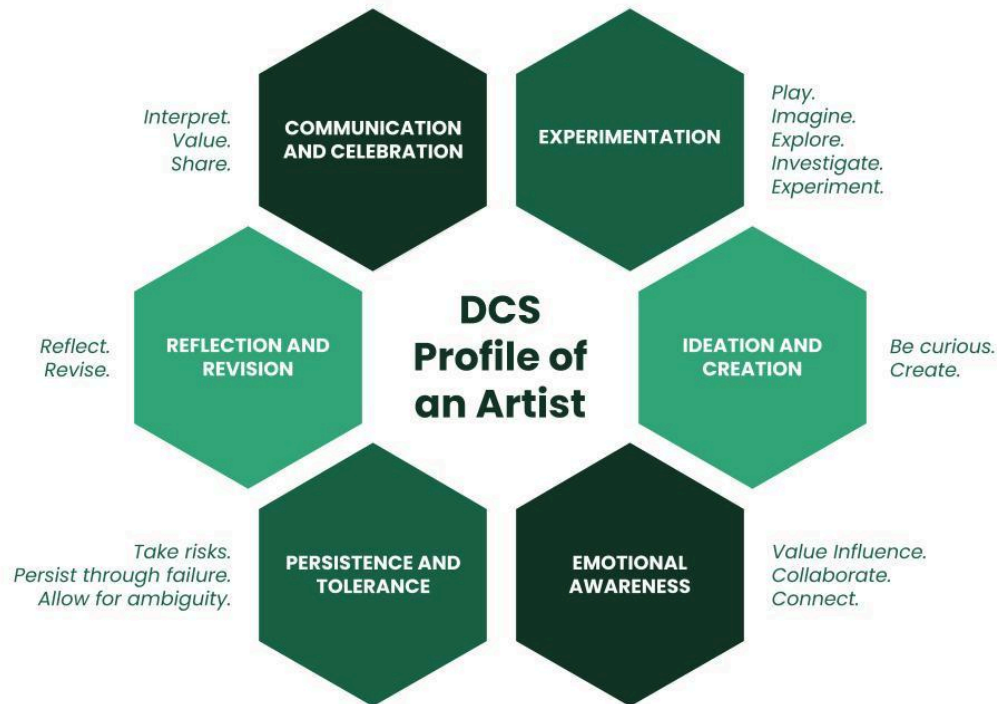




Dublin City Schools
Grade 6 Art
Graded Course of Study
2026

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study



DCS Profile of an Artist is a circular infographic featuring a central title surrounded by six green hexagons. Each hexagon contains a core artistic competency, paired with specific characteristics:

- **Communication and Celebration:** Interpret, Value, Share.
- **Experimentation:** Play, Imagine, Explore, Investigate, Experiment.
- **Ideation and Creation:** Be curious, Create.
- **Emotional Awareness:** Value Influence, Collaborate, Connect.
- **Persistence and Tolerance:** Take risks, Persist through failure, Allow for ambiguity.
- **Reflection and Revision:** Reflect, Revise.

Dublin City Schools
K-12 Visual Arts Education Graded Course of Study

Visual Arts K-12 Vision

In Dublin City Schools, we believe that visual arts learning is essential for all students. Through art, learners engage both sides of the brain, strengthening their ability to problem-solve, imagine, and create. The artistic process develops technical proficiency, critical thinking, and confidence while also nurturing empathy and inclusion through shared creative experiences.

DCS Visual Arts is committed to cultivating the dispositions of an artist by providing space for:

- Experimentation, Play as process, and Imagination – explore new ideas, materials, and approaches.
- Ideation & Creation – develop and refine concepts into artistic works.
- Emotional Awareness – express, process, and understand feelings through art.
- Persistence & Tolerance for Ambiguity – embrace challenges, failure, and uncertainty as part of growth.
- Skill Development – refine craft and achieve technical proficiency across artistic domains.
- Reflection & Revision – interpret, analyze, and improve work.
- Communication & Celebration – collaborate with peers and teachers to broaden perspectives and enrich artistic practice.

Through these practices, students in Dublin City Schools will develop the capacity to think and create like artists in all contexts. Cultivating artistic literacy equips learners with creativity, confidence, and critical reasoning, preparing them to thrive in an interconnected world.

K-12 Enduring Understandings

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

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GRADE 6 ART

Course Goals

Students will apply the underlying elements and principles of visual art as they develop their skills in Drawing, Sculpture, Painting, Printmaking and Ceramics. While making their own artwork, the students will be introduced to artists who have worked in these areas. Art learning experiences will enrich student understanding of art as they explore a wide scope of historic and contemporary art from diverse cultures.

PLAY, EXPERIMENTATION AND IDEA GENERATION

- Artists use play and experimentation to develop an idea for the process of making art to an eventual finished product.
- Artists are able to identify why play, experimentation, and idea generation are so important in the overall process of making art.
- Artists understand the value of idea fluency, flexibility, originality, and elaboration to thinking and creativity, and to developing and realizing their vision.

Creating

Conceive and Develop ideas.

6.1CR Reference multiple sources for visual expression.

6.2CR Independently brainstorm and experiment with ideas.

Connecting

Relate to personal and external contexts.

6.3CO Use observations, life experiences and imagination for personal and creative expression.

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PERSISTENCE, TOLERANCE, VALUING INFLUENCE AND COLLABORATION • Artists see each other as a resource for information and to help refine ideas. • Artists soak up ideas from other people and from the world, and integrate inspiration and feedback in ways that are their own. • Artists are open to interpretation, embrace challenges during the making process, and are not afraid to take risks.	
Creating	<i>Conceive and Develop ideas.</i>
	6.3CR Synthesize the elements of art and principles of design to plan works of art.
Performing	<i>Materialize and produce work.</i>
	6.1PE Compare and contrast various levels of artisanship. 6.3PE Purposefully incorporate the elements of art and principles of design to construct works of art.
Responding	<i>Understand and evaluate meaning.</i>
	6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
Connecting	<i>Relate to personal and external contexts.</i>
	6.1CO Identify how art is used to inform or influence beliefs, values or behaviours of a community.

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REFLECT, REVISION, COMMUNICATION AND CELEBRATION - Artists understand that revision and reflection are an important component of creating a successful artwork. - Artists use a variety of mediums and methods to communicate things like ideas, emotions, and messages. - Artists celebrate the creative process by making their thinking visible to an audience. Making artwork visible to others celebrates the ability of art to inspire change, evoke an emotional response, and form connections.	
Creating	<i>Conceive and Develop ideas.</i>
	6.4CR Recognize ethical uses of visual resources.
Performing	<i>Materialize and produce work.</i>
	6.2PE Identify technical skills that impact art making. 6.4PE Collect personal works of art for a portfolio.
Responding	<i>Understand and evaluate meaning.</i>
	6.1RE Apply relevant vocabulary to define and describe works of art. 6.2RE Identify self-assessment criteria to inform goals within the art-making process. 6.3RE Describe how elements of art and principles of design are used in art criticism.
Connecting	<i>Relate to personal and external contexts.</i>
	6.2CO Identify the importance of lifelong involvement and advocacy in visual arts. 6.4CO Define a variety of aesthetic stances.