

Sixth Grade Visual Arts Curriculum Overview

Students will continue to apply all of the above with a focus on improving observational and imaginative drawing skills, on creating personal and emotional narratives in 2D and 3D visual formats: using depth, color, and “balanced” compositions, transforming concepts regarding natural and environmental sciences, mythological themes, world cultures, and ancient antiquity.

TITLE OF COURSE: Grade Six Visual Art

MAJOR THEME:

Grade six visual art students will focus on creating narrative and invented imagery by applying visual communication concepts and meaning to their artwork. Topics will connect to the natural and environmental sciences, mythological themes, art history, world cultures and ancient antiquity. Student artwork will focus on transforming thematic concepts into individual imagery through drawing, painting, printmaking, sculpture and crafts; improving composition design; observational, imaginative, and symbolic drawing; as well as reflect cross-curricular knowledge.

ESSENTIAL QUESTIONS:

How can I further develop my skills as an artist and utilize ideas, materials and tools effectively with the elements and principles of art to express who I am?

What does my art express about me and how do I communicate that to viewers?

How can I use self-reflection and feedback to influence my learning?

How do we interpret what we know about the world around us into invented visual imagery with personal meaning?

How can I use concepts of narrative and invented imagery to create artwork expressing an idea?

How do I invent interpretations of the natural and environmental sciences, mythology, and ancient civilizations to depict these topics in a variety of compositions using my knowledge?

How can I apply my knowledge in other subjects to effectively communicate my ideas?

How do I manage my work space while implementing visual ideas with multiple processes?

How do I manage myself in an open studio setting?

How and why do artists use their knowledge about cultures and styles to communicate their ideas using different art media?

STANDARDS FROM MASSACHUSETTS FRAMEWORKS TO BE ADDRESSED:

Standard 1: Media, Materials, and Techniques. Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades Pre K–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors. Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line, for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry. Create complex patterns, for example, reversed shapes and tessellation

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume

Standard 3: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions.
3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

Standard 4: Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.7 Maintain a portfolio of sketches and finished work

4.8 Create and prepare artwork for group or individual public exhibitions

Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

5.7 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.

6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews.

6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as: the conditions under which artists created, performed, and/or exhibited work and the status of artists; the sources of support for the arts; and the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work.

7.3 Identify and describe careers in at least one art form

7.4 Describe the function of cultural organizations and arts institutions such as museums, symphonies, repertory theatres, dance companies, and historical preservation organizations

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.4 Identify American styles and genres of dance, music, theatre, or visual arts and architecture, describe their sources, trace their evolution, and cite well-known artists associated with these styles

8.5 Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures

9.3 Identify and describe examples of how artists make innovative uses of technologies and inventions.

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages; memorizing and singing American folk songs to enhance understanding of history and geography; using short dance sequences to clarify concepts in mathematics.

10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts.

SPECIFIC CONTENT: Students will:

Standard 1: Media, Materials, and Techniques. Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Discover and expand upon the expressive properties of drawing, illustration, painting, collaging, printing, sculpting, weaving, crafting, architectural design and multi-media approaches

Explore a variety of expression through experimentation with art tools, including brushes, pens, pencils, markers, printing and sculpting utensils, and digital technology

Build and expand upon acquired vocabulary and use visual language effectively

Utilize and care for classroom, work areas, artmaking tools and materials appropriately and effectively for their intended use

Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Identify the properties of color, including hue, value, shades, tints, tones, complementary, analogous and monochromatic colors.

Recognize the unique qualities of line in contour, observation, imagination, memory and schematic drawing; and in calligraphy

Differentiate between actual textures, invented textures, simulated textures and abstracted textures for expressive purposes

Classify a range of shapes and forms including organic, geometric, positive and negative

Recognize reversed shapes and tessellations in complex patterns

Identify the principles of part-to-part and part-to-whole relationships

Identify the principles of art including balance and symmetry, repetition, rhythm, scale, proportion, unity, harmony, and emphasis in 2D and 3D artwork

Identify the elements of art including color, line, texture, shape, form, and pattern to represent an illusion of space, for example, using one-point and aerial perspective in two dimensional artwork

Recognize that the principles of art including balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis interact to create a cohesive design

Differentiate between 3D and the illusion of 3D

Standard 3: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Utilize representation as a form of expression that presents subject matter through visual language to suggest reality

Utilize realism as a form of symbolic expression that implies the basic impression of visual reality

Draw, paint, collage, print, sculpt, weave, craft and apply multi-media techniques from observation, abstraction, memory, imagination, personal narrative and experience and differentiate between the conceptual approaches

Develop and expand visual perceptual skills such as figure ground relationships, mathematical transformations, and color nuance

Recognize the purpose of symbols, symbolic imagery and abstract symbolism in invented imagery

Demonstrate understanding of the abstraction of nature into symbolic representation in a variety of art forms

Refine the essence of a visual experience into visual imagery

Interpret nature & wildlife, mythology and images from world cultures and ancient antiquity into the composition of personal artwork.

