

GRADE LEVEL: SIXTH**COURSE/SUBJECT TITLE: VISUAL ART**

OVERALL STUDENT OBJECTIVES: Art is basic to a well-rounded education. Art is a means of understanding our culture and its history. It is also a means to understanding other cultures very different from our own. Art is the first sign of civilization. Art is a language for expression and communication. Through the study of art criticism and aesthetics, students develop complex thinking skills. By integrating art across the entire curriculum students can relate abstract bodies of knowledge to tangible forms. The complex thinking skills developed in art can help students to have a fuller understanding of other disciplines.

ACADEMIC STANDARDS	PROFICIENCY / INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
RESPONDING TO ART: HISTORY: Students engage in research and inquiry into the historical, social and cultural contexts of art objects, focusing on aspects of time, tradition, and style as it relates to those works of art. Rationale: Through inquiry in art history students investigate works of art to determine their origins, histories, and meanings in order to provide a sense of world civilizations.				
1. Understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues	identify and analyze the relationship between a work of art and the history, geography, and technology of the culture	Students research an artist and role play for parents or the class, showing knowledge of the artist's personal background, style, typical subjects, themes, symbols, and their country of origin. Important historic events and technological developments that influenced their work should be included.	checklist, rating scale, essay, rubric	textbooks, artist biographies, web sites

	identify how the roles and relationships of artists and patrons have affected the creation of works of art	Students demonstrate knowledge of what a patron is and how the patron has changed from the Renaissance to today. Compare Michelangelo's commission for the Sistine Chapel and artists commissioned today such as Rosenquist's TWA Terminal mural or Oldenburg's Bat.	essay, oral essay, anecdotal record	art histories, artist biographies
2. Recognize significant works of Western and non-Western art and understand the chronological development of art movements	<p>students identify selected works of art and their historical and cultural context</p> <p>describe and place a variety of works of art or artifacts on a chronological time line</p> <p>identify and compare works of art and artifacts from selected styles and major periods</p>	<p>Students identify at least 10 works of art and discuss the meaning and historical context of the works, listing relevant information on the artist, origin of work, century or period, and purpose of the work.</p> <p>Given a group of reproductions of western art and historical events, students match works on a time line of historical events in appropriate chronological order.</p> <p>Students demonstrate familiarity with works of art from various styles and time periods (ancient Egypt, colonial America, Renaissance, cubism, impressionism, surrealism) by competently discussing common</p>	<p>matching, fill in the blank, short answer, multiple choice, essay</p> <p>matching</p> <p>essay, oral essay, short answer</p>	<p>textbook, artist history books for children, art reproductions, web sites</p> <p>art timeline, history timeline, <u>Timetables of History</u></p> <p>art reproductions</p>

		themes, comparing common subject matter, and noting changes in style as technology changed.		
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RESPONDING TO ART: CRITICISM Students understand and apply critical inquiry to their work and the works of others. Rationale: Through critical inquiry students increase understanding and appreciation of art and its role in society.				
3. Describe, analyze and interpret works of art and artifacts ✓	analyze artist's use of subject matter, theme, and symbols to communicate ideas in a work of art	Students research the historical context of a work of art and then look at the subject matter, theme, and symbols used in the work. Students judge how the artist's choices were influenced by the time period.	essay, short answer	art reproductions
	analyze artist's use of elements, principles, media, and techniques to communicate ideas in a work of art	Students identify dominant elements and principles of design in a work of art, and how the artist has structured the composition to help communicate the main idea.	checklist, essay	history books, art histories, artist biographies, critiques
	interpret meaning and defend responses	Students study a particular work and write a critique of the work dealing	essay, oral essay	written critiques, art magazines,

	based on support from the work and research	with the meaning of the work. After reading professional critiques, the		historic art journals
	use appropriate art terminology	student's own is compared to and contrasted with the published critique.		
4. Identify and apply criteria to make informed judgements about art	<p>identify a variety of criteria used to judge works of art across cultures</p> <p>express and reflect on personal preferences in art and understand that personal preference is one of many criteria used in determining excellence in works of art</p>	<p>Students research and critique a work of art they consider successful. After identifying the criteria they used to determine success, students justify why they think this work is successful. Students listen to various interpretations given by peers. Students present a thoughtful, well reasoned justification of their final judgements about this work based on research and discussion.</p>	essay, rubric	art reproductions
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RESPONDING TO ART: AESTHETICS:

Students raise and discuss questions concerning the nature, meaning, and value of art and the aesthetic experience.

