

# 6<sup>th</sup>-8<sup>th</sup> Grade

## Visual Arts Curriculum Objectives

*Objectives for **Create** Visual Standards are addressed throughout mediums.*

<b>CREATE:</b> <i>Imagine and develop artistic ideas and work.</i>	
<b>DRAWING</b> is the portrayal of an idea using line and/or tone.	<b>Materials</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft pencils, colored pencils, pastels).</li> <li>● Continue to use line in creative and inventive ways; continue practicing drawing using sketch, outline, contour.</li> <li>● Use forms and light sources to study shading.</li> <li>● Use placement, overlapping, size, scale, and detail when drawing to show perspective; learn that color intensity fades with distance and use in drawing; be introduced to one-point perspective to show depth.</li> <li>● Continue to experience actual textures in drawing.</li> <li>● Continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music and mood for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>● Pencil, pen, eraser</li> <li>● Markers</li> <li>● Crayons</li> <li>● Oil pastels</li> <li>● Colored pencils</li> <li>● Charcoal (vine and pencil)</li> <li>● Chalk</li> <li>● Blending tools</li> </ul>
<p><b>Vocabulary:</b> emphasis, shading, texture, perspective, linear perspective, line, shape, vertical, horizontal, diagonal, converging lines, value, blending, composition, figure</p>	
<b>PAINTING</b> is the application of paint to a surface.	<b>Materials</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Combine the use of a variety of painting medium (tempera, tempera cakes, watercolor, gouache) in one artwork.</li> <li>● Use a variety of painting tools to create different effects (stipple, hard and soft-edged, splatter, fluid).</li> <li>● Experiment with a variety of paints on a variety of smooth and rough surfaces (papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>● Learn and use analogous as well as warm, cool, neutral, and complementary color schemes.</li> <li>● Recognize value (lightness/darkness) as a design element.</li> <li>● Experiment with value scales of a minimum of five ranges.</li> <li>● Distinguish between opaque, translucent, and transparent and consider how they relate to lightness/darkness or value.</li> <li>● Create a painting that shows a mood; determine mood and colors beforehand.</li> </ul>	<ul style="list-style-type: none"> <li>● Watercolors</li> <li>● Tempera paint</li> <li>● Tempera cakes</li> <li>● Watercolor</li> <li>● Gouache</li> <li>● Paint brushes in different sizes and varieties</li> </ul>
<p><b>Vocabulary:</b> canvas, landscape, portrait, still life, color wheel, color scheme, primary colors, secondary colors, tertiary colors, complementary, analogous, value</p>	

<b>PRINTMAKING</b> is the act that transfers an image, often with multiple copies.	<b>Materials</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Combine stamping with another style of printing.</li> <li>● Make a monoprint, mask the plate with tape or paper, remove masks, print.</li> <li>● combine rubbing with another style of printmaking.</li> <li>● Use stencils to create a two color stencil print with dabbing, rubbing, or sponge painting.</li> <li>● Construct a relief print using two of the following: cardboard, glue lines, found objects, string.</li> <li>● Make an original print with an edition of three prints with one prepared for display.</li> </ul>	<ul style="list-style-type: none"> <li>● Found objects</li> <li>● Sponges</li> <li>● Stamps</li> <li>● Ink</li> <li>● Acrylic paint</li> <li>● Water soluble stamp pads</li> <li>● Brayers</li> <li>● Rollers</li> <li>● Glue</li> </ul>
<p><b>Vocabulary:</b>  printmaking, print, ink, barren, register, edition, artist proof, linoleum, brayer relief print, collagraph, monoprint, intaglio, block print</p>	

<b>MIXED MEDIA</b> is the combination of different materials.	<b>Materials</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art.</li> <li>● Design a collage that demonstrates all of the elements of art.</li> <li>● Use various materials to create a collage that has a strong 'statement' about social or environmental issue.</li> <li>● Use various materials to create bilateral and radial designs.</li> <li>● Combine a number of materials with fabrics to create a composition of color and design.</li> <li>● Produce computer art that shows ability to manipulate and integrate images into a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>● Magazines</li> <li>● Calendars</li> <li>● Fabric</li> <li>● Yarn</li> <li>● Variety of papers</li> <li>● Variety of adhesives</li> <li>● Computer programs for basic digital artworks</li> </ul>
<p><b>Vocabulary:</b>  horizon, background, middle ground, foreground, ground line, implied line, contour line, contrast, value, elements of art, elements of design</p>	

