

Texas Essential Knowledge and Skills

6th Grade

FOUNDATIONS:

The student is expected to:

- (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
- (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and
- (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, and symbol using art vocabulary accurately.

CREATIVE EXPRESSION:

The student is expected to:

- (A) create original artworks based on direct observations, original sources, personal experiences, and the community;
- (B) apply the art-making process to solve problems and generate design solutions; and
- (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

HISTORICAL and CULTURAL RELEVANCE:

The student is expected to:

- (A) identify the influence of historical and political events in artworks;
- (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- (C) explain the relationships that exist between societies and their art and architecture and
- (D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.

CRITICAL EVALUATION and RESPONSE:

The student is expected to:

- (A) create written or oral responses to artwork using appropriate art vocabulary;
- (B) analyze original artworks using a method of critique such as describing the artwork, the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (C) develop a portfolio;
- (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
- (E) understand and demonstrate proper exhibition etiquette.

S.T.E.A.M Connections

Math: Geometric/Organic Shapes, Comparative Measurements, Patterns, Symmetry (Radial), Angles, Measuring Tools, 3D Forms, Perspective (linear), Reflection, Fractions and on-grade level Math vocabulary

Science: Landscape/Environment, Clay, Construction, Proportion/Space in Landscapes, Color Theory, Light/Value, Perspective (atmospheric), Environmental Science and Proportions (Facial)