Standard 4: Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Understand importance of craftsmanship in creative process from first draft through final product

Show and explain the concept for the plan and execution of their artwork

Show awareness of levels of craftsmanship that are reflected in quality of completed artwork

Understand the stages of the creative process from first concept through final product

Recognize the importance of the rubric criteria used in the planning and execution of their artwork

Understand the purpose of maintaining a portfolio of work-in-progress and completed artwork

Show awareness of the steps toward exhibition

Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Recognize visual, spatial and tactile qualities in all artwork

Identify and describe the different kinds of imagery, including literal representation, simplification, abstraction and symbolism and their qualities

Distinguish among basic architectural styles, and respond to exemplars in painting and sculpture

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Recognize that content in artwork reflects beliefs and experiences of the culture in which it was created

Recognize the personal context through which artists create their art

Differentiate between utilitarian and aesthetic properties in artwork

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Recognize that artists have a role in the context of their society and how their work is supported economically and culturally

Acknowledge that there are distinctly different career options in the visual arts

Describe the purposes of cultural organizations and arts institutions

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Recognize artwork by categories, such as landscapes, organic images and styles associated with ancient cultures; and identify exemplary artists

Recognize the stylistic context of exemplars

Acknowledge stylistic differences in artwork from varied cultures and civilizations and identify exemplary artists

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Identify new inventions and technologies in the history of visual art and recognize their impact on artistic production

Observe innovative uses of technologies and inventions by artists

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Apply cross-curricular knowledge to learning in the arts and apply learning in the visual arts to cross curricular domains

SPECIFIC LEARNING SKILLS: Students will be able to:

Standard 1: Media, Materials, and Techniques. *Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.*

Apply expanded properties of drawing, illustration, painting, collage, printing, sculpture, weaving, crafts, architectural design and multi-media materials for expressive purposes

Construct three dimensionally using relief, assemblage, and armature form

Utilize art tools and technology appropriately and effectively for creative expression

Articulate art processes using appropriate art vocabulary and effective visual language

Respectfully use and maintain the classroom and work areas

Responsibly use art materials including paint, inks, drawing media, clay, paper, adhesives, fibers and other media;

Safely use art tools, utensils and equipment including technology, scissors, paint brushes, sculpting tools, templates, looms and other art utensils

Standard 2: Elements and Principles of Design. *Students will demonstrate knowledge of the elements and principles of design.*

Utilize the properties of color, including hue, value, shades, tints, tones, complementary, analogous and monochromatic colors for emotional and narrative effects

Utilize line in a variety of contexts, including contour, observation, imagination, memory and schematic drawing; calligraphy and printmaking with line, movement and pattern.

Apply actual textures, invented textures, simulated textures and abstracted textures for expressive purposes

Create variations of shapes, forms and patterns, including organic, geometric, positive/negative, symmetry, and tessellation to design compositions and patterns

Utilize part-to-part and part-to-whole relationships within designs

Apply the elements of art including color, line, texture, shape, form, pattern to represent space in two dimensional compositions and architectural design.

Apply the principles of art including balance and symmetry, repetition, rhythm, scale, proportion, unity, harmony, and emphasis intentionally to their 2D and 3D artwork to achieve a cohesive design

Use horizontal and vertical symmetry, approximate symmetry, and asymmetrical balance to achieve intuitive visual order

Utilize spatial properties for expressive purposes such as representational space including foreground, middle ground and background; decorative space such as pattern relationships; intuitive space including overlapping, transparency,

interpenetration; positive and negative space; proportional size relationships; creating illusions of 3D space using the factors of depth, one-point and aerial perspective

Utilize the principle of balance through application of symmetry and asymmetry for expressive purposes

Standard 3: Observation, Abstraction, Invention, and Expression. *Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.*

Draw, paint, collage, print, sculpt, weave, craft and apply multi-media techniques from observation, abstraction, memory, imagination, narrative, personal interests, emotions and experiences and differentiate between the conceptual approaches

Improve their perceptual, observational and imaginative skills through drawing and other media

Utilize and recognize the purpose of symbols, symbolic imagery, and abstract symbolism in artwork to represent the natural world and objects, relationships and ideas

