensional paper sculpture
- To create paper sculptures
- To display and discuss sculptures

MATERIALS

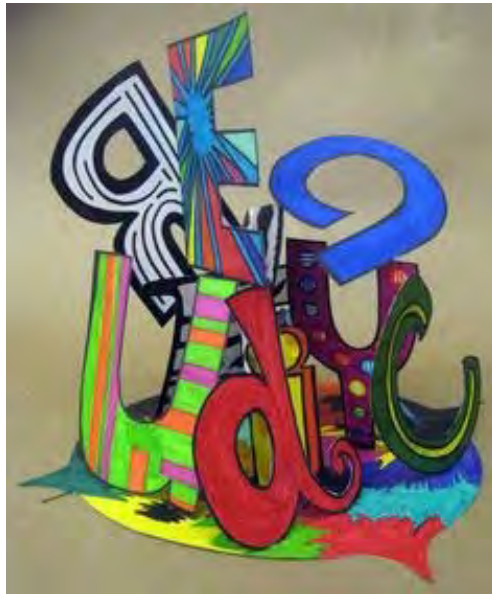
- Paper
- Scissors
- Glue sticks
- Markers
- Sketchbooks

Procedure:

- Discuss nature in the community.
- Discuss how sculpture can be used to represent nature in the community.
- Discuss three dimensional paper sculpture.
- Have each child or groups of two children create a three dimensional paper sculpture representing nature in the community.
- Display and discuss sculptures.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**



Week 23: Lesson 1

GRADE 6

The Colors of My Community

Expressing My Community Through Color

STANDARDS

CCSS 6.SL1b, c, d

VACS 6.1.1, 1.3

OBJECTIVES

- To have everyone close their eyes and see the colors of their community (sky, buildings, trees, etc)
- To discuss what colors did everyone see when they closed their eyes
- To use pastels to create a drawing of the colors of the community
- To discuss the drawings
- To draw in sketchbooks

MATERIALS

- Pastels
- Paper
- Sketchbooks and pencils

Procedure:

- Have everyone close their eyes and see the colors of the community.
- Discuss what colors everyone saw.
- Using pastels, create a drawing of the colors of the community.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 6

Detailed Map of My Greater Community

Expressing My Community Through Color

STANDARDS

CCSS 6.SL1b, c, d

VACS 6.2.1

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads, which should all be included in the final map
- To discuss the greater community, meaning a larger area than the local community
- To draw individual maps of the community in small groups
- To have students write words on the map to name places, buildings, roads, and geographic direction (North, South, East, West)
- To help the children feel more connected to the community in which they learn
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- A printed map of the greater community for reference

- Crayons and markers
- Black board white board or easel paper
- Sketchbooks

Preparation:

Know the community around the school in order to help the children name the sights.

Procedure:

- Discuss community and what it means.
- List things in the greater community to put on map.
- In small groups, have the children draw a map of their greater community.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

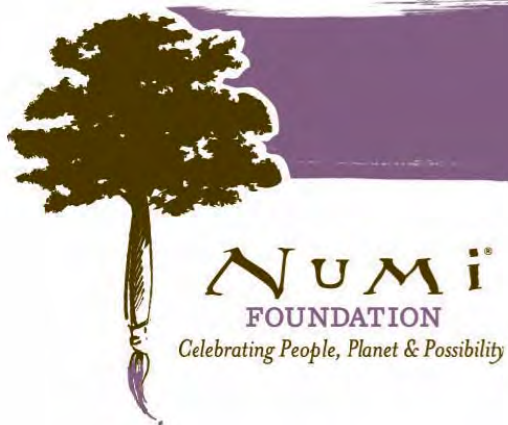
Teacher Supplement:

This PowerPoint has information about map making with children:

[ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map making-%20with%20Children%20ppt.pdf](ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map%20making-%20with%20Children%20ppt.pdf)

This article has more information about map making:

<http://eelink.net/eetap/info112.pdf>



Week 24: Lesson 1

GRADE 6

My Community of the Future

Revealing My Community Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d

VACS 6.1.1, 1.4

OBJECTIVES

- To discuss how buildings look in our community
- To tell the children to imagine buildings in the future in different shapes
- To discuss working with clay or plasticine
- To model a futuristic building with unusual shape
- To position the buildings on a board to create community
- To write a description of the building, its name, and purpose or role in the community
- To draw in sketchbooks

MATERIALS

- Clay or plasticine with boards and wet cloths
- Sketchbooks with crayons or pencils

Preparation:

Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

- Discuss how buildings look in the community.
- Imagine how buildings might look in the future—like a ball, like a tree, like the moon.
- Show the class the photos of futuristic buildings from the Teacher Supplement or other sources.
- Explain how you want the children to work with the clay.
- Model a futuristic building with an unusual shape.
- Position the buildings on a board to create community and add trees and such for color and texture.
- Have each student write a description of the building, its name, and purpose or role in the community.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your new clay/plasticine routine.

Notes/Feedback:



Week 24: Lesson 2

GRADE 6

A Skyscape Silhouette

Revealing My Community Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 3, 1.4

OBJECTIVES

- To discuss silhouettes
- To discuss the outline of the community against the sky
- To create a silhouette of the community
- To draw in sketchbooks

MATERIALS

- Charcoal Sticks
- Black construction paper
- Scissors
- Glue
- Pencils
- Sketchbooks

Procedure:

- Discuss silhouettes.
- Discuss what the outline of the community is against the sky. What is the imaginary line created by the tops of the buildings against the sky.
- Have children use charcoal for a night sky.
- Have children cut building shapes from the black paper.
- Have children glue the black building silhouettes on the paper.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 1

GRADE 6

Monoprinting

Seeing My World Through Nature

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 1.3

OBJECTIVES

- To discuss the technique of monoprinting
- To discuss using objects from nature to create monoprints
- To create individual monoprints
- To draw in sketchbooks

MATERIALS

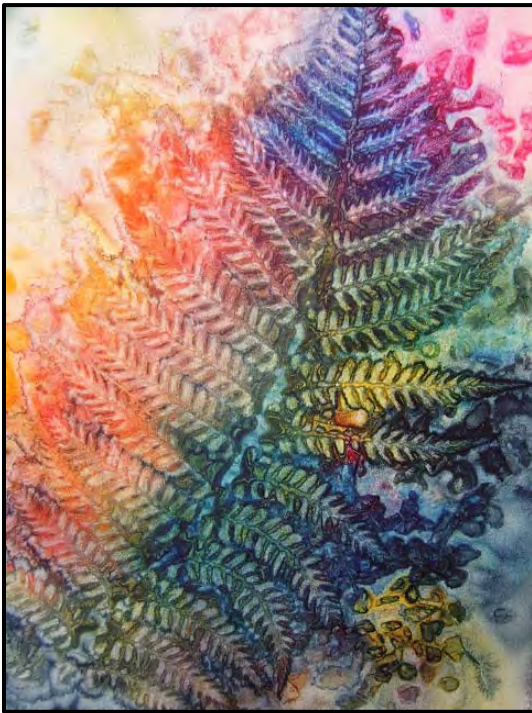
- Watercolor paper
- Water
- Watercolor paints
- Brushes
- Sketchbooks and pencils

Procedure:

- Discuss monoprinting nature.
- Choose objects from nature for print.
- Wet watercolor paper.
- Saturate paper with paint.
- When the paper is full of color, place leaves or other objects from nature on it.
- Add more color if needed and place stones on top of leaves, etc.
- Leaves stones in place until painting is dry, perhaps next day.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Fern Monoprint





Week 25: Lesson 2

GRADE 6

Nature from the Sky

Seeing My World Through Nature

STANDARDS

VACS 6.1b, c, d, 2.3

OBJECTIVES

- To have each child experience looking at something from above
- To have each child study the photos in the Teacher Supplement
- To have each child draw something from above
- Each drawing should fill the page but be only a part of the image they are studying
- Discuss finished work
- Draw in sketchbooks

MATERIALS

- Photos from Teacher Supplement
- Drawing paper
- Colored pencils
- Sketchbooks

Procedure:

- Review perspective from prior lessons.
- Have students look at photos of nature in a birds-eye view in the Teacher Supplement.
- Have students pick an object in the classroom or outdoors and draw it from a bird's-eye perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Photos from a bird's eye perspective:

<http://www.boredpanda.com/birds-eye-view-aerial-photography/>

<http://www.duskyswondersite.com/nature/birds-eye-view-of-wonders/>

<http://www.instantshift.com/2010/10/20/100-examples-of-mind-blowing-birds-eye-view-photography/>

See Below







Week 26: Lesson 1

GRADE 6

A Place of My Own in the World

Expressing My World Through Color

STANDARDS

CCSS 6.SL1b, c, d

VACS 6.2.3, 2.4

OBJECTIVES

- To discuss a place in the world, real or imagined, that a student would call their own
- To discuss what they see when they imagine the place
- To create a pastel drawing of their own place in the world
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Pastels for each student
- Sketchbook and pencils

Procedure:

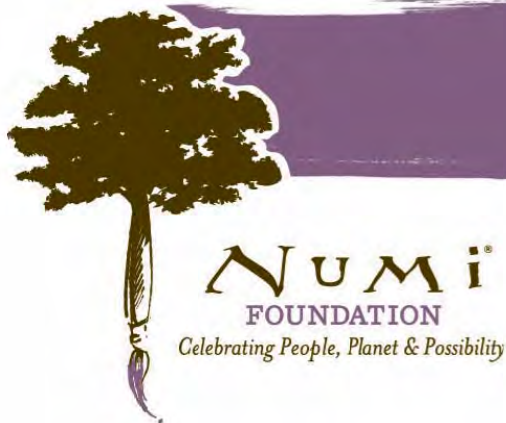
- Discuss a place in the world, real or imagined, that a student would call their own.
- What would the student do there?

- Have each student create a colorful pastel drawing of their special place in the world.
- Display and discuss.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 2

GRADE 6

The World in One Point Perspective

Expressing My World Through Color

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.4

OBJECTIVES

- To review one point perspective
- To draw a railroad scene in one point perspective
- To draw in sketchbooks

MATERIALS

- Internet access to present, or review before teaching, a 20 minute video on one point perspective <https://www.youtube.com/watch?v=aO7adKJ8EBQ>
- Drawing Paper
- Pencils
- Rulers
- Sketchbooks and pencils

Procedure:

- Review what one point perspective means in a drawing. (See Teacher Supplement)
- Review YouTube video on railroad track drawing in one point perspective.
- Discuss adding trees alongside the railroad track.
- Display and discuss the finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website offers a complete tutorial on teaching one point perspective:

<http://www.studentartguide.com/articles/one-point-perspective-drawing>

This YouTube video offers a complete lesson on drawing railroad scene in one point perspective:

<https://www.youtube.com/watch?v=aO7adKJ8EBQ>



Week 27: Lesson 1

GRADE 6

My Room in Two-Point Perspective

Revealing My World Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.4

OBJECTIVES

- To introduce Two-Point Perspective
- To discuss a room real or imagined
- To draw a room in two-point perspective
- To display and discuss drawings
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Pencils
- Rulers
- Sketchbooks

Preparation:

Include notes to the teacher about what they need to prepare or think about ahead of time. Keep it to 2-3 sentences.

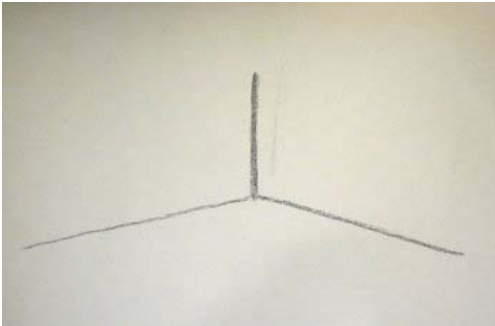
Background Information:

One-point perspective is what you see when you look straight at the side of an object. It uses only one vanishing point.

