**6th Grade – Elements and Design**

Students will design and create a postcard for South Dakota. Students will choose 5 elements that represent the state of South Dakota. These elements will be presented to me as rough drafts with an explanation justifying the reason it would go on the card. After each element has been approved, a background will be presented with a justification of said choice. After all elements have been approved, students will create a rough draft of their final post card. After a rough draft has been created and approved, students will create their final post card.

**Summary**

5 SD elements

SD background

Rough draft and explanations

Final post card

**6th Grade – Line**

Students will create a coloring book. This will allow students to apply knowledge of outlines, contour lines, structural lines, vertical lines, horizontal lines, diagonal lines, and curved lines. This will give students the opportunity to explore line combinations in a controlled setting.

These coloring books will be under the theme of months. Each page will exhibit a feature of a month on the calendar. These coloring books will be 12 pages long with each month represented in sequential order. There will be one clear example of line of sight, and an example of pattern or texture. This project is an emphasis on line. Therefore, shading will be virtually nonexistent.

Students will display an example of calligraphy on the cover page. This is an acceptable area for shading. Please understand that this cover page, and any additional activity pages students choose to add, will not count towards the required 12 pages.

**Summary**

12 pages to color

Line of sight example

Texture or pattern example

Cover page with calligraphy

Sketch(es) on cover page

**6th Grade – Shape and Form**

Students will use a series of reference photos of the Chamberlain bridge in color. The task is to use black and white mediums to create the bridge in black and white. This assignment puts geometric and organic forms together and allows students to balance them in the same piece.

After students complete their drawing, they will write an explanation describing the difference between organic and geometric forms while referencing them in their piece.

**Summary**

Transform color bridge photo to black and white

Written explanation of organic and geometric forms

**6th Grade – Shape and Form**

Students will choose from a variety of landscape pictures. These pictures will be in color and students will be tasked with converting them to black and white. This will present students with the opportunity to create light and heavy shapes, smooth and textured shapes, static and dynamic shapes, and form and light.

Students can choose chalk, graphite, colored pencil, or charcoal to create their work. They are encouraged to use a mixed variety of these options to create desired effects.

Students will also have the responsibility of completing a written description of their work. This description will identify the light and heavy shapes, smooth and textured shapes, and any static or dynamic shapes.

**Summary**

Choose landscape reference photo

Don’t limit to one medium

Complete a black and white from color

Provide written description of various shape and form elements in the product

**6th Grade – Value**

Students will be given 5 shapes and a value scale. The shapes will be partitioned into segments labeled with the correct number from the value scale. Students will shade the shapes, matching the values from the chart to the shape. This will help students practice and understand the gradation of value.

**Summary**

Complete 5 basic forms value

**6th Grade – Value**

Students will use black and white paint and the handle of their paint brush to place dots on the page.

Students will be making a picture with a process called pointillism. Students will be required to make a light sketch for an outline. Students will then mix their black and white paint for various gradations. Therefore, when they are placing their dots on the page, the values through the gradation of the dots make the illusion of a three-dimensional object.

Students will provide a written explanation of why the value of dot was placed in it’s location. Not of every dot of course, but “dots of interest”.

**Summary**

Light sketch to follow

Black and white dots

Written explanation

**Postscript**

Any dragging or smearing of paint will be reflected in the “Craftsmanship and Technique” category of the project’s grade. Don’t forget to erase pencil lines when finished.

**6th Grade – Color**

Students will create a collage with any material or item that will glue on the paper. Any/all items the students pick must be primary colors. All 3 primary colors must be clearly represented and exclusive.

Students will create paint cards and the items in the collage should match the paint card created. Some items can be found in the classroom. However, not all necessary items will be found there. Students are required to find items outside of class as well. Failure to bring required items to advance the collage will be reflected in the student’s final grade.

**Summary**

Primary colors collage – All 3

Red chip, blue chip, yellow chip

Items brought from home

**6th Grade – Color**

Students will draw a series of cones interconnecting and colored with colored pencil. Students will use only secondary colors to color their cones. Students will draw their cones in a variety of sizes and explore how lines overlap and objects penetrate through. These lines need to be believable to the viewer. The cones should fill the page.

**Summary**

Various sized cones

Use of all secondary colors

Cone amount should fill page

**6th Grade – Color**

Students will create 2 simple designs using analogous colors. The first design will use warm hues from the spectrum. The second design will use cool hues from the spectrum. Students will then attach a description to each design with what analogous colors were used, as well as the definition of analogous colors.

**Summary**

1 design using warm analogous colors

1 design using cool analogous colors

Written description for each design

**6th Grade – Space**

Students will create a picture of a hallway displaying the illusion of depth through one vanishing point. Students will pick a hallway near the classroom and work with their choice of dry media on gray paper. Students will attach a description of what a one linear vanishing point is and how it is represented in their piece.

**Summary**

Hallway picture with dry media on gray paper

Written description

**6th Grade – Space**

Students will create a corner building painting displaying two-point linear perspective and the illusion of depth. Reference photos will be provided for students. Students will provide a written description of two-point linear perspective and where it can be found in their piece.

**Summary**

Two-point linear perspective painting

Written explanation

**6th Grade – Texture**

Students will create a multimedia piece with real and implied textures. Students will create a scene with a minimum of 3 real textures and 3 implied textures. The 3 different real textures should be balanced well between and around the 3 different implied visual textures. Students will provide a written explanation of why those features/elements were chosen to be done with real textures.

**Summary**

1 picture

3 different elements in real texture

3 different elements in implied texture

Written explanation

**Mural Design**

Students will design a mural that could be painted on a wall *anywhere* in Chamberlain. This mural should reflect the identity of our community and the people living here. Students will be working in groups creating elements and what message they wish to convey in the end.

At the end of the mural when it is complete, students will provide a written explanation for each element and its role in the final design. This explanation should also include where this mural would be in our community.

**Summary**

Elements of our community

 People, places, wildlife, etc.

Message to viewer

Written explanation

**Glass Case Exhibit**

Students will be working in small groups to design an art exhibit with artwork done in the first quarter of the semester. Artwork from each group member must be present at least once in the exhibit.

The group will make a “banner” that displays the grade level and group members names. The goal behind the display is to please the eye of the viewer. Therefore, the question will be posed outside of the exhibit “What are your thoughts?” with a “yes” or “no” box for people to leave their comments.

These comments will then be used as a teaching tool to discuss viewpoints from the target audience.

**Summary**

Artwork from each member

Banner

Pleasing exhibit

**Student Planned Lesson**

Students will create a lesson for their peers. This will include an objective, criteria, and an example.

After students have created their assignments, they will be randomly assigned to another student at the same grade level.

The mediums must be dry and the assignment must contain only skills we have learned in the course up to the date of this assignment.

Students will be graded by the teacher with the same criteria used in all other assignments.

**Summary**

Student planned lesson

Assigned to a peer

Graded with same criteria