Create personalized imagery expressing emotion

Translate the essence of a visual experience into visual imagery

Abstract imagery from nature, wildlife, mythology and images from world cultures and ancient antiquity and transform it into symbolic representation in a variety of art forms, such as architecture, crafts and design

Standard 4: Drafting, Revising, and Exhibiting. *Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.*

Produce artwork that exhibits craftsmanship

Articulate a concept, plan and execute a work of art

Demonstrate craftsmanship that is reflected in completed artwork

Following the rubric criteria for artwork

Verbalize and assess the criteria used in the planning and execution of their artwork

Keep a portfolio of work-in-progress and completed artwork

Select and present artwork for exhibition

Standard 5: Critical Response. *Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

Articulate visual, spatial and tactile qualities in their art and the art of others

Describe different kinds of imagery including literal representation, simplification, abstraction and symbolism as it is used in their art and the art of others

Discuss the differences between basic architectural styles, and how they influence painting and sculpture.

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Describe how the visual arts can affect cultural preferences and the ways that a society can influence the visual arts

Infer meaning in various artworks through interpretation of the artists' lives, using resources including biography, autobiography and interviews

Analyze various functional artworks based on both utility and aesthetics

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Compare and contrast artistic roles in different cultures and periods, including the context of creative work, exhibition, status, support and training

Discuss the application of careers in the visual arts and the role of art audiences

Explain how cultural organizations and arts institutions, such as museums, galleries and historical preservation organizations support the visual arts

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Identify varied American styles in the visual arts and architecture and accomplished American artists working in these styles

Describe various global characteristics of styles and genres in varied cultures and associate specific artists with these styles

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Describe new inventions and technologies in the history of visual art and their impact on artistic production

Describe innovative uses of technologies and inventions by artists

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Integrate cross-curricular knowledge through learning in the arts; apply learning in the visual arts to cross-curricular domains

INSTRUCTIONAL PRACTICE: Teacher will:

Whole group instruction, media demonstration and studio procedures

Presenting visual exemplars and resources from art history and/or cross-curricular connections

Brainstorming conceptual strategies and solutions

Small group modeling of procedural skills and clarification of instruction

Individual assistance and in-process feedback

Guided reflection

Group discussion

Exhibition of student artwork

SUGGESTIONS OF DIFFERENTIATION: Teacher will:

Modify lessons

Provide preferred seating

Provide opportunities for collaboration

Support peer coaching

Allot extra time

TEXT AND RESOURCE MATERIALS:

Classroom texts including Hobbs, Jack and Salome, Richard. (1995). *The Visual Experience*. Worcester, MA: Davis Publications, Inc.

Teacher/student created exemplars

Art exemplars

Artist biographies

Art books and other reference materials

Internet

Video

INTEGRATION OF TECHNOLOGY:

Video/DVD

Music CD

Art and artist websites

Computer generated art exemplars

Search for examples of artwork via the Internet.
Researching and exploring websites for ideas and inspiration

www.mosaicart.org

www.classicalmosaics.com

www.quizland.com

www.greatscott.com

<http://www.ancientegypt.co.uk/writing/home.html>

<http://witcombe.sbc.edu/ARTHancient.html>

<http://www.bagheera.com/>

<http://www.handsoncrafts.org/index.htm>

INTEGRATION OF WRITING: Students will:

Title their artwork and provide an artist statement for exhibited artwork

Within preliminary sketches, students will write two- three sentences describing their idea or forecasting their process Learn to express their thoughts about the creative process utilizing self-evaluation

Integrate their knowledge of visual arts and apply it to specific writing activities

Apply the visual interpretation of words as analogies, metaphors, puns, idioms, and compound words

Invent and write stories to describe their art work and the artwork of others

Critique their artwork and the artwork of others in spoken and written language

Fill out analytical rubrics

GRADING AND ASSESSMENT SYSTEM: In accordance with Canton Public Schools grading guidelines, as well as:

Individual critique of student artwork

Self assessment worksheets and journals

Class participation

General grade rubric

Portfolio review

Listen to self-evaluations and in-process conversations

Observe students at work

Facilitate question and answer summary session and follow-up activities

Facilitate small and large group critique of work in progress

Exhibit student artwork

Gallery walk

SUGGESTIONS FOR OTHER TEACHER RESOURCE MATERIALS:

Grade six resources from Davis Art Publishing

Teacher and student generated examples

School library and librarians

Art books

Grade six team teachers

Internet sites

School Arts Magazine

Museums

Visiting artists