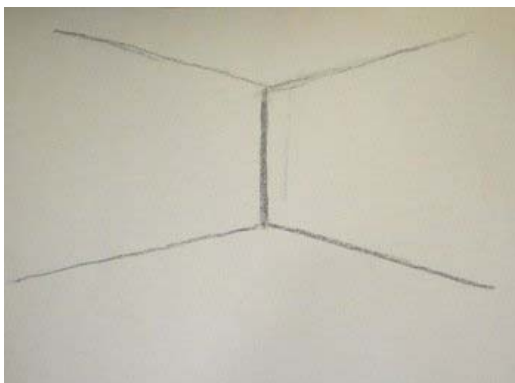
Two-point perspective is used when you look at or into the corner of an object. There are two vanishing points since the two sets of sides are receding in two different directions.

Procedure:

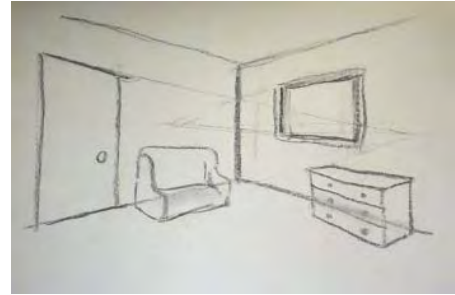
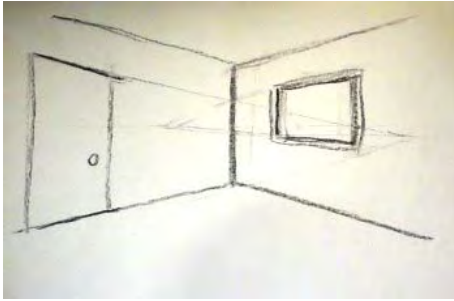
- Discuss one and two point perspective. Review prior work in one perspective.
- Picture a room real or imagined and prepare to draw it in two-point perspective.
- Draw the vertical corner first. Then set your eye level by drawing a horizontal line across the middle of the whole drawing surface.



- Next you “eyeball” the angles of the lines where the floor meets the walls. Draw these lines as they meet at the bottom corner line. Then, extend them on up until they cross the eye level line. So the line coming from the left will converge at your right vanishing point. Similarly, the line coming from the right will meet the eye level line at the left vanishing point.
- After you have your two vanishing points, you can draw any angular objects in front of the corner by applying the same principles.



- Draw any items on the walls first: picture frames, mirrors, and such. Make sure you keep all the vertical lines parallel. The horizontal lines at the top and bottom of your objects point toward the vanishing points.
- When you draw furniture, draw the back edges next to the wall first. This way you can keep your furniture from looking like it poking through the wall. Then you can use the rules of 2 point perspective to position the front legs, etc.



TEACHER SUPPLEMENT:

More information about perspective:

<http://daphne.palomar.edu/design/space2.html>

A YouTube video on two-point perspective:

<https://www.youtube.com/watch?v=wSIDd5xxnSs>

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 27: Lesson 2

GRADE 6

Protecting the Environment!

Revealing My World Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.2.4, 5.4

OBJECTIVES

- To discuss what it means to protect and conserve the environment
- To discuss what happens if the world's environment is not protected
- To view photos of national parks
- To discuss slogans other groups have used for environmental posters
- To create a poster for the protection of the environment
- To draw in sketchbooks

MATERIALS

- Poster size drawing paper
- Magazine photos of the environment
- Scissors
- Glue
- Markers

Background Information:

"Environmental conservation" is the broad term for anything that furthers the goal of making life more sustainable for the planet. Ultimately, people want to help the planet survive naturally and with no negative impact from the human race. Helping keep the planet safe and healthy is called "conservation."

Procedure:

- Discuss what it means to protect and conserve the environment of our world.
- Discuss what happens when the world's environment is not protected.
- Create individual posters for the protection of the environment including words or slogans.
- Display and discuss posters.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Slogan ideas for environmental posters:

<http://shoutslogans.com/40-clever-environmental-slogans-quotes-and-posters>



Yosemite National Park



Redwood National Park



Glacier National Park



Yellowstone National Park



Week 28: Lesson 1

GRADE 6

Australian Aboriginal Art

Seeing Art History Through Nature

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.2, 1.4, 2.4

OBJECTIVES

- To discuss Australian Aboriginal Art
- To study examples of Aboriginal Art
- To create an original painting in the style of Aboriginal Art
- To draw in sketchbooks

MATERIALS

- Tempera paint in basic colors
- Construction paper in shades of brown like the bark on which Aborigines painted
- Cotton swabs
- Photocopies of Aboriginal Art
- Sketchbooks and pencils

Preparation:

The Teacher Supplement has didgeridoo music on YouTube and an Aboriginal story about the Rainbow Serpent on YouTube which you may choose to enrich and enliven your lesson. Aboriginal paintings reflect nature in the form of animals, trees, stick figures and geography.

