

## 6th Grade Art

**CREATIVE EXPRESSION:** *Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. \* Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.*

Related Standard	6-8 Priority Standards	Bloom's Level	6 <sup>th</sup> Grade Indicators
N 2 IL 26 VA 1 CP 5	6-8-a. <u>Discriminate</u> between the characteristics of visual art media, techniques, and processes for the purpose of <u>choosing</u> the most appropriate combination to communicate artistic ideas.	4, 5	Create emphasis using size, overlapping and color. Crop to emphasize important details. Alter point of view to add excitement or tension. Use elements to illustrate personality. Create artwork that interprets your subject.
N 3 IL 26 VA 1 CP 2	6-8-b. <u>Design</u> and <u>execute</u> visual art works of various forms that <u>analyze</u> and <u>synthesize</u> inspiration from professional art works, cultural influences, life experiences, observation and/or imagination.	6	Analyze successful elements of professional works. Gather personal images and objects from home. Respond creatively and problem-solve during individual, "real-time" visual expression. Observe from life or photographic references. Compare/contrast artistic approaches across cultures. Recognize historical reasons for vessel forms.
N 1 IL 26 VA 1 CP 2 CP 6	6-8-c. <u>Combine</u> various materials with the expressive qualities of the elements and principles of design to <u>explore</u> different styles in their work.	6, 4	Create unity through repetition or similarity of elements. Fill the space in a balanced way (2-D). Create an even and balanced form (3-D). Create an obvious focal point or center of interest. Balance and unify color(s). Use of shading-- light, medium and dark color values in layers- creates volume. Create surface textures and details in any medium Build "in the round"... guided by a template/plan.
	<b>Big Ideas</b>		<b>All students have the ability to be creative. In art class students learn to use materials to express their ideas and create original, visual works of art.</b>
	<b>Essential Questions</b>		<b>What is creativity? What is self-expression?</b>

**CRITICISM AND AESTHETICS: Students will reflect upon and assess the characteristics and merits of art works.**

Related Standard	6-8 Priority Standards	Bloom's Level	6 <sup>th</sup> Grade Indicators
N 5 IL 25 VA 3 CP 2	6-8-a. <u>Articulate</u> and <u>justify</u> personal perceptions of value and/or meaning in works of visual art to <u>demonstrate</u> informed judgment (elements and principles of design, art styles and theories).	5	Identify compositional elements and principles in a work of art: line, shape, texture, color, space; value, contrast, pattern, rhythm, movement, balance, emphasis, unity, variety  Self-evaluate individual artwork in process (formative) and at completion (summative) by considering a final set of expectations (project rubric) and completing a written self-reflection.
N 5 IL 25 VA 3 CP 6	6-8-b. <u>Critique</u> their own work and the work of others based upon specific aesthetic criteria.	5	Use elements and principles vocabulary and a final set of expectations (project rubric) to peer review and receive constructive criticism during the creative process.
N 5 IL 27 VA 2 CP 5	6-8-c. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures). This could be an interdisciplinary trip.	2	Viewing a work of art in a public space requires respect for everyone's viewing experience (quiet, taking turns in front of the work) Truly observing a work of art requires not only close observation of subject and technique, it requires us to make and think about our personal connections. Our opinions will be considered by others more when we can explain them using art vocabulary.
N 3 IL 27 VA 2 CP 2 CP 5	6-8-d. <u>Evaluate</u> work, from their own and other cultures and historical periods, that uses elements and principles of design to persuade and influence.	5	Analyze the techniques used to create a work of art and how they impact the influence the artist is trying to have on the viewer.  Identify the unique characteristics of ceramic forms and the related historical significance of the forms.
N 6 IL 27 VA 2 CP 5	6-8-e. <u>Investigate</u> the skills necessary to work as a professional artist or with a visual arts approach to ones work responsibilities.	4	Revisit and rework areas at teacher suggestion. 'Conference' or 'critique' with the teacher while your work is in progress to get feedback. Ask for help when you needed it. Complete work to the <b>absolute best</b> of your <b>ability</b> . Work with confidence to problem-solve, experiment and learn techniques to reach a creative goal/idea.
N 3 IL 25 VA 3 CP 7	6-8-f. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and <u>demonstrate</u> understanding in the visual arts.	3	See Vocabulary List Students complete written project reflections as a common assessment.
	<b>Big Ideas</b>		<b>Students should be able to use the language of art (elements and principles) to defend their views about works of art.</b>
	<b>Essential Questions</b>		<b>What is "good" art?</b>

***CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.***

Related Standard	6-8 Priority Standards	Bloom's Level	6 <sup>th</sup> Grade Indicators
N 4 IL 27 VA 2 CP 3 CP 5	6-8-a. <u>Describe</u> cultural values expressed in art works and <u>compare/contrast</u> those values with their own daily experience.	2,4	Analyze works of art by artists of various cultural backgrounds and identify how the works reflect the artist's interpretation of his or her surroundings, personal interests and/or personalities.  Compare/contrast those influences with individual daily experiences and values.
N 4 IL 27 VA 2 CP 3	6-8-b. <u>Recognize</u> why works of art from across cultures and historical eras should be available for all to see: museums, auditoriums, theatres, books and poetry, etc.	1	Identify common subjects, styles and/or interpretations in works of art by various artists, periods in history or cultural/ethnic groups.  Hypothesize cultural similarities/differences between diverse groups people based on the treatment of common subjects in works of art.
	<b>Big Ideas</b>		<b>Human beings have core needs that are expressed through art, across all cultures.</b>  <b>Our humanity is expressed through art.</b>
	<b>Essential Questions</b>		<b>How are the needs of human beings similar, regardless of culture?</b>  <b>What kinds of feelings and emotions can you see in a work of art?</b>

**CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.**

Related Standard	6-8 Priority Standards	Bloom's Level	6 <sup>th</sup> Grade Indicators
N 2 IL 26 VA 1 CP 5	6-8-a. <u>Use</u> materials and tools in a safe and responsible manner while <u>making</u> art and <u>keeping</u> the art room clean.	3,2	Use art tools and materials safely, as the teacher demonstrates. Clean up after yourself and as a team. Remain <b>attentive</b> during discussions, presentations, demonstrations and <b>follow directions</b> given during those times.
N 3 IL 26 VA 1 CP 2	6-8-b. <u>Respect</u> the studio environment of the art room and the ideas and artwork of others, while learning to <u>critique</u> in a way that supports the creative process.	5	All ideas in art have value. Everyone wants to make art that is appreciated, so complement others on the successful parts of their work. Know the goals of the artist; make constructive comments that can help the artist make improvements; share ideas and knowledge that can be helpful.
N 1 IL 26 VA 1 CP 2 CP 6	6-8-c. <u>Demonstrate</u> self-motivation to <u>achieve</u> personal best quality in all work with persistent attention to details and craftsmanship.	2	Make art without being afraid to try new things. Try again if you do not like the first try. Turn a mistake into a new idea. Learn from your mistakes, so you do not repeat them. Identify specific areas of your art to improve, and ask for help. Do NOT give up. Complete projects within a specific time frame (consideration given for developmental differences).
N 6 IL 27 VA 2 CP 5	6-8-d. <u>Demonstrate</u> awareness that works of art can elicit empathy and become a catalyst to generate action that brings about positive change in the lives of others.	2	Discuss and create art that communicates ideas; brings attention to an idea or a problem; informs; persuades others to take positive action and change.
	<b>Big Ideas</b>		<b>Successful artists are observant, motivated, risk takers, persistent and resilient. Being part of a creative community requires responsibility.</b>
	<b>Essential Questions</b>		<b>How do your choices about your behavior impact your art making and the art making of others?</b>