<b>SCULPTURE AND CERAMICS</b> is the creation of forms that fill space or three dimensions	<b>Materials</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Explore various materials to create forms that take up space.</li> <li>● Use the following words in context: <i>two-dimensional (2D)</i>, <i>three-dimensional (3-D)</i>, <i>additive/subtractive sculpture</i>, <i>low relief</i>.</li> <li>● Create a free-standing sculpture using at least three different materials (wire, paper mache, alternative materials).</li> <li>● Combine two construction techniques in a single clay piece (pinch, coil, slab).</li> <li>● Learn how to score and slip clay pieces using slab construction techniques.</li> <li>● Understand the basics of why and how clay is fired.</li> <li>● Understand the difference between painting and glazing materials and various joining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay</li> <li>● Clay tools</li> <li>● Clay glazes</li> <li>● Fabric and yarn</li> <li>● Paper</li> <li>● Wire pipe cleaners</li> <li>● Found objects</li> </ul>

**Vocabulary:**

armature, three-dimensional, form, space, balance, position, form, slab, coil, pinch, slip, score, leather hard, bone dry, greenware, bisque, texture, needle tool, serrated rib, modeling tool, ribbon tool

<b>PRESENT:</b> <i>Interpret and share artistic work.</i>	<b>Standards</b>
Students will: <ul style="list-style-type: none"> <li>● Examine and understand the roles and responsibilities of museum professionals.</li> <li>● Compare how technologies have changed the ways in which artwork is presented and experienced.</li> <li>● Collaborate with classmates and teacher to design a visual plan for displaying works of art.</li> <li>● Assess and explain how different arts venues affect and influence ideas, beliefs, and experiences of viewers.</li> </ul>	P4a-6 P4a-7 P4a-8 P5a-6 P5a-7 P5a-8 P6a-6 P6a-7 P6a-8
<b>RESPOND:</b> <i>Understand and evaluate how the arts convey meaning.</i>	<b>Standards</b>
Students will: <ul style="list-style-type: none"> <li>● Use art-specific vocabulary to discuss and explain how artworks from different cultures are influenced by the culture and environment in which they were created.</li> <li>● Practice utilizing elements and principles of art to discuss and understand subject matter in visual art examples from many cultures.</li> <li>● Identify, interpret, and discuss mood, message and meaning in artworks across cultures.</li> <li>● Develop knowledge of relevant historical criteria to evaluate and compare works of art across cultures.</li> <li>● Explain the difference between evaluating artwork on a personal basis and on a professional basis (curator, art historian, critic, etc.).</li> <li>● Practice developing a personal evaluation of artwork.</li> </ul>	R7a-6 R7a-7 R7a-8 R8a-6 R8a-7 R8a-8 R9a-6 R9a-7 R9a-8
<b>CONNECT:</b> <i>Relate artistic ideas and work with personal meaning and external contexts.</i>	<b>Standards</b>
Students will: <ul style="list-style-type: none"> <li>● Generate a collection of ideas based on interests, concerns and life experiences, to be used in personal artwork.</li> <li>● Create art based on local, cultural or community artists.</li> <li>● Collaborate with peers on artwork that highlights group identity.</li> <li>● Analyze and discuss how art reflects changing times, traditions, and cultural uses.</li> <li>● Analyze and discuss how reaction to artwork is influenced by the time, place, and available materials at the time.</li> <li>● Analyze and describe ways art is used to represent, reflect and reinforce group identity.</li> </ul>	CO10a-6 CO10a-7 CO10a-8 CO11a-6 CO11a-7 CO11a-8

# 6<sup>th</sup> Grade Visual Arts Standards: Create

## Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

<b>Anchor Standard #1:</b> Generate and conceptualize artistic ideas and work.					
<b>Enduring Understandings:</b> Creative and innovative thinking are essential life skills to be developed.					
<b>Essential Questions:</b>					
<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking?</li> <li>• What encourages people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the context histories, and traditions of art forms help us create works of art and design?</li> </ul>					
<b>Grade Level Standards:</b>					
1a-6 Collaboratively combine concepts to generate innovative ideas.					
1b-6 Formulate an artistic investigation of personally or culturally relevant content for creating art.					
<b>Anchor Standard #2:</b> Organize and develop artistic ideas and work.					
<b>Enduring Understandings:</b> Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.					
<b>Essential Questions:</b>					
<ul style="list-style-type: none"> <li>• How do artists/designers work and reflect on the direction of their work?</li> <li>• How do artists/designers learn from trial and error?</li> <li>• What responsibilities come with the freedom to create?</li> <li>• How do objects, artifacts, places, and design shape lives and communities?</li> </ul>					
<b>Grade Level Standards:</b>					
2a-6 Demonstrate openness in trying new ideas, materials, methods and approaches (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).					
2b-6 Reinforce quality craftsmanship and explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.					
3b-6 Design or redesign objects or places (such as eating utensils, clothing, wheelchair friendly nature trails, etc.) that meet the identified needs of diverse users.					
<b>Anchor Standard #3:</b> Refine and complete artistic work.					
<b>Enduring Understandings:</b> Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.					
<b>Essential Questions:</b>					
<ul style="list-style-type: none"> <li>• What role does perseverance play in revising, refining, and developing work?</li> <li>• Considering art forms and careers, how do artists/designers grow and become accomplished?</li> <li>• How do artists/designers create works of art or design that communicate effectively?</li> </ul>					
<b>Grade Level Standard:</b>					
3a-6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly.					
<b>Crosswalk Standards:</b>					
<a href="#">Reading Standards for Literature</a>	<a href="#">Reading Standards for Informational Text</a>	<a href="#">Speaking and Listening</a>	<a href="#">Mathematics</a>	<a href="#">Science</a>	<a href="#">Alaska Cultural Standards</a>
RL.6.7	RI.6.7	SL.6.1	A2, A3, A5, E2	MS-PS1-1	CS.E1

# 6<sup>th</sup> Grade Visual Arts Standards: Present

## Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

<b>Anchor Standard #4:</b> Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.	
<b>Enduring Understanding:</b> Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Why do people value objects, artifacts and fine artworks, and select them for presentation?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• How are artworks cared for, and by whom?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>4a-6</b> Define the roles and responsibilities of museum professionals (such as museum educator, curator, security guard, conservator, docent, exhibition designer, etc.) Explain the skills and knowledge needed for maintaining and presenting objects, artifacts, and artwork.	
<b>Anchor Standard #5:</b> Develop and refine artistic work for performance, presentation, and/or production.	
<b>Enduring Understanding:</b> Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What does the role of revision play in creating artwork?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>5a-6</b> Individually or collaboratively, develop a visual plan (such as mock gallery in a box, floor plan, etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the network, etc.).	
<b>Anchor Standard 6:</b> Perform, present, and/or produce artistic work.	
<b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is the purpose of exhibiting art?</li> <li>• How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>6a-6</b> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	
<b>Crosswalk Standards:</b>	
<a href="#"><u>Speaking and Listening</u></a>	<a href="#"><u>Alaska Cultural Standards</u></a>
SL.6.1, SL.6.2, SL.6.5	CS.B1, CS.E5, CS.E6, CS.E7

# 6<sup>th</sup> Grade Visual Arts Standards: Respond

## Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

<b>Anchor Standard 7:</b> Recognize and analyze artistic work, including those from diverse cultural tradition.	
<b>Enduring Understanding:</b> Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we interpret the world?</li> <li>• What can we learn from our responses to art?</li> </ul>	
<b>Grade Level Standards:</b>	
<p><b>7a-6</b> Use art specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place.</p> <p><b>7b-6</b> Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (e.g., white is associated with European weddings and with mourning in some Asian cultures).</p>	
<b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work	
<b>Enduring Understanding:</b> People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer “read” a work of art as text?</li> <li>• How does learning and using art vocabulary help us understand and interpret works of art?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>8a-6</b> Interpret art by analyzing elements and principles of design, visual characteristics of diverse cultures, and other visual characteristics, contextual information (e.g. artist’s life and times), subject matter, and use of media to identify ideas and mood.	
<b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work	
<b>Enduring Understanding:</b> People evaluate art based on varied criteria.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary?</li> <li>• How can people appreciate and respect a work of art aside from personal preference?</li> <li>• How does collaboratively reflection on artwork help us experience it more completely?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>9a-6</b> Develop and apply relevant historical and cultural criteria (e.g. canon of proportions for ancient Greek art, etc.) to evaluate work of art.	
<b>Crosswalk Standards:</b>	
<a href="#"><u>Speaking and Listening</u></a>	<a href="#"><u>C3 Framework for Social Studies State Standards</u></a>
SL.6.1, SL.6.2	C3E5

# 6<sup>th</sup> Grade Visual Art Standards: Connect

## Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

<b>Anchor Standard #10:</b> Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.		
<b>Enduring Understanding:</b> Participation in the arts encourages people to connect experiences to construct meaning.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How does participating in and with art enrich people’s lives and raise awareness of community and environment?</li> </ul>		
<b>Grade Level Standard:</b>		
10a-6 Generate a collection of ideas reflecting current interests, or concerns that could be investigated in art making.		
<b>Anchor Standard #11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
<b>Enduring Understanding:</b> People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art influence, enhance, and preserve aspects of life?</li> </ul>		
<b>Grade Level Standard:</b>		
11a-6 Analyze how art reflects changing times, traditions, resources, and cultural uses such as comparison of an Egyptian tomb fresco, and Tlingit totems and masks.		
<b>Crosswalk Standards:</b>		
<u><a href="#">Speaking and Listening</a></u>	<u><a href="#">Mathematics</a></u>	<u><a href="#">Alaska Cultural Standards</a></u>
SL.6.1	A5, B2	CS.A5, CS.B2