Background Information:

Aborigines made their paint using the items in their environment' ochre, dirt, crushed seeds, etc.

Procedure:

- The students should draw their simplistic designs very lightly in pencil. It is important that these designs are simple, as it is difficult to do detailed painting with a cotton swab.
- Demonstrate how to make dots of paint by pushing straight down with the swab, first into the paint then onto the paper, much like you'd use a rubber stamp.
- Once the students have dotted in their main elements, they should begin camouflaging the picture with dots of other colors and patterns. Swirling and waving lines of color are common.
- Discuss and display finished paintings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information on Aboriginal Art:

<https://www.kateowengallery.com/page/5-Aboriginal-Art-Facts.aspx>

The Rainbow Serpent on YouTube:

<https://www.youtube.com/watch?v=2vh6moD9ZOU>

Didgeridoo Music:

<https://www.youtube.com/watch?v=V1pDPuetPdg>





Week 28: Lesson 2

GRADE 6

Lascaux Cave Paintings

Seeing Art History Through Nature

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.1, 1.2, 1.3

OBJECTIVES

- To introduce the Lascaux Cave Paintings in France
- To see samples of the cave paintings
- To create cave paintings with dirt paint or markers
- To display and discuss paintings
- To draw in sketchbooks

MATERIALS

- Small bags
- Old spoon
- Vegetable shortening or lard
- Old bowls or Styrofoam trays
- Old toothbrushes or still house painting brushes
- Mural or brown wrapping paper

- Masking Tape
- Dirt
- Markers
- Sketchbooks and pencils

Preparation:

Mix the dirt paint—Using a flour sifter or your hands, mix ground dirt with vegetable shortening or lard. Keep different colors of dirt separate.

Background Information:

Prehistoric paint was created by mixing dirt, ground up rocks and animal fat. Sometimes, bits of burned wood were ground up, mixed with animal fat and used for painting as well. You can create your own prehistoric paint or choose to use markers for students to create cave drawings.

Procedure:

- Discuss the cave paintings of Lascaux.
- Show samples of the cave paintings to the class.
- With dirt paint or markers, have the students create original cave paintings.
- Display and discuss paintings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about the Lascaux Cave paintings including their discovery and a virtual tour.

<https://www.youtube.com/watch?v=2hiFqqgjTxQ>

<http://www.history.com/this-day-in-history/lascaux-cave-paintings-discovered>



Week 29: Lesson 1

GRADE 6

DaVinci Sketches

Expressing Art History Through Color

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.2, 1.3, 2.4

OBJECTIVES

- To discuss the biography of Leonardo DaVinci
- To show DaVinci sketches of machines
- To create sketches of invented machines in the style of DaVinci using color
- To draw in sketchbooks

MATERIALS

- Photocopies of DaVincis machine sketches
- Drawing paper
- Color: Pencils
- Sketchbooks

Procedure:

- Discuss DaVinci's biography and his famous machine sketches.
- Show students samples of DaVinci's sketches.
- Let students draw sketches of their invented machines in color to represent a quality of their inventions.
- Display and discuss sketches.
- Draw in sketchbooks.

