

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

Content	Dates	*Big ideas/ Competencies	Teaching strategies	Materials & Resources	Assessment Plan
<p><b>Art Techniques History:</b></p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> <li>visual arts: elements of design: line, shape, space, texture, colour, form, tone;</li> <li>principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, unity, variety, harmony</li> </ul> <p>symbolism and metaphor to explore ideas and perspective</p> <p>traditional and contemporary Aboriginal arts and arts-making processes</p> <p>a variety of national and international</p>	<p>All Three Terms</p>	<p>*Artistic expressions differ across time and place.</p> <p>*Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p> <p>*Experiencing art is a means to develop empathy for others' perspectives and experiences.</p>	<p>*Social Studies Integration</p> <p>*ELA Integration (symbolism &amp; metaphor)</p> <p>*Teacher demonstration</p> <p>*Exploration &amp; Exemplars</p>	<p>Multiple forms of Media: pastels, paint, paper, glue, scissors, plasticine, pens, markers, crayons, etc.</p> <p>-Images &amp; Videos of different types of art/artists</p> <p><i>Drawing on the Right Side of the Brain</i></p> <p><i>Steal Like an Artist</i></p>	<p>Art Portfolio: Ongoing (Formative Assessment)</p> <p>Projects (Summative)</p> <p>Presentations (Artistic Component)</p>

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

works of art and artistic traditions from diverse cultures, communities, times, and places					
<p><b>Applied Fine Arts:</b> purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> <li>visual arts: elements of design: line, shape, space, texture, colour, form, tone;</li> <li>principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, unity, variety, harmony</li> </ul> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</p> <p>image development strategies</p>	All Three Terms	<p>*Artistic expressions differ across time and place.</p> <p>*Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p> <p>*Experiencing art is a means to develop empathy for others' perspectives and experiences.</p> <p>*Engaging in creative expression and experiences expands people's sense of identity and community.</p>	<p>*Social Studies Integration</p> <p>*ELA Integration (symbolism &amp; metaphor)</p> <p>*Teacher demonstration</p> <p>*Exploration &amp; Exemplars</p>	<p>Multiple forms of Media: pastels, paint, paper, glue, scissors, plasticine, pens, markers, crayons, etc.</p> <p><i>Drawing on the Right Side of the Brain</i></p> <p><i>Steal Like an Artist</i></p>	<p>Art Portfolio: Ongoing (Formative Assessment)</p> <p>Projects (Summative)</p> <p>Presentations (Artistic Component)</p>

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

<p>symbolism and metaphor to explore ideas and perspective</p> <p>traditional and contemporary Aboriginal arts and arts-making processes</p> <p>personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment</p>					
<p><b>Drama:</b></p> <p>purposeful application of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> <li>drama: character, time, place, plot, tension, mood, focus, contrast</li> </ul> <p>processes, materials, movements, technologies, tools, strategies, and techniques to support creative</p>	<p>2-4 weeks</p> <p>(can also be spread out throughout the year)</p>	<p>*Artistic expressions differ across time and place.</p> <p>*Dance, drama, music, and visual arts are each unique languages for creating and communicating.</p> <p>*Experiencing art is a means to develop empathy for others' perspectives and experiences.</p> <p>*Engaging in creative expression and experiences expands people's sense of identity</p>	<p>*Modelling</p> <p>*Games: Charades, Pick up Lines, bus stop, etc.</p> <p>*DPA Integration</p> <p>*Exploration</p>	<p>Paper, pencils, dramatic texts?</p>	<p>Ongoing Assessment: Feedback (Formative)</p> <p>Presentation or Tableaux (Summative)</p>

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

works		and community.			
a variety of dramatic forms					
symbolism and metaphor to explore ideas and perspective					
personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment					
<b>Dance &amp; Music:</b> purposeful application of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li>• dance: body, space, dynamics, time, relationships; form and movement principles</li> <li>• music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</li> </ul> movement		*Artistic expressions differ across time and place.  *Experiencing art is a means to develop empathy for others' perspectives and experiences.  *Engaging in creative expression and experiences expands people's sense of identity and community.			

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

development strategies					
notation in music and dance to represent sounds, ideas, movement, elements, and actions					
personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment					

### **Curricular Competencies:**

*Students will be able to use creative processes to create and respond to the arts.*

#### **Exploring and creating:**

1. Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making
2. Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
3. Explore relationships between identity, place, culture, society, and belonging through the arts
4. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

#### **Reasoning and reflecting:**

5. Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

## Year Plan

**Subject: Fine Arts**

**Grade Level: 6**

6. Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

7. Reflect on works of art and creative processes to understand artists' intentions

8. Interpret creative works using knowledge and skills from various areas of learning

9. Examine relationships between the arts and the wider world

**Communicating and documenting:**

10. Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

11. Interpret and communicate ideas using symbols and elements to express meaning through the arts

12. Take creative risks to express feelings, ideas, and experiences

13. Express, feelings, ideas, and experiences through the arts

14. Describe, interpret and respond to works of art and explore artists' intent

15. Experience, document, perform, and share creative works in a variety of ways