Rationale: Through aesthetic inquiry students examine statements and judgements made about how imagery and beauty and

the unique contributions of aesthetic experience to human life and culture.

<p>5. Reflect on and discuss philosophical theories and aesthetic issues concerning the meaning and significance of art</p>	<p>identify different philosophies evident in artists' works (imitationalism, formalism, expressionism, instrumentalism, institutionalism)</p> <p>examine and analyze issues such as censorship and plagiarism</p> <p>identify differing views on aesthetic issues, evaluate the logic of arguments given and identify assumptions</p>	<p>Students should understand that not all artists create work for the same purpose. Artists may imitate the real world, or make art with a formal design structure. Some art intends to evoke an emotional response from the viewer or tries to bring about social change (instrumentalism). Given different works of art students discriminate between the criteria used in imitationalism, formalism, expressionism, institutionalism or institutionalism and justify their interpretations or judgements accordingly.</p> <p>Students identify local or national instances of censorship in art. Students present well developed defenses of why art should or should not be censored. Arguments are assessed for thoughtfulness, development, and logical reasoning.</p>	<p>matching, multiple mark, fill in the blank, short answer, essay</p> <p>essay, rubric</p>	<p>art reproductions</p> <p>newspapers, magazines, web sites</p>
<p>6. Theorize about art and make informed</p>	<p>identify and apply a variety of established</p>	<p>Shown a controversial art work, students identify criteria used by the</p>	<p>short answer, oral essay, essay,</p>	<p>art reproductions, art histories, art</p>

judgements	<p>criteria in making informed judgements about works of art</p> <p>present personal views of theories and issues surrounding art</p>	<p>public and the art world in judging this piece.</p> <p><i>Discuss institutionalism pieces only if serious</i></p> <p>Using their personal definition of "art", students debate whether objects such as: velvet paintings of Elvis, Warhol's Soup Cans, Duchamp's wine rack, elephant paintings or pink yard flamingos are really "art". Students defend their position with thoughtful, logical arguments.</p>	<p>multiple choice</p> <p>essay, rubric</p>	<p>magazines</p> <p>art critiques, art magazines</p>
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<p>CREATING ART: PRODUCTION:</p> <p>Students respond to observations, feelings, ideas, and other experiences by creating works of art. Students create these works through skillful, thoughtful, and imaginative application of media, tools, techniques and processes.</p> <p>Rationale: Through studio activities students discover, experiment, and use technical problem solving skills to express thoughts, values, and feelings. Students develop personal qualities required for successful artistry, such as persistence, patience, and self awareness.</p>				
7. Observe, select and utilize a range of subject matter,	produce art that demonstrates refined observational skills in	Students draw a still life with one section enlarged and in detail as seen through a magnifying glass,	rubric	various art media, collected artifacts, magnifying glass

symbols and ideas in their work	their work	demonstrating their ability to render and observe. Comparisons may be made with past drawings to assess growth in observational skills.		
	produce art that shows ability to utilize personal interests, current events, or experiences	Students create posters that utilize popular slogans and symbols to help illustrate their personal view on current culture.	checklist, rubric	magazines, newspapers
	produce art that demonstrates ability to utilize themes, imagery, media or methods as sources for expanding their art work	Using an emotion as a theme for a portrait, students incorporate stylized drawing, exaggeration, expressive color, and symbolism to represent the emotion in their work.	rubric	art reproductions, political cartoons
	discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas in their work	Students develop an idea in art utilizing a variety of sources, such as, photographs, reproductions, art works, and writings. These sources are reflected in writings about the problem solving process; influence is seen in the final product.	rubric	art reproductions, photographs, art shows, books and magazines
8. Understand and apply elements and principles of design	select and utilize the elements (line, shape, texture, color, space,	Students create drawings that demonstrate their ability to show the illusion of space on a flat plane with	checklist, rating scale	photographs, art reproductions