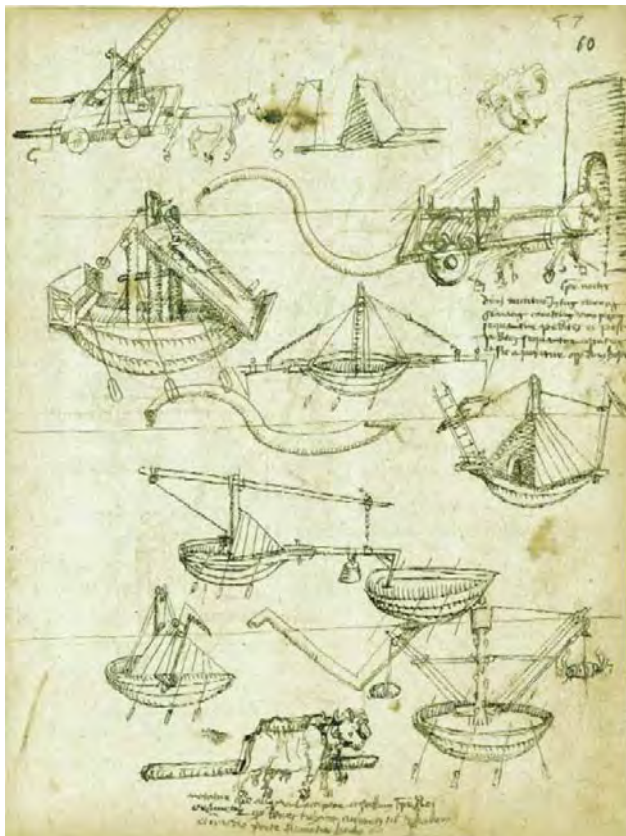
Wrap up:

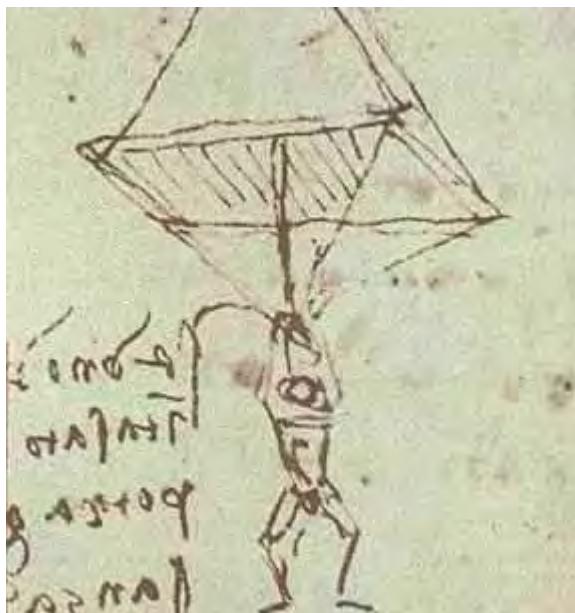
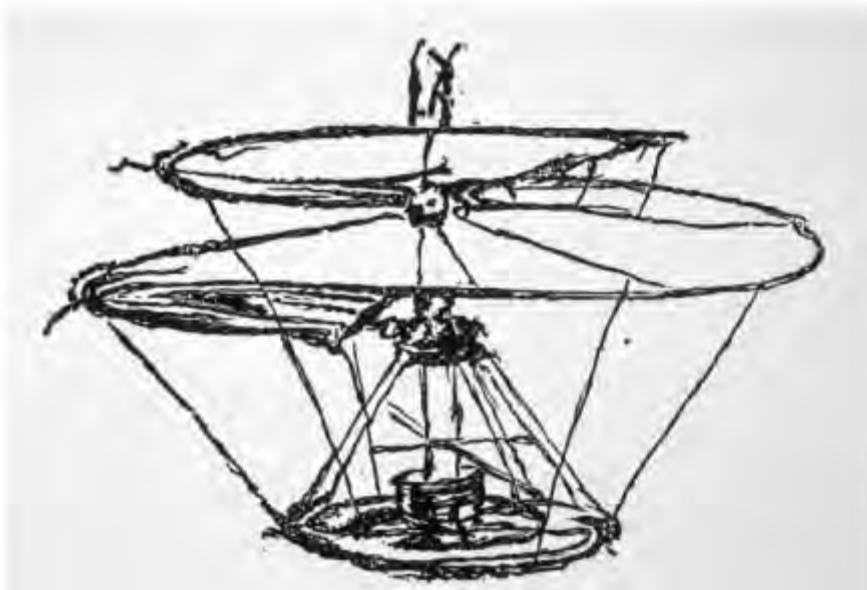
Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information and more on his inventions:

