

6th Grade

Elements and Principles of Art - Skill Guide

Line	Contour lines, structural lines, cross contour line, line design, 1pt perspective, 2 pt perspective
Shape	Geometric forms & shapes, blocking in.
Value	Demonstrate the use of value to create realism in drawings; form shading and cast shading.
Space	Recognize and create three layers of space in art: fore ground, middle ground, and background; positives and negative space;
Texture	shading using pen & ink techniques, visual texture,
Color	Primary, Secondary, Tertiary colors, monochromatic, complementary, analogous, hue, intensity, and color value.
Balance	Demonstrate and recognize kinds of balance; symmetry, asymmetry, and radial.

Techniques/Skills:	<ul style="list-style-type: none"> } Use visual images and design principles to promote an idea and create a graphic poster or artwork. } Apply basic control of printmaking skills to paper by effectively using stencils, monoprints, relief and brayers. } Refine thin to thick letters and demonstrate basic graphic lettering skills and how to effectively use a ruler } Describe the use of line, shape, color, value, space, and texture in art. } Be able to describe differences and similarities in pairs of artwork. } Explain ideas, thoughts, experiences, and feelings expressed in personal artwork. } Use art vocabulary to talk about art and share themes, subjects, or main ideas. } "Read" art and connects the process to reading text; main idea, characters, settings, events, sequences, retell import information in own words.
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Visual Art Core:

Create:	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Combine concepts collaboratively to generate innovative ideas for creating art. Formulate an artistic investigation of personally relevant content for creating art.
Investigate:	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. Explain environmental implications of consecration, care, and clean-up of art materials, tools, and equipment. Design or redesign objects, places, or systems that meet the identified needs of diverse users.
Reflect, Refine:	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
Presenting:	Interpreting and sharing artistic work.
Select:	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
Analyze:	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
Share:	Assess, explain, and provide evidence of how museums or other venues reflect history and values of community.
Responding:	Understanding and evaluating how the arts convey meaning.
Perceive:	Identify and interpret works of art or design that reveal how people live around the world and what they value. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
Analyze:	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Interpret:	Develop and apply relevant criteria to evaluate a work of art.
Connecting:	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making. Analyze how art reflects changing times, traditions, resources, and cultural uses.