

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, March 2019*

<b><i>Mindful Creativity – 6<sup>th</sup> grade</i></b>	
<b>Phase I: Course Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can mindfulness change the perspective of yourself and others?</li> <li>• How are thoughts, beliefs and feelings expressed through art?</li> <li>• How can I benefit from creating art?</li> </ul>	
<b>Phase II Curriculum</b>	
<b>Unit: 1 Elements and Getting Focused</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ul style="list-style-type: none"> <li>• Why is it important to know how my brain works?</li> <li>• Why is it important to be mindful of my awareness?</li> <li>• Can my breath change how my mind works?</li> <li>• How can I apply the elements of art in my own life?</li> <li>• Why is it important to convey ideas using the elements of design?</li> </ul>	<ul style="list-style-type: none"> <li>• The brain has multiple control centers that function differently</li> <li>• There are multiple ways to explore one's own mindfulness</li> <li>• Breath can change one's mindset</li> <li>• Elements and principles help to convey meaning in an organized fashion through art</li> </ul>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p>Source of standards:</p> <p>SEL.SA.1A. Demonstrate an awareness of their emotions (DOK II)</p> <p>SEL.SA.1C. Demonstrate awareness of their external supports (DOK II)</p> <p>SEL.SA.1D. Demonstrate a sense of personal responsibility (DOK IV)</p> <p>ART.VA.I.6.2 Develop the concept of proper use of art materials/using tools safely and responsibly. (DOK I)</p> <p>ART.VA.I.6.3 Develop a successful visual vocabulary (DOK I)</p> <p>ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level. (DOK II)</p>	
<b>Knowledge/Content</b> <b>I Know ... (includes academic vocabulary)</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• my brain has many control centers</li> <li>• my Amygdala and mindful awareness influence my emotional responses.</li> <li>• Art is a way to express to others the experiences one has had</li> <li>• the difference between 2-D shape and 3-D form</li> <li>• spatial relationships in art allows for the ability to locate objects in the three-dimensional external world by using visual recognition of the observed information</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the control centers of my brain and how mindful awareness guide my responses</li> <li>• explore their awareness of being mindful.</li> <li>• examine how their breath changes their mindset.</li> <li>• create art that shows two and three dimensions</li> <li>• use overlapping and aerial perspective to define space in art</li> </ul>

<p><u>Academic Vocabulary:</u> Elements of art; line, shape, color, value, texture, form and space, spacial relationships, stress, mindfulness, core practice, belly breathing, prefrontal cortex, amygdala, fight, flight, and freeze responses.</p>	<ul style="list-style-type: none"> <li>• recognize elements in artworks</li> <li>• utilize elements: line, color, space, shape, value, texture and form for their own creations.</li> <li>• use learned techniques to create art.</li> <li>• draw conclusions about how elements of art help to convey meaning through creativity</li> </ul>
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**Phase II Curriculum**  
**Unit: Color and Sharpening Senses**

<p style="text-align: center;"><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does mindful listening help my focus?</li> <li>• What is the relationship between my senses and the way I think?</li> <li>• What makes good art?</li> <li>• What purpose does visual art serve?</li> <li>• How does color relate to our daily lives?</li> </ul>	<p style="text-align: center;"><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Sharpening attention to the senses enhances memory, problem solving and creativity.</li> <li>• Becoming aware of the connections between body and mind bring awareness before responding.</li> <li>• The elements and principles, especially color are helpful tools in judging art.</li> <li>• Visual art has applications in every aspect of our lives</li> <li>• Color surrounds us and influences moods and feelings related to art.</li> </ul>
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**Curriculum Standards- DOK noted where applicable with Standards**

SEL.SA.1B. Demonstrate an awareness of their personal traits, including their strengths and interests (DOK III)  
 SEL.SM.2A. Identify and manage their emotions and behavior constructively (DOK IV)  
 ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level (DOK III/IV)  
 ART.VA.I.6.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at a developing level (DOK II)

<p style="text-align: center;"><b>Knowledge/Content</b> <b>I Know ... (includes academic vocabulary)</b></p>	<p style="text-align: center;"><b>Skills/Processes</b> <b>I Can ...</b></p>
<ul style="list-style-type: none"> <li>• increasing my skill in mindful listening can help communicate more successfully</li> <li>• the tone of my voice can say as much as the words I use</li> <li>• color relationships including: primary, secondary, warm, complementary, tint and tone</li> <li>• techniques for using and blending colors using the following media: colored pencil, crayon, marker, tempera paint, watercolor paint and watercolor pencils, chalk, and oil pastels</li> </ul>	<ul style="list-style-type: none"> <li>• train my attention on specifics and sharpen my skills in mindful listening and observation.</li> <li>• observe my senses and become adept at sharpening my attention using sensory experiences.</li> <li>• Utilize color harmonies and relationships to show meaning in art: neutral, warm, primary, secondary, intermediate, complements and color order</li> <li>• Create art that shows a personal style.</li> <li>• Select appropriate media to communicate</li> </ul>