<http://www.da-vinci-inventions.com/flying-machine.aspx>







Week 29: Lesson 2

GRADE 6

Charles Schulz, Cartoonist

Expressing Art History Through Color

STANDARDS

CCSS 6.SL1b, c, d, L

VACS 6.2.1, 2.4, 2.5

OBJECTIVES

- To discuss cartooning as an art
- To discuss the biography of the cartoonist, Charles Schulz
- To show samples of his cartoons
- To draw a cartoon
- To draw in sketchbooks

MATERIALS

- Photocopies of Schulz cartoons
- Drawing paper
- Color Markers
- Sketchbooks

Procedure:

- Discuss cartooning.
- Discuss the biography of Charles Schulz.
- Show the class samples of Schulz cartoons.
- Have each student create a color cartoon.
- Display and discuss the cartoons.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information:

<http://schulzmuseum.org/about-the-man/schulz-biography/>



- [Peanuts Strip 11/25/1950](#)



- [Peanuts Strip 12/16/1953](#)



- Peanuts Strip 1/10/1960



- Peanuts Strip 08/15/1968

Animation Production Cel Set-up



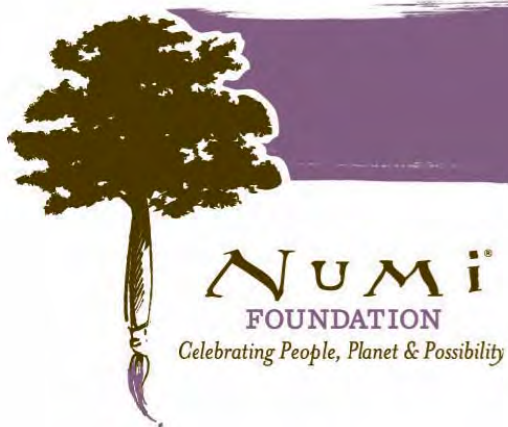
- Charlie Brown with Mask



- Quick Sketch



- Preliminary Sketch



Week 30: Lesson 1

GRADE 6

Renaissance Frescoes

Revealing Art History Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.1.2, 1.3

OBJECTIVES

- To discuss Renaissance frescoes
- To show samples of Renaissance frescoes
- To create frescoes from Plaster of Paris
- To draw in sketchbooks

MATERIALS

- Pictures of frescoes in the Sistine Chapel and the Stanze di Raffaello
- Plaster of Paris
- Water
- Measuring cup
- Mixing bowl
- Large spoon

- Water color or tempera paints
- Paint brushes
- Small foam plates
- Sketchbooks and pencils

Preparation:

Decide whether pre-make the plaster forms or have students make them. If the teacher pre-makes the forms, they should still be wet for the class.

Procedure:

- Discuss Renaissance Art and frescoes. (See Teacher Supplement).
- Follow the package directions to make Plaster of Paris.
- Fill a foam plate for each student with Plaster of Paris.
- Let the plaster set until it is almost hardened but still wet. Distribute a plate of plaster to each student along with paint, water, and paintbrushes.
- Have each student paint the Plaster of Paris. Encourage them to be creative with their paintings.
- When students are done painting, set the frescoes aside to dry.
- Display finished frescoes and discuss.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For background information about the Renaissance:

<http://www.britannica.com/event/Renaissance>

For information about Renaissance Frescoes:

While the art of fresco painting reached its peak during the Italian Renaissance, examples of painting on wet plaster date back to 1500 B.C., and fresco paintings in caves were done more than 15,000 years ago.

To achieve a buon or "true" fresco, artists use pure pigments and water to paint on wet plaster. Through this technique, the painting becomes part of the plaster wall or ceiling.

An artist needs to work quickly and carefully while painting a true fresco because it cannot be changed once it dries. Several layers of plaster are applied to the wall or ceiling before the final painting layer is done. To make a fresco secco, an artist applies pigments to dry plaster. Egg, oil, or glue binds the pigments to the dry plaster. A fresco secco allows the artist to take his time and easily fix errors, but it is less durable than a buon fresco. In both techniques, the pigments are applied in layers.