effectively in their work	<p>value, and form) and principles (repetition, variety, proportion, movement, rhythm, balance, emphasis, unity) to effectively communicate ideas</p> <p>identify and differentiate between elements and principles of design</p> <p>including: organic and geometric shapes and forms; primary, secondary, tertiary, and complementary colors, neutrals, values, tints, shades and tones; line characteristics and qualities; tactile and visual textures; the space elements of foreground, middle ground, background, size, converging lines, overlap, perspective, color perspective,</p>	<p>foreground, background, middle ground, utilizing the principles of perspective.</p> <p>Using their initials as drawing elements, students create both a symmetrical and asymmetrical design to show understanding of these principles. Students discuss the effect the different balances have on the work.</p> <p>Use appropriate art vocabulary, students identify, define, and make discriminations between an artist's use of elements and principles in works of art and how this affects the overall meaning in the work. Students then use this information as a resource for their own work.</p>	<p>checklist, rating scale</p> <p>matching, fill in the blank, multiple choice, multiple mark, short answer, essay</p>	community circle
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	placement; radial, symmetrical, and asymmetrical balance			
9. Develop and apply skills using a variety of two and three dimensional media, tools, and processes to create works that communicate personal meaning	<p>utilize the visual characteristics and expressive features of a given medium to enhance meaning their work</p> <p>demonstrate appropriate use of different techniques, media, and processes to communicate themes and ideas in their work including:</p> <p>drawing: media: pencils, colored pencils markers, crayons, chalks, pastels, oil pastels, charcoal processes: contour line, rendering, sketching, crosshatching, value</p>	<p>Having learned to render forms with light and shadow, make reasoned selections of subject matter that would be depicted best with a dynamic medium such as compressed charcoal. State which characteristics of the subject prompted its choice for that medium.</p> <p>Working from photographs, students make note of the basic proportions of their face, and apply this information to a life size formal self portrait. The final drawing may be rendered in pencil, colored pencil or pen and ink, oil pastel, pastel, charcoal, or watercolor, as suits the personality</p>	<p>rubric</p> <p>checklist, rating scale, rubric</p>	<p>collected artifacts</p> <p>camera, digital camera</p>

<p>shading, stippling</p> <p>ceramics: media: modeling clay, natural clay, glazes, stains, paint <i>processes:</i> pinch, slab, drape mold, coil,</p> <p>modeling, surface decoration techniques</p> <p>paint: media: tempera, watercolor, acrylic, various surfaces, brushes and paint applicators <i>processes:</i> wet on wet, wet on dry, sponge, wash, resist</p> <p>printmaking: media: Styrofoam, cardboard, stencil, safety linoleum <i>processes:</i> collograph, relief, silk screen</p> <p>sculpture: media: clay, paper, cardboard, wire, found objects, fiber, Styrofoam, wood <i>processes:</i> carving,</p>	<p>and skills of the individual.</p> <p>Choosing an appropriate hand-building, students create a ceramic work based on a theme such as humor. The work may be decorative or functional, but have an element of</p> <p>humor about it. The finish would be determined partly function, glaze where functionality is critical, acrylic where color range or value range is a more desirable element. Students describe the form of humor used (parody, personification, satire) in a review of the work.</p> <p>After a study of work by printmakers (Dürer, Hokusia, Kolwitz) students apply the structural qualities or techniques to their own work in relief print making.</p> <p>From plaster gauze or papier-mâché a mask is formed. Expressive color, exaggerated expression, mixed materials are all used for maximum visual impact. Traditional masks from</p>	<p>rating scale, rubric</p> <p>checklist, rubric, rating scale</p> <p>checklist, rubric, rating scale</p>	<p>reproductions of historic and contemporary ceramics</p> <p>reproductions</p> <p>mask reproductions, collected artifacts</p>
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	<p>casting, papier-mâché, additive, subtractive modeling, construction,</p> <p>new media: media: computer programs - Super Goo, Dabbler, HyperStudio, KidPix,</p> <p>Power Point, film, video, scanner, printer, digital/ single use cameras <i>processes:</i> scanning</p> <p>fibers: media: cloth, yarn, ribbon, plastic canvas, reed, paper <i>processes:</i> weaving, stitchery, tying and wrapping techniques</p> <p>mixed media: media: tissue, photos, foil, found objects, fiber, paint, paper <i>processes:</i> collage, bas-relief</p> <p>demonstrate safe and proper use, care, and storage of materials,</p>	<p>many cultures give inspiration. The uses for masks in the traditions of these cultures are discussed.</p> <p>Utilizing drawing and paint software, digital photos and scanned images, within a page layout program, students design a CD cover for a</p> <p>new musical group. The cover design demonstrated the student's command of the elements and principles of art, by its ability to attract the attention of the viewer and represent the type of music the group or singer makes.</p> <p>With yarn and paper rope, students learn wrapped coil basketry, including added materials like feathers and beads. Traditional baskets by Native Americans are compared to contemporary baskets for common themes and technical differences.</p> <p>Students demonstrate care and responsibility in handling the art materials and in completing clean up quickly and effectively.</p>	<p>checklist, rubric, rating scale</p> <p>checklist, rubric, rating scale</p> <p>checklist</p>	<p>digitized camera, scanner, software</p> <p>reproductions. collected artifacts</p> <p>posted job board, procedure board, safety posters, tool</p>
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	media and equipment			use posters
10. Reflect on, revise, and refine work using problem solving and critical thinking skills ✓	demonstrate evidence of thought, reflection, and care in the completion of work	Students reflect on and verbally discuss choices made in their work, showing thoughtful attention to the selection of ideas, revision of those ideas, and final execution.	checklist, rating scale, anecdotal record	community circle
	finalize an initial idea by demonstrating fluency, flexibility, elaboration, and originality	Comments from peers, teachers and self critiques are carefully considered during revision.		
	identify and apply criteria for assessment in their work in peer critiques and self assessment	Students take an active role in establishing criteria or standards of excellence in their work. Criteria for the assignment are discussed and agreed on at the beginning of the lesson, and used by students and teacher to assess progress.	checklist, rating scale, anecdotal record	community circle
	demonstrate respect for their own work and the work of others	Students demonstrate respect for their work and work of others through verbal support, constructive criticism during critiques, and careful handling of work.	checklist, rating scale, anecdotal record	community circle

