

6th GRADE VISUAL ARTS Curriculum Guide

Believing that art is for all students, the visual art program is designed to give students the opportunity to express and explore visual ideas. The program helps a student develop an awareness of and appreciation for the presence of art both within the classroom and in their everyday experiences. Each week the students attend a 45 minutes art class which give the students an opportunity to create works of art, use various media and techniques, including technology to help and encourage the student to maintain and master skills within the various methods. These lessons are pursued by integrating the four essentials of learning Art, creative expression, art history, art criticism, and aesthetic perception. Each grade level in art is sequential; it builds and deepens the student's knowledge and skills.

- I. Art Appreciation and History
 - A. Students will learn how art history influences a work of art.
 - B. Students will relate all works of art through out the year to its history and style.
 - C. Students will learn about specific artists and how their art has influenced modern art.

- II. Principles and Elements of Design
 - A. Students will be aware of the elements and principles of design as guide for seeing and creating art.
 - B. Students will learn, define, and identify the principles and elements of art.
 - C. Students will crate a drawing that translates the principles and elements of art in a visual picture.

- III. Drawing
 - A. Value in black and white
 - 1. Students will perceive and describe how artists may use shading to suggest textures and forms in drawