



THE ARTS

OVERVIEW:

There are four strands in The Arts Curriculum for Grade 6. We will not be covering two of them (Dance and Music), but will cover the following two In'shaa Allah:

- A) Visual Arts
- B) Drama

CURRICULUM EXPECTATIONS:

From Ministry of Education, 2009

A. VISUAL ARTS

Overall expectations:

By the end of Grade 6, students will:

D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 6

In addition to the concepts introduced in Grades 1 to 5, students in Grade 6 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** lines that direct the viewer's attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable (e.g., crumpled paper)
- **shape and form:** exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms
- **space:** centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry
- **colour:** the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images
- **texture:** textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a soft-lead print)
- **value:** shading that suggests volume; gradation

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 6 will be on balance.

- **balance:** arrangement of the elements of design to create the impression of equality in weight or importance (e.g., a formal or symmetrical arrangement produced through distribution of shapes; an informal or asymmetrical arrangement produced through use of colour); colour concepts to be used in creating balance (e.g., light or neutral colours appear lighter in "weight" than dark or brilliant colours; warm colours seem to expand, cool colours seem to contract; transparent areas seem to "weigh" less than opaque areas)

OUTLINE FOR VISUAL ARTS FOR THE YEAR (IN'SHAA ALLAH):

- Visual Arts is scheduled for once a week in 2015-2016

#	Unit	Lessons allotted
1	Painting- Colours, lines, space and balance (Including totem poles and stained glass)	4
2	Charcoal- Value and Line	2
3	Pastels- Shape and form, Balance	2
4	Mixed media- texture	2
5	Sculptures	4
6	Digital Media	2

Sample resources used:

- Various online resources, e.g. <http://www.incredibleart.org/lessons/middle/middlelessons.html>

B) DRAMA

Overall expectations:

By the end of Grade 6, students will:

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 6

Students in Grade 6 will develop or extend understanding of the following concepts through participation in various drama experiences.

ELEMENTS OF DRAMA

- ♦ *role/character:* considering in depth the inner and outer life in developing a character; differentiating between authentic characters and stereotypes; using gestures and movement to convey character
- ♦ *relationship:* analysing and portraying how relationships influence character development/change
- ♦ *time and place:* establishing a clear setting; sustaining belief in the fictional setting
- ♦ *tension:* using sound, light, technology, and stage effects to heighten tension/suspense
- ♦ *focus and emphasis:* using drama conventions to reveal or communicate key emotions, motivations, perspectives, and ideas to the audience

OUTLINE FOR DRAMA FOR THE YEAR (IN'SHAA ALLAH):

Drama is scheduled for once a week, held in the latter half of the academic year

#	UNIT/TOPIC	LESSONS ALLOTTED
1	Elements of Drama	7
2	Media and Perspective	3
3	Dramatic re-enactments	5

Sample resources used:

- Various online resources, including <http://www.childdrama.com/lessons.html>

Sample Teaching/Learning Strategies		
Lecture/presentation	Teacher analysis	Investigations/lab/inquiry
Student presentation	Small group discussion	Digital media/technology
Class discussion	Hands-on activity/materials	Cooperative learning/group work
Problem solving	Critical analysis	Demonstrations/modelling
PowerPoint	Peer Analysis	Brainstorming
Graphic organizers (e.g. fish bone, mind map, concept map, Venn diagram, timeline, flow chart)		
Debates	Games/competitions	Journals
Role playing/drama	Think-Pair-Share	Learning styles
Multiple Intelligences	Brainstorming	Field trip
Guest speaker	Gallery walk	Online research
Video creation	Homework	Guided/independent practice
Jigsaw	4 Corners	Tribes activities
Case studies	Tribes activities	Other (subject specific)

Sample Evaluation/Assessment Strategies		
Formative/summative assessments	KWL chart	Graphic organizers (see above)
Pre-test/Quiz/Test	Larger assignment/project	Models/dioramas
Presentations	Handout/Worksheet Activity	Table
Diagrams	Self-evaluation	Investigations
Checklist	Rubric	Ticket out the door/variation
Conference	Peer review	Observations
Assigned questions	Lab report/notebook	Technology
Culminating activity	Debates/drama	Class/small-group discussion
Inquiry activity	Online work	Check for understanding
Anecdotal report	Larger assignments/projects	Journals
Group assessment	Independent study	Binder check
Portfolio	Letters/other narrative structures	Other (subject specific)

Assessment Types		
Assessment for Learning	Assessment as Learning	Assessment of Learning

Central Assessment Strategies		
Student Work	Conversation	Observation

The tables above provide an overview of some of the strategies I will be using in my Arts lessons In'shaa Allah, as well as how I will be assessing and evaluating my students. For a more detailed look at my teaching strategies, please see the appropriate sections on the class website (smaryam6b2015.weebly.com). Jazakallah!