



Grade 6

Media Arts Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

Grade 6 Visual Performing Arts Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Visual Arts Curriculum

Grade 6

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Our 6th grade students will engage in a media art class during the month of April. They will view simple and common objects and locations in different ways and multiple perspectives. Through this class, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction

1.2 MEDIA ARTS

By the end of Grade 8

In the columns below, enter what you would expect students in Grade 6 to be able to do to meet this standard by the end of Grade 8.

Grade 6 Art Curriculum Scope and Sequence			
Month	Unit Topic	Unit Overview	Anchor Standards
April	Looking at the Environment through the Lens of Media	Appreciating the natural world around us and responding via photography to its wonders. Using everyday objects to create unusual environments. This unit has the media performance expectations driving the learning for students. It is linked in our Grade 6 Visual Arts curriculum and takes place during art class in April.	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <p>Artistic Process: Producing</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products.

Visual and Performing Arts

1.2 MEDIA ARTS

Grade 6 Art Curriculum Scope and Sequence

This media unit will take place during the month of April. Students will be immersed in the media performance expectations listed below as they explore their environment through digital photography. Students will engage in discussions about nature and how it has changed over time through images. The unit will begin by viewing their environment to look deeper at common objects and places around them in order to see things they may not have noticed before. Students will then explore nature through photographs, examples, and their own, of small changes in nature and how they may be seen from different perspectives. Finally, students will engage in discussions around how the world around them is ever-changing through time-lapse photography. The product from this unit will then be used as part of the 6th Grade Art, Unit 7: Museums where the students will use photopea to manipulate this original photo into new media artwork.

Month(s)	Unit Topic(s)	Unit Overview	Anchor Standards
April	Looking at the Environment through a Media Lens	Appreciating the natural world around us and responding via photography to its wonders. Using everyday objects to create unusual environments.	<p>Artistic Process: Creating</p> <ul style="list-style-type: none"> ● Anchor Standard 1: Generating and conceptualizing ideas. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. <p>Artistic Process: Producing</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing and interpreting work. <p>Artistic Process: Responding</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products.

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

Looking at the Environment through a Media Lens	
Performance Expectation(s)	<ul style="list-style-type: none"> ● 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts production. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. ● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. ● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. ● 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre). ● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
Enduring Understanding(s)	<ul style="list-style-type: none"> ● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. ● Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
Essential Question(s)	<ul style="list-style-type: none"> ● How do we analyze and react to media artworks?

	<ul style="list-style-type: none"> • How do media artworks function to convey meaning and influence audience experience?
Practice(s)	Conceive, Develop, Construct, Practice, Perceive
Key Vocabulary	Subject, Perspective, Vanishing Point, Value, Texture, Macro Photography, Orthogonal Lines, Depth of Field, Manipulate
Student Learning Objectives	<ul style="list-style-type: none"> • SWBAT apply the 7 elements of photography by manipulating objects to form words. • SWBAT view common objects and locations in their environment through multiple perspectives as evidenced by their choices in photos. • SWBAT work collaboratively with classmates to engage in discussion around small and large changes in the environment through the use of time-lapse photography.
Suggested Tasks/Activities	<p>Alphabet photo game</p> <ul style="list-style-type: none"> • Brainstorming and evaluate responses to determine most creative ideas for which classroom objects form letters • Take actual photographs • Upload to Google classroom <p>Environment and Change</p> <ul style="list-style-type: none"> • In pairs, brainstorm ideas in art journal of environmental change one can see in OPS surroundings • Photograph “the change” from multiple perspectives • Upload to Google classroom for entire class discussion <p>Macro Photography</p> <ul style="list-style-type: none"> • Brainstorm ideas of natural objects that look completely different depending on perspective • Take pictures as pairs • Upload to Google classroom for entire class game of “Guess the Image”.
Evidence of Learning (Assessment)	<p>Alphabet photo Game</p> <ul style="list-style-type: none"> • Final photograph of letter uploaded to Google Classroom • Teacher observation of student collaboration <p>Environment and Change</p> <ul style="list-style-type: none"> • Student reflection of pre and post ideas of environmental change.(Through art journal entries) • 2 contrasting pictures uploaded on Google Classroom of same subject depicting an environmental/climate change (Before and After) <p>Macro Photography</p> <ul style="list-style-type: none"> • Teacher observation of student brainstormed ideas. (Looking for multiple ideas) • Images uploaded to Google Classroom indicating different perspectives.

Resources/Materials	Photography and Environment Slideshow
Interdisciplinary Connections	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option</p>
Career Readiness Practices	<p>CLKSP1: Act as a responsible and contributing community member and employee.</p> <p>CLKSP4: Demonstrate creativity and innovation.</p> <p>CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CLKSP9: Work productively in teams while using cultural/global competence.</p>
Computer Science and Design Thinking	<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</p> <p>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.</p>
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Written, Thumbs Up, Thumbs Down, Pictures, etc.) ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music

	<ul style="list-style-type: none"> ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students helping each other with art-making ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work ■ Google Classroom Virtual Gallery Walk <ul style="list-style-type: none"> ● Positive comments for classmates- Two stars and a wish ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Use preferential seating 	<ul style="list-style-type: none"> ● Google slide presentations will

<ul style="list-style-type: none"> ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins ● Strategically pair student 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours. ● One on one check-ins ● Strategically pair student 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom. ● Pair with another student for mentoring ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study ● One on one check-ins 	<p>be available on Google classroom</p> <ul style="list-style-type: none"> ● If needed, extend the timeline that projects are due. ● Offer extra help hours ● One on one check-ins
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Professional Resources
<ul style="list-style-type: none"> ● Hogan, H., & Hetland, L., Jaquith, D.B., & Winner, E. (2018). <i>Studio Thinking from the Start: The K-9 Art Educator's Handbook</i>. New York: Teachers College, Columbia University. ● (2020-2021). Contemporary Art in Context, <i>School Arts</i>, Davis Publications. ● (2020-2021). <i>Art Education</i>, National Art Education Association.