<u>Academic Vocabulary</u> : mindful listening, mindful observations, sensory experiences, primary, secondary, intermediate, complementary colors, neutral, warm and cool colors, tint, tone, value.	ideas
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<b>Phase II Curriculum</b>
<b>Unit: Proportion and Attitude</b>

<p style="text-align: center;"><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role does my mindset and perspective play in my learning?</li> <li>• How does figure drawing relate to abstract or cartoon drawing?</li> <li>• How does proportion effect our perception?</li> </ul>	<p style="text-align: center;"><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Cultivation of a positive mindset primes our brains for learning</li> <li>• Artists distort, exaggerate and break the rules to create abstract, cartoon and other styles of art</li> <li>• Proportion serves as a standard with which to compare artworks</li> </ul>
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<b>Curriculum Standards- DOK noted where applicable with Standards</b>
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SEL.SM.2A. Identify and manage their emotions and behavior constructively (DOK III)  
 SEL.SM.2B. Demonstrate honesty and integrity (DOK IV)  
 SEL.SM.2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life (DOK IV)  
 ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level (DOK II/III)  
 ART.VA.II.6.1 Identify, design and solve creative problems at a developing level (DOK II/III)  
 ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly (DOK I)

<b>Knowledge/Content</b> <b>I Know ... (includes academic vocabulary)</b>	<b>Skills/Processes</b> <b>I Can ...</b>
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<ul style="list-style-type: none"> <li>• my mindset and outlook is important to help me be successful</li> <li>• being aware and respectful of other people’s perspective can help me build healthy relationships</li> <li>• Visual characteristics and organizational principles</li> <li>• Understand purposes, characteristics and responses to artworks</li> <li>• relationships the arts have to other areas in life</li> </ul> <p><u>Academic Vocabulary</u>: proportion, attitude, perspective, optimism, pessimism, symbolism, visual characteristics, organizational principles, techniques.</p>	<ul style="list-style-type: none"> <li>• view an event from different perspectives and consider others’ viewpoints</li> <li>• explore the meaning of optimism and pessimism and how they affect relationships</li> <li>• draw correctly proportioned faces and figures</li> <li>• distort proportion in making a cartoon</li> <li>• create a mask based on a culture, animal, symbol, human or ritual</li> <li>• explain the relationship of art to our daily lives</li> <li>• use a variety of materials, techniques and tools safely</li> </ul>
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**Phase II Curriculum**  
**Unit: Balance and Mindful Practice**

<p align="center"><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can mindful behaviors alter interactions with others?</li> <li>• What is balance?</li> <li>• How can art have meaning for the individual?</li> <li>• How is art related to our daily lives and what we encounter in life?</li> </ul>	<p align="center"><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Mindfulness guides me to respond to experiences and interactions with others rather than reacting.</li> <li>• Formal, informal and radial balance are everywhere and (sometimes unknowingly) shape our lives</li> <li>• Art processes, cultures, periods and styles have commonalities</li> </ul>
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**Curriculum Standards- DOK noted where applicable with Standards**

SEL.A.3A. Demonstrate awareness of other people’s emotions and perspectives (DOK III)  
 SEL.A.3B. Demonstrate consideration for others and a desire to positively contribute to the school and community (DOK IV)  
 SEL.A.3D. Can read social cues and respond constructively (DOK IV)  
 ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level (DOKIII/IV)  
 ART.VA.II.6.1 Identify, design and solve creative problems at a developing level (DOKII/III)

<p align="center"><b>Knowledge/Content</b> <b>I Know ...</b>(includes academic vocabulary)</p>	<p align="center"><b>Skills/Processes</b> <b>I Can ...</b></p>
<ul style="list-style-type: none"> <li>• my awareness of other people’s perspectives and emotions make an important impact in my relationships and community</li> <li>• my positive responses to others and my daily choices make an impact on my happiness</li> <li>• radial, formal and informal balance</li> <li>• where to find balance in nature, life and man-made objects</li> </ul> <p><u>Academic Vocabulary:</u> balance, view points, emotions, gratitude, impact, positive responses, influence.</p>	<ul style="list-style-type: none"> <li>• develop an understanding of emotions in myself and others</li> <li>• be mindful of my responses to others and contribute to a positive environment</li> <li>• explore techniques in creating balance in life and art</li> <li>• incorporate designed and existing symbols into meaningful art</li> <li>• create art that has personal influence and meaning</li> <li>• compare artworks using the knowledge of the elements of art.</li> </ul>