VISUAL ARTS
6th Grade

Course Overview:
In 6 grade art, students are engaged in 2-D and 3-D studio art experiences that explore a wide range of media. Both the elements and principles of design will be used to help students express artistic ideas and concepts. Individuality and imagination will be an n essential part of the students' artistic output. Students also learn about aspects of art history and art from many cultures around the world. Through this course, students also gain knowledge of art and its role in society and how art can benefit an enriched future of lifelong learning.

Vocabulary: Abstract, Acrylics, Additive, Analogous, Art Criticism, Asymmetry, Background, Balance, Collage, Color, Color Relationships, Composition, Contemporary Art, Content, Contour Line Drawings, Contrast, Cool Colors, Design, Distortion, Dominance, Elements of Art, Emphasis, Expressive Content, Figurative, Foreground, Focal Point, Form, Function, Hue, Installation Art, Intensity, Line, Linear Perspective, Mass, Maquette, Media, Middle Ground, Mixed Media, Monochromatic, Mood, Motif, Movement, Multimedia, Negative Space, Neutral Colors, One-point Perspective, Organic, Pattern, Perspective, Point of View, Portfolio, Positive, Printmaking, Primary Colors, Principles of Design, Properties of Color, Proportion, Reflection, Rhythm, Rubric, Scale, Secondary Colors, Shade, Shape, Space, Still Life, Structure, Style, Subtractive, Symmetry, Texture, Theme, Three-dimensional, Tint, Tone, Traditional Art, Two-dimensional, Two-point Perspective, Unity, Value, Variety, Visual Metaphor, Volume, Warm Colors, Watercolor.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.
- I can devise multiple solutions to any given art problem.
- I can use improvisation/experimentation to determine solutions.
- I can collaborate with others to generate ideas for a work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from

established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

- I can apply original ideas to various drawings, paintings, printmaking and sculpture.
- I can demonstrate the use of various symbols to create meaning in a work of art.
- I can select a course of action using two-dimensional processes to create a work of art.
- I can select a course of action using three-dimensional processes to create a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art and design.

- I can apply the elements of art and principles of design to an original work of art.
- I can exhibit craftsmanship when creating various types of drawings, paintings, printmaking and sculpture.
- I can formulate art products with my peers.
- I can use various forms of technology and processes to convey meanings in art.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.6a Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

- I can demonstrate responsible behavior regarding clean-up and care of art supplies.
- I can exhibit safety with tools and materials in the art room.
- I can demonstrate respectful behavior regarding the protection of personal belongings and those of others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

- I can use art materials, techniques, technologies, and processes to create specific responses.
- I can experiment and practice with a variety of media to achieve clarity of expression.
- I can create an artwork based on a specific set of design requirements.
- I can explore and examine possible audience responses to a collection of artwork.
- I can apply the rules of one point perspective to create the illusion of 3-D space.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

- I can explain my ideas that are expressed in an original artwork.
- I can evaluate the quality and effectiveness of my own artwork.
- I can apply criticism to my own artwork.
- I can predict and evaluate potential responses to my own artwork.

PRESENTING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

- I can explain the how experiencing an artwork in person might differ from experiencing the same artwork as a reproduction.

- I can explain why an artist might choose to work with certain media and processes over others.
- I can analyze a variety of possible presentation options presented by specific media and techniques.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.6a 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.

- I can explain how viewers interact with the artwork in different exhibit spaces within our school.
- I can exhibit craftsmanship and completion as I prepare and revise works for presentation.
- I can exhibit my artwork that demonstrates my understanding of art concepts.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

- I can identify multiple venues in which a viewer might experience visual art.
- I identify and compare collections of artworks in various eras and cultures including American Indian art.
- I can demonstrate appropriate audience behavior for the context and style of art presented.
- I can identify and classify examples of cultural, political, expressive, commercial, and environmental visual arts.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.

- I can compare various reasons for creating works of art.
- I can describe artistic choices in the work of others.
- I can identify and compare stylistic approaches in a variety of artworks.
- I can differentiate a variety of art objects in historical and cultural contexts.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions and actions.

- I can describe how emotion and expression are implicit in creating art.
- I can describe a variety of individual responses to works of art.
- I can analyze how artworks communicate meaning using problem solving, personal decisions and expression.
- I can interpret contemporary and historical meaning in specific art works through critical and aesthetic inquiry process.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.6a 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.

- I can recognize and classify the elements of art and principles of design in a work of art.

- I can differentiate components of various subject matter in art.
- I can compare multiple purposes for creating works of art.
- I can analyze artistic choices in my own artwork and the artwork of others.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why ight criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

- I can describe artistic choices in my own artwork and the artwork of others.
- I can describe the influence of personal experience on the interpretation of works of art.
- I can differentiate a variety of art objects in historical and cultural contexts.
- I can develop and apply criteria to evaluate the quality and effectiveness of the work of others.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

- I can help build a collection of artwork that reflects a range/variety of experiences.
- I can explain how a body of artwork reflects the personal experiences of an artist.
- I can propose a body of artwork that reflects a personal investigation of a theme.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

- I can explain how works of art reflect the environment in which they are created.

- I can explain how history/culture and the Arts influence each other.
- I can analyze characteristics of works of art as belonging to particular cultures, times, and places in the context in which they were created.
- I can determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.