Frescoes were used for many large-scale works during the Renaissance, such as the ceiling of the Sistine Chapel. Since plaster dries quickly, it was important for artists to work on a buon fresco in small sections. To make it easier, artists planned drawings of their work, called cartoons. After poking holes along the outline of a cartoon, an artist would hold it up to the wet plaster and apply a colored dust, such as charcoal, through the holes. This transferred the outline of the drawing on to the wet plaster. Alternately, he could use a metal point to lightly indent the outline of the cartoon into the wet plaster. Frescoes do not require walls or ceilings; they can also be done on panels and tiles.



Michelangelo, *Ceiling of the Sistine Chapel*, fresco, 1508-1512 (Vatican City, Rome)



Michelangelo, *The Creation of Adam*, Ceiling of the Sistine Chapel, fresco, 1508-1512 (Vatican City, Rome)



The Room of Heliodorus was used for the private audiences of the Pope and was decorated by Raphael immediately after the Segnatura. Restoration of the Raphael rooms took 30 years.



Week 30: Lesson 2

GRADE 6

The School of Athens

Revealing Art History Through Design and Texture

STANDARDS

CCSS 6.SL1b, c, d, L4

VACS 6.2.1, 2.2, 2.3

OBJECTIVES

- To discuss the biography of Raphael and his School of Athens
- To create a perspective drawing
- To draw in sketchbooks

MATERIALS

- Photocopy of The School of Athens
- Drawing paper
- Color drawing pencils
- Sketchbooks

Procedure:

- Discuss the biography of Raphael and his painting, *The School of Athens*.
- Discuss the work that has been done in perspective so far in this class.

- Introduce the diagram from Teacher Supplement as a way to frame a drawing of a painting such as The School of Athens.
- Have each student draw using rulers the diagram in the Supplement or photocopy it and distribute to students.
- Using the template, have each student draw a scene of people in modern clothes, similar to the Raphael painting.
- Display and discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about the School of Athens:

<http://totallyhistory.com/school-of-athens/>

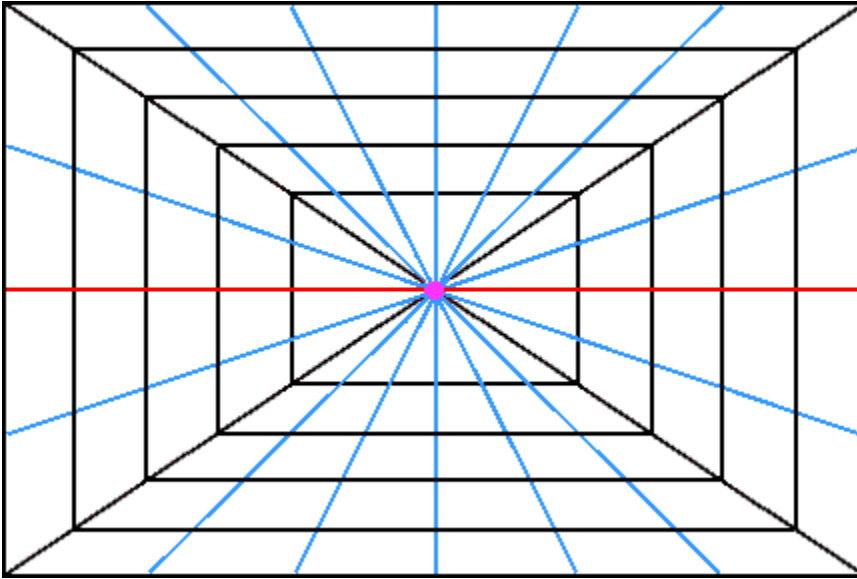
<http://www.webexhibits.org/sciartperspective/raphaelperspective2.html>

Biographical information about Raphael:

<http://www.biography.com/people/raphael-41051>



Raphael's 'School of Athens' (1510)



This is a diagrammatical approach to drawing in perspective. The red line is the horizon, the pink dot is the vanishing point. Note that all lines meet there.