



VALWOOD

GO BEYOND

Sixth Grade Art Curriculum

Sixth Grade Art Overview

Course Description	Topics at a Glance
<p>Students meet once a week for the entire school year. Students continue to engage in the creative and critical thinking process by experimenting with various ideas, materials, and techniques to develop a personal style. Students will apply the elements of art (e.g. space, line, shape, form, value, color, texture) and principles of design (e.g. contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) in an organized manner to compose artworks that reflect a range of concepts, ideas, and subject matter. A variety of drawing skills are developed, including observational, illusion of form, and perspective. Three dimensional artworks are designed and executed using clay, paper, and recycled/found materials. Students interpret ways in which artists and various cultures use symbols and themes to communicate meaning in their work. Many styles and artists are studied that are significant to art history and are used to reflect on their own personal artwork. Students continually reflect and critique personal artworks as well as artwork of others.</p>	<ul style="list-style-type: none"> • Culture • Critical Thinking • Literacy • Create • Materials • Problem Solving • Evaluate • Art Inquiry • Lifelong Endeavors • Visual Symbols
Assessments	Effective Components
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance tasks (planning, in-progress, final assignments) • Critiques (group discussion, written reflection, in-progress) • Self and peer assessments • Artist statements and reflections 	<p>Listening: Students practice active listening to teachers, guest artists, and their peers discuss works of art.</p> <p>Speaking: Students practice speaking about their own, works of art and the works of art of their peers during art critiques. Students orally use appropriate, art vocabulary during the planning, creation and critiques of their works of art.</p> <p>Reading: Students read about works of art, artists, cultures, and events from books, computers, posters, PowerPoint presentations and handouts.</p> <p>Writing: Students write their personal responses to their own works of art by writing artist statements and titles for their artwork. Students may also critique works of art through writing. Students write in visual arts classes to the standards of the school-wide writing rubric.</p> <p>Visual Literacy: Students will interpret, negotiate and make meaning from information presented in the form of an image.</p>
Grade Level Expectations	
<p>The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art</p> <p>Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time</p> <p>Knowledge of art vocabulary is important when critically analyzing works of arts</p>	
<p>Visual literacy skills are used to create meaning from a variety of information</p> <p>Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines</p>	
<p>Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art</p> <p>Restructure and apply the technical skills and processes required to achieve desired results in producing works of art</p> <p>Use of various media, materials, and tools to express specific meaning in works of art</p> <p>Utilize current, available technology as a primary medium to create original works of art</p>	
<p>Critical thinking in the arts transfers to multiple uses in life</p> <p>The visual arts community messages its cultural traditions and events</p> <p>Art and design strategies can solve environmental problems</p>	