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CAREERS AND COMMUNITY: Students identify methods for connecting art skills, ideas, and processes to art related careers as well as other professions. Students identify possibilities for support and involvement in the arts. Rationale: Through exploring the visual arts, students creating career plans will be able to make informed choices based on their exploration of job opportunities, skill translation, and community needs. Students will see the significance of their responsibilities to the artistic heritage of their own community.				
11. Recognize a variety of art related professions and careers in our society	identify a wide variety of professions related to art such as artists and exhibitions, designers and window display graphic artists and advertisements identify skills required for various art careers	Students identify various roles art has played in their community and in the world, identifying many different art related professions available. Students identify general skills needed in various art professions; such as, curator - research skills, organization skills, visionary, social skills, written, editorial skills.	short answer, essay matching, fill in the blank, multiple choice	local artist visits, books, videos Arts organizations
12. Understand how art experiences affect daily life and identify opportunities to participate in the arts	show how experiences in galleries, museums, movie theatres, and other arts related facilities affect daily life	Students note of exhibits or movies that garner strong media attention. Students identify, discuss, and compare issues behind the hype making note of effects such as rallies, protests, and catch phrases.	checklist	community circle

		Students study an artist's work by slide or reproduction, then they view the actual work in a museum or exhibition. Students compare the differences in experience between viewing reproductions and the actual work. Students identify the role of museums in our lives.	short answer essay, anecdotal record	field trips to museums or exhibitions
	identify ways the arts are supported	Through research, guest speakers, interviews of local arts related professionals students identify ways the arts are supported.	checklist, short answer	local artists, arts personnel
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INTEGRATED STUDIES: Students will make connections between art and other disciplines. Rationale: By studying art in the context of multiple disciplines, students will realize the power of the arts to enhance learning across disciplines and the power of using the multiple sign systems of different disciplines to provide a unique understanding of the world.				
13. Identify and make	identify and compare	Art, Language Arts, and Computer	rubric	library, web sites

connections between knowledge and skill in art and other subject areas such as, humanities, sciences, and technology	similar themes, time periods, or concepts across disciplines analyze how integration of disciplines enhances learning	Science: Students demonstrate the ability to research a topic in art, conducting and reporting research, through the use of library science and computer technology. Assessment is based on demonstrated competence in all aspects of the research. Students examine their social studies text for examples of visual art, literature, and historic content. They discuss how the lessons would be different if any of these elements were eliminated.	rubric	text books
14. Understand the integrative nature of art forms including dance, theatre, music, visual art and media arts	create an integrated work analyze how two or more art forms are used together to communicate ideas	Choosing a work of art, students work in groups to create props and design costumes to recreate a living masterpiece. They research the art, literature, music and current issues from that era, selecting music to play during the performance. From the research, students write a script that would be historically appropriate for the art work. Students include movement where appropriate to enhance the performance. Written critiques of the displays focus on how	essay, rubric, video record	libraries, web sites, artist's histories, music libraries

		the various art forms enhanced the communication of ideas.		
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