



# Visual Arts

## Grade Six

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

---

##### *Develop Visual Arts Knowledge and Vocabulary*

- 1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.

##### *Analyze Art Elements and Principles of Design*

- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

---

##### *Skills, Processes, Materials, and Tools*

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing, using varying tints, shades, and intensities.

##### *Communication and Expression Through Original Works of Art*

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 2.6 Use technology to create original works of art.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

---

##### *Role and Development of the Visual Arts*

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

##### *Diversity of the Visual Arts*

- 3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

---

##### *Derive Meaning*

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.

##### *Make Informed Judgments*

- 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.
- 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

---

#### *Connections and Applications*

- 5.1 Research how art was used in theatrical productions in the past and in the present.
- 5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

#### *Visual Literacy*

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

#### *Careers and Career-Related Skills*

- 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.