

Visual Arts

GRADE 6 (18 Weeks)

As a result of their art education, students will be able to...

GOAL 25 *Know the language of the arts.***STANDARD A****Understand the sensory elements, organizational principles and expressive qualities of the arts.**

- ___ Identify the art elements and principles in artworks.
- ___ Understand how artists use elements and principles to communicate ideas, moods and feelings in their artworks.
- ___ Distinguish between two- and three-dimensional art forms.
- ___ Understand that 3-D artworks have height, width, and depth.
- ___ Identify tonal drawing and shading.
- ___ Understand the difference between one- and two-point perspective.
- ___ Recognize both symmetrical and asymmetrical balance in architecture.
- ___ Understand how artists create balance in their artworks.
- ___ Identify common color schemes (e.g., warm, cool, neutral, monochromatic, analogous, split complement, triad).
- ___ Learn about the use of color intensity and how it differs from creating shades.

STANDARD B**Understand the similarities, distinctions in and among the arts.**

- ___ Identify and understand ways other arts are connected to and informed by the visual arts.
- ___ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

GOAL 26 *Through creating and performing, understand how works of art are produced.***STANDARD A****Understand processes, traditional tools, and modern technologies used in the arts.**

- ___ Explain how tools, processes, and materials combine to create specific effects to communicate an idea.
- ___ Demonstrate a variety of processes using art making tools and materials to create a 2-D and 3-D artwork (e.g., drawing, weaving, printmaking).
- ___ Identify methods to create the illusion of depth on a 2-D surface.
- ___ Explain the process of creating tints and shades.
- ___ Explain the advantages of contour- and of gesture-drawing techniques.
- ___ Identify hatching, stippling, and blending and smudging techniques in drawings.

STANDARD B**Apply skills and knowledge necessary to create and perform in one or more of the arts.**

- ___ Create a realistic 2-D artwork.
- ___ Create an artwork using a color scheme (e.g., complimentary, monochromatic, analogous).
- ___ Create a value study.
- ___ Create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement).
- ___ Create an artwork based on a plan incorporating research and problem solving.
- ___ Make a collage.
- ___ Create a sculpture.
- ___ Draw figures by using contour- and gesture-drawing techniques.
- ___ Create a painting.
- ___ Create a pastel/chalk artwork with blended color.
- ___ Use watercolors to paint transparencies in an artwork.
- ___ Create a pattern of symbols and lines.
- ___ Create a relief print.

GOAL 27***Understand the role of the arts in civilizations, past and present.*****STANDARD A****Analyze how the arts function in history, society, and everyday life.**

- ___ Explain how people can communicate without words.
- ___ Understand ways by which people record the events of daily life.
- ___ List technology used in the arts (e.g., cameras, computers, printing press).
- ___ Identify types of artists with their art and art related products (e.g., designers create packages, architects design buildings, painters to murals).
- ___ Learn to look at and comment respectfully on artworks by peers.
- ___ Consider questions about the meaning of art.
- ___ Explain why artists are sometimes considered inventors.

STANDARD B**Understand how the arts shape and reflect history, society and everyday life.**

- ___ Investigate how the arts reflect different cultures, times, and places.
- ___ Explain how symbols are used in artworks from around the world (e.g., Aborigine, Native American).