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation Concepts and skills students master: 1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Respond orally or in written format justifying and interpreting the characteristics and expressive features of art and design in a work of art b. Develop from oneself and various cultures a mental storehouse of images and the uses, symbolism, and meaning of those images c. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design)	Inquiry Questions: 1. How do underlying structures unconsciously guide the creation of works of art? 2. What might a historical master artist accomplish with the technology available today?
	Relevance and Application: 1. Technology can be a tool in creating two- or three-dimensional art and provide infinite possibilities to manipulate characteristics and expressive features in works of art. 2. The characteristics and expressive features of art and design are used to express ideas and create images in various types of print and broadcast media and are distinct to many art and design careers.
	Nature of Discipline: 1. Underlying structures in art and society can be established via analysis and inference.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Recognize, articulate, and debate that the visual arts are a means for expression	
Grade Level Expectation Concepts and skills students master: 2. Art created across time and cultures can exhibit stylistic differences and commonalities	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Describe and discuss the general characteristics of a work of art from various historical periods b. Articulate how to be respectful and mindful of culturally sensitive themes. c. Compare and contrast works of art from various historical periods and world cultures by their components of style and design d. Analyze responses to works of art in terms of historical, cultural, and visual meaning 	Inquiry Questions: <ol style="list-style-type: none"> 1. Does art define culture, or does culture define art? 2. What are commonalities in historical and cultural styles? 3. What are distinctive differences in historical and cultural styles?
	Relevance and Application: <ol style="list-style-type: none"> 1. Changes in art movements relate to changes in science and technology. 2. Advancements in technology have broadened the function and purpose of art. 3. Belief systems influence the interpretation and analysis of works of art. 4. History and cultural studies will focus on regions within the 6th grade social studies curriculum.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Every artist and artistic period has a style. 2. History and culture affect self-expression.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 3. Specific art vocabulary is used to describe, analyze, and interpret works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Describe the characteristics and expressive features of art and design in selected works of art b. Explain the aesthetic qualities of a specified work of art through multiple modalities c. Identify ways in which art is basic to thinking and communicating about the world d. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design) 	Inquiry Questions: <ol style="list-style-type: none"> 1. Explain the potential for boundaries in art and who defines these boundaries. 2. What is a defensible argument? 3. How does one critique a work of art? 4. What are the advantages or disadvantages to critiquing a work of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. The inquiry skill sets of analyzing, assessing, and evaluating are valuable in becoming informed consumers of visual images in marketing and in mass media. 2. Critique fluency encourages and develops higher-order thinking that builds a deeper awareness of details in the surrounding environment.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Breaking away from acceptable and traditional norms often gives rise to new and more divergent forms of artistic expression.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Critique personal work and the work of others with informed criteria Use specific criteria to discuss and evaluate works of art Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation	
Concepts and skills students master: 1. Visual symbols and metaphors can be used to create visual expression	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify and correlate universal symbols in works of art b. Translate symbols into familiar settings such as community, billboards and store signage	Inquiry Questions: 1. What is a symbol? 2. How is a symbol universal, personal, and cultural? 3. How do symbols relate to art?
	Relevance and Application: 1. The persuasive quality in art can be enriched by the use of traditional and new technologies. 2. A work of art allows the artist to communicate intended meaning to the viewer and evokes new meaning through the viewer's perspective. 3. Creating art work through the use of expanded media and technologies sharpens sophisticated ideas, feelings, emotions and points of view about art and design.
	Nature of Discipline: 1. Art is about communication. 2. Throughout history, Art has communicated meaning, relevance, and a multitude of viewpoints.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Research and explain how the arts are influenced by other content areas b. Create works of art around concepts, issues, and themes from other disciplines through cross-curricular experiences 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do the visual arts connect to other disciplines? 2. How is a connection between the visual arts and non-art disciplines important?
	Relevance and Application: <ol style="list-style-type: none"> 1. The cross disciplinary skills found in the study of visual art provide advantages for marketable career opportunities. 2. Art can be found in architecture throughout time and culture, giving insight to the form and function needs of various historical and cultural contexts. 3. Scientific, medical, and technical drawing communicates ideas and information. 4. There is a direct correlation between mathematics and engineering in the creation of stable and kinetic sculptures. 5. The aerospace industry relies on artistic talent in order to design and build air and space vehicles.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Visual art reflects, documents, and encapsulates time periods, cultures, geography, and the status of a region's inhabitants.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 1. Plan the creation of a work of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use planning tools to create works of art b. Use the characteristics and expressive features of art and design to plan works of art c. Evaluate the redirection and revision during the creative process d. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do you start a work of art? 2. What are the steps involved in finishing a work of art? 3. How do you depict intent in a work of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. The marketable skills of problem-solving, planning, and creating generate a pathway from the art room to future careers, particularly in the areas of leadership such as project management, military command, education, and graphic and interior design. 2. The ability to use sketches and planning strategies helps to organize within the creative process - much like planning and hypothesizing helps to inform the scientific process.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The visual arts allow for the actualization of an object, surface, or space. They transform materials and environments into representations of aesthetic, functional, or contextual value.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies.	
Grade Level Expectation Concepts and skills students master: 2. Explore various media, materials, and techniques used to create works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify the use of media by analyzing the inherent physical properties Recognize and utilize the individual characteristics of each medium Identify and differentiate the relationships among media choice, art processes, and final solutions Create works of art using a wide variety of contemporary and available media Define and evaluate appropriate media choices to achieve desired results in works of art 	Inquiry Questions: <ol style="list-style-type: none"> How do you use various tools, materials, techniques, and processes in the specific mediums? How do you know which tool, material, technique, or process to choose when creating a work of art? How can a certain media give a distinctive feeling or express a particular characteristic in a work of art?
	Relevance and Application: <ol style="list-style-type: none"> The translation of knowledge into the many aspects of daily life is facilitated by the skills learned in art experiences such as trial and error, the process of elimination, comparing and contrasting, and problem-solving. Once a skill such as drawing, painting, ceramic work, sculpting, printmaking, weaving, and computer imaging is achieved in art, it can transfer inherent applications and conceptualizations to other disciplines.
	Nature of Discipline: <ol style="list-style-type: none"> Materials, processes, and techniques complement each other. Art-making is interdisciplinary and draws on the synergistic trans-disciplinary nature of aesthetic understanding.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design	
Grade Level Expectation Concepts and skills students master: 3. Utilize current, available technology to refine ideas in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Evaluate the use of various technological processes use to make art b. Recognize and discuss how technology operates in the creation of works of art 	Inquiry Questions: <ol style="list-style-type: none"> 1. How is technology restricted? 2. How is art manipulated beyond computers? 3. What, besides computers, is considered technology? 4. What are some philosophical questions regarding the use of technology to create art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Digital and electronic media manipulation and the use of a projector, chemical reaction, or specific process to produce or manipulate an image provide many avenues for refining and adapting works of art. 2. Copyright and legalities of image reproduction impact visual resources and free access to works of art. 3. Technological advances allow for the computerized, digital analysis of works of art by the great masters as well as the authentication of works of art in major collections, holdings, and museums.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Technology is a tool, not a way to replace the craft of creating art.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 1. Critical thinking in the arts transfers to multiple lifelong endeavors	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Compare and contrast how art is incorporated into contemporary careers b. Discuss ways that the visual arts create lifelong learning opportunities c. Explain the contributions of art historians, cultural anthropologists, philosophers of art, engineers, computer designers, and software designers	Inquiry Questions: 1. How are the visual arts important to various careers? 2. Why do the visual arts impact career cultures? 3. How do the visual arts connect to and enhance other career options?
	Relevance and Application: 1. The inventive responses and critical decision-making skills generated by the visual arts can influence our contemporary market and establish the foundational elements for future applications in commerce beyond this century. 2. Visual art skills can be useful in jobs within and outside of the creative industry.
	Nature of Discipline: 1. The visual arts foster divergent thinking and multiple applications.

