



Art 6 Curriculum

Board Approved: 02/19/2026

Course Information

Middle School Quarter course

Course Description:

Art 6 is an introductory middle school course in which students explore the elements of art through art history, criticism, and studio activities. Students experiment with a variety of two- and three-dimensional media as they begin to develop artistic habits such as keeping a sketchbook and building a digital portfolio. Emphasis is placed on exploring inspiration, practicing basic design skills, and reflecting on how art connects to personal experiences, culture, and history.

Transfer Goals:

- Use basic art vocabulary to describe and reflect on personal artwork and the artwork of others.
- Communicate ideas effectively.
- Independently be inspired, design, create, and reflect/present an original work of art.
- Evaluate and critique works of art.
- Make connections between art and their society, culture, and history.

Curriculum Standards: [Missouri Learning Standards Fine Arts Visual Arts Standards](#)

Curriculum Resource(s): TBD

priority standards indicated in **bold*

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Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 1: Inspiration

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will explore how images, ideas, and personal experiences inspire art. They examine artworks from different times and cultures and create their own pieces that connect to their lives, practicing basic skills in observation, reflection, and meaning-making

Enduring Understandings:

- Visual imagery influences understanding of and responses to the world.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
- Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions:

- How does collaboration expand the creative process?
- How do images influence our views of the world?
- How does engaging in creating art enrich people's lives?
- How is art used to impact the views of a society?
- How do life experiences influence the way you relate to art?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>VA:Cr1A.6</u>	<ul style="list-style-type: none"> • I can generate concepts and ideas for creating art.
VA:Re7B.6	<ul style="list-style-type: none"> • I can analyze visual elements and culture in artistic images.
<u>VA:Re7A.6</u>	<ul style="list-style-type: none"> • I can identify works of art which reveal how people live and value around the world.
VA:Cn10A.6	<ul style="list-style-type: none"> • I can create ideas reflecting current interests/concerns in art-making.
<u>VA:Cn11A.6</u>	<ul style="list-style-type: none"> • I can analyze how art reflects changing times and traditions

**priority standards indicated in bold*

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Unit 2: Design

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will learn how artists use the elements of art to organize ideas visually. They explore how line, shape, color, texture, form, space, and value work together to create meaning and communicate ideas. Through guided practice and basic experimentation, students apply these elements to simple design challenges and begin making intentional decisions about composition and meaning.

Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions:

- Why do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers learn from trial and error?
- How do artists and designers create works of art or design that effectively communicate?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.6	<ul style="list-style-type: none"> • I can formulate an artistic investigation while creating art.
VA:Cr2A.6	<ul style="list-style-type: none"> • I can demonstrate openness by trying new ideas, materials, and methods.
VA:Cr2C.6	<ul style="list-style-type: none"> • I can design/redesign objects, places or systems to meet diverse users.
VA:Re8A.6	<ul style="list-style-type: none"> • I can interpret art by analyzing the context, subject matter and use of media.

**priority standards indicated in bold*

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Unit 3: Creation

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will explore a variety of art media and tools to create two- and three-dimensional works. They learn foundational techniques and safe studio practices while experimenting with ways materials can express ideas. Emphasis is on skill-building, following steps of the creative process, and developing confidence through guided practice and reflection.

Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.
- Artists, and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Questions:

- How do artists and designers use experimentation, trial and error, and iterative problem-solving to advance their creative processes and achieve more sophisticated outcomes?
- In what ways do artists and designers make strategic decisions to support long-term artistic goals and professional practices?
- How does persistence influence the process of revising, refining, and developing complex work, and how can reflective strategies enhance growth and mastery in art-making?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr2A.6	<ul style="list-style-type: none"> • I can demonstrate openness by trying new ideas, materials, and methods.
VA:Cr2B.6	<ul style="list-style-type: none"> • I can care for and maintain materials, tools, and equipment.
VA:Cr3A.6	<ul style="list-style-type: none"> • I can reflect on whether my artwork conveys my intended meaning and revise accordingly.

**priority standards indicated in bold*

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Unit 4: Presentation/Reflection

Timeframe: All units in this quarter-long course are integrated; skills and concepts are concurrently woven throughout the learning experiences to ensure ongoing practice and connection.

Unit Description: In this unit, students will explore how artists, museums, and communities display art and why presentation matters. They learn basic critique skills and use simple criteria to describe and evaluate artworks. Students reflect on their own work, assemble beginning portfolios, and consider how choices in display affect how artwork is understood.

Enduring Understandings:

- Artists and designers strategically experiment with forms, structures, materials, concepts, media, and art-making approaches to solve complex creative challenges.
- Artists and designers navigate the balance between experimentation and safety, freedom and responsibility, making deliberate choices that enhance both the process and outcome of their work.
- Artists and designers cultivate excellence through sustained practice, constructive critique, and iterative reflection, revising and refining their work with intentionality and purpose.

Essential Questions:

- How does one determine criteria to evaluate a work of art?
- How do the choices made by art museums influence how we view art and history?
- What criteria are considered when selecting work for a presentation, a portfolio, or a collection?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Pr4A.6	<ul style="list-style-type: none"> • I can analyze similarities and differences in how works of art are presented.
VA:Pr5A.6	<ul style="list-style-type: none"> • I can develop a plan for displaying works of art.
VA:Pr6A.6	<ul style="list-style-type: none"> • I can understand and analyze how museums reflect the history and values of a community.
VA:Re9A.6	<ul style="list-style-type: none"> • I can apply criteria to evaluate a work of art.

**priority standards indicated in bold*

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