

Art – Sixth Grade

Description Instruction in visual art for sixth grade students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade 6 – SRA-McGraw-Hill, 2005

Required Assessments

Board Approved June 2007

Draft May 2007

AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
1. Theory: Demonstrate articulate use of art terms and ability to identify elements and principles of design through observation and critique.	Performance will be satisfactory when the student: *Demonstrates understanding of grade level <u>Elements and Principles of Art and Vocabulary</u> : <u>Elements</u> : <u>Line</u> : uses blind contour, gesture, sketch, perspective and grid. <u>Shape</u> : examines descriptive, tessellation, metamorphosis; use of template. <u>Color</u> : identifies <u>tertiary colors</u> ; red/orange, yellow/orange, yellow/green, blue/green, blue/violet, red/violet, analogous, monochromatic, dominant color. <u>Texture</u> : explores as a means to show detail. <u>Value</u> : practices techniques of graded value to show light source: shading, highlighting, crosshatching, <u>Space</u> : examines perspective as a means to create dimension; horizon=eye level, vanishing point=lpt. 2pt; proportion = scale, figure/ground. Understands <u>proportion</u> : human figure/features. <u>Form</u> : explore 3-D=sphere, cylinder, cube; diameter, volume, area, functional, decorative, etc. <u>Principles</u> : <u>Emphasis</u> : identifies focal point, intensity, area of interest. <u>Balance</u> : analyzes stability, 2-D=visual, 3-D=physical	-Project Samples. -Effective use of art vocabulary in response to art exemplars. -Written unit quiz: -multiple choice -fill in the blank -illustration: applied use of a technique -fill in a chart/grid/graph -Performance/Project Assessment Rubrics. -Short essay.
Above objective aligned with AASD standards: Communication Arts Mathematics		
2. Art Production: Generate a variety of 2-D and 3-D artworks. Explore personal style, through the use of various materials, tools, and techniques. Create functional and decorative art forms.	Performance will be satisfactory when the student: * <u>Skills and Techniques</u> - -Understands art as a manufacturing process that produces functional or decorative art forms. -Learns that art can also be less tangible, yet more sensational when viewed as a process, rather than a product (i.e., environmental art).. -Explores multiple techniques, styles, and art forms found in the spectrum of historic to contemporary art. * <u>Tools/Materials</u> - (*in addition to previous grade level supplies) Creates with charcoal pencil, charcoal, blending tools, full spectrum color pencils, tropical markers, fluorescent	-Project samples. -Interactive critique of art exemplars.

	<p>markers/crayons/paints, tube acrylics, bristle brushes, texturizing additives, metallic paints, water-based enamel paints, canvas, table easel, spotlight, light box, fluorescent tag board, calligraphy pen/marker, India ink, parchment, burlap, cheese cloth, silk, silk dye, embroidery yarn/cloth, shaped wood, table loom, specialty beads, friendly plastic, jewelry pins, electric frying pan w/cover, bee's wax, double boiler, tjanting needle, potter's wheel (if available), copper enameling supplies (if available), pewter casting supplies (if available), scrimshaw etching, matt board/matting, sketch book, rubber cement, etc.</p> <p><u>Drawing</u>: studies various subjects: human figure (gesture, sketch); objects (blind contour); perspective: (3-D shapes); building interior space (shading, highlighting, crosshatching, grid enlargement). Uses a sketch book for specific home/community-based assignments.</p> <p><u>Painting</u>: explores monochromatic (one color theme), pointillism (dot style), still-life, portrait, landscape, abstract, pop art, mixed medium, mural, theater related: backdrop, set, props, make-up, etc.</p> <p><u>Printmaking</u>: produces reduction prints=linoleum, wood cut, relief=glue line/shape, collage, textured surface/objects; modified silk screen process.</p> <p>-multi-color print, multi-series, matted, cards, etc.</p> <p>-related: photography, pin-hole camera.</p> <p><u>Sculpture</u>: incorporates <u>clay techniques</u>: shaped construction: pinch, coil, slab, to create (people pot, head, cartoon, object, animal, frame, plaque, plate, bowl, cultural themes, combine clay with other materials, yarn, wire, mirror, etc.). Explores <u>paper/cardboard</u> construction: (book making, letter shape, texture box, stuffed paper shape, etc.): scoring, tabs, slits, folds, seams, etc. <u>wire</u>: gesture: human, animal, abstract, mobile, etc.</p> <p><u>Crafts</u>: creates folk art, cultural art, ancient art forms: puppetry, whirligigs, molas, piñata, silk painting/dying, latch hook or stitchery sampler, jewelry, banner, cartouche, handmade paper, mural, mosaic, scrimshaw, etc.</p>	<p>-Project samples.</p> <p>-Classroom observation/critique.</p> <p>-Sketch book with points rating scale.</p> <p>-Demonstrates techniques.</p> <p>-Art display.</p>
--	---	--

	<p><u>*Safety-</u></p> <ul style="list-style-type: none"> -Follows all requirements of safety drills, school and classroom rules. -Follows all safety precautions for equipment/tools that require careful use: electric frying pan, double boiler, enamel equipment, casting equipment, waxing techniques. <p><u>*Craftsmanship</u></p> <ul style="list-style-type: none"> -Independently monitors quality of work, relying less on outside opinion and more on internal clues, regarding time and energy needed to meet full potential in the art production process. -Uses own judgment and personal standards, to determine completion of project expectations. -Learns that quality standards apply to all aspects of art production, in the classroom, and in the commercial world. 	<ul style="list-style-type: none"> -Performance tasks: safety, rules, routines. -Safety quiz. -Demonstration assessment. -Teacher observation. -Self evaluation. -Informal critique. -Teacher observation. -Rubric assessment tool.
<p>Above objective aligned with AASD standards: Communication Arts Mathematics</p>		

<p>3. Creative Self: Combine skill, technique, and personal expression in art creations. Identify the impact and influences that art has on self.</p>	<p><u>*Expression-</u> -Explores creative use of tools and materials, to develop own style in art. -Identifies use of art concepts, technique, style in artist examples and how the artist used them as representation.</p> <p><u>*Problem Solving-</u> -Demonstrates the ability to confront challenges by looking for options and exploring multiple solutions. -Discovers that the final product is a transformation of an idea and may take different paths along the way. "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep".-Scott Adams (cartoonist and creator of "Dilbert" comic strip.)</p> <p><u>*Communicate Ideas-</u> -Explores historic and contemporary art styles and the influences they have on personal perceptions, values, and appreciation of art. -Effectively communicates a personal feeling or idea through the use of art concepts/tools/materials, and uses art vocabulary to identify art experiences.</p>	<p>-Performance tasks.</p> <p>-Effective use of art vocabulary.</p> <p>-Self evaluation.</p> <p>-Teacher observation.</p> <p>Verbal/visual responses.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics Science Social Studies</p>		

<p>4. Art in Society: Focus on contemporary, historic, and cultural art styles and forms. Appreciate the value of art and the influence it has on society. Explore local artists and community art. Identify a wide variety of careers that are art-related.</p>	<p>Performance will be satisfactory when the student:</p> <p><u>*History-</u></p> <ul style="list-style-type: none"> -Studies an abbreviated timeline of art: <u>primitive</u> (indigenous people), <u>ancient</u> (Mayan, Egyptian, Roman), <u>classical</u> (the Renaissance), <u>contemporary</u> 'ism' (Impressionism, Pointillism, Fauvism, Cubism, Surrealism), <u>modern</u> (abstract, cubism, op, pop). -Researches a specific artist: personal story/style/impact and creates a 'reproduction' of a famous work in sketch book or individual/class project, etc. -Understands a more global view of art and the impact it has had on culture and society. <p><u>*Aesthetic Awareness-</u></p> <ul style="list-style-type: none"> -Observes art concepts in all examples of art: historic to contemporary. -Explores the characteristics and purposes of cultural art forms (specific to 6th grade studies of Central and South America and Canada). <p><u>*Consumer Awareness-</u></p> <ul style="list-style-type: none"> -Observes art influences in today's society: commercial, technological, industrial, visual arts, etc. -Explores opportunities for art/artist to improve global conditions: - people, land/ocean animals, environment, etc. <p><u>*Appreciation-</u></p> <ul style="list-style-type: none"> -Identifies: likes/dislikes/influences related to art periods and styles. <p><u>*Communication-</u></p> <ul style="list-style-type: none"> -Recognizes that art is a means to a message. Observes that throughout history and across cultures, artists have used art concepts to influence or record the events of their time. -Observe examples of art to understand the mood, message, or method of communication used by an artist. -Identifies ways that today's artist will influence history. <p><u>*Careers-</u> Meet the artist of today.</p> <ul style="list-style-type: none"> -Observes community/public art (artists), art museum/gallery, studio artist, artist-in-residence. -Studies examples of art related careers: A-Z -advertising, architecture, cartooning, cinematography, 	<ul style="list-style-type: none"> -Research project with rating scale. -Project samples. -Verbal responses to art exemplars. <ul style="list-style-type: none"> -Interactive use of art vocabulary. <ul style="list-style-type: none"> -Prior knowledge inventory based on grade level classroom studies. <ul style="list-style-type: none"> -Reflective observations and verbal responses. <ul style="list-style-type: none"> -Informal critique. <ul style="list-style-type: none"> -Identification quiz: artist/style/artwork. <ul style="list-style-type: none"> -Field study/feedback. -Simulated job-shadowing. -Cooperative learning groups with peer-to-peer assessment.
---	---	--

	criminology, education, fashion, fine arts, galleries, industry/business, interior design, journalism/publishing, military, museums, photography, science, theater, T.V., etc.	-Project samples.
Above objective aligned with AASD standards: Communication Arts Social Studies Media Consumer Education		