Content Area: Visual Arts - 6th Grade Exploratory Art	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 2. Visual arts impact community, cultural traditions, and events	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Explain and create works of art that incorporate everyday life, traditions, customs, and special events Compare and contrast the visual traditions of personal and foreign culture within their sphere of individual experience such as public and community art, and important buildings in the community Draw conclusions, and honor personal and other cultural representations of ancestry in works of art Identify and discuss the contributions artists make to their community and to society as a whole 	Inquiry Questions: <ol style="list-style-type: none"> What are cultural events, and where do they occur in your community? How do the arts exist in your family celebrations and daily life? What are familiar cultural events? Why is it impossible to separate art from culture?
	Relevance and Application: <ol style="list-style-type: none"> The arts bring families and communities together to share, explain, and celebrate traditions. Cultural fairs and events express specific customs, protocols, and understandings that should be respected. Rites of passage that often are captured through the arts provide ways for cultures to classify maturity, social acceptance, and leadership. Art such as magazine covers and poster designs often marks the passage of time, style, and norms. History and cultural studies will focus on regions within the 6th grade social studies curriculum.
	Nature of Discipline: <ol style="list-style-type: none"> Art is present in many different types of cultural representations. Art is an integral part of cultural events, rituals, and ceremonies.

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Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 3. Eco-art is a contemporary response to environmental issues	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use and discuss nature as a source of inspiration for works of art b. Use reclaimed and recycled materials to create works of art c. Discuss the motivation for works of art such as those by Christo and Jeanne-Claude, Goldsworthy, and Smithson who use natural materials, the natural environment and earthscapes d. Discuss the motivation for works of art by artists such as Calder and Butterfield who use recycled and reclaimed materials 	Inquiry Questions: <ol style="list-style-type: none"> 1. Who are artists who use recycled and reclaimed materials? 2. Why would an artist use recycled materials? 3. How does using reclaimed materials affect an artwork's value in material and aesthetic terms? 4. What are some benefits or disadvantages to an artist choosing to create art in a natural environmental setting rather than in a traditional art setting?
	Relevance and Application: <ol style="list-style-type: none"> 1. Technological advances have created new types of environmental art. 2. Architects, public art planners, builders, and developers utilize processes that are fundamental to ecological art to inform decisions about new building designs and the purposes for structures and their environmental sustainability.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Nature has been a source of artistic inspiration throughout history. 2. Art imitates nature, and now with the help of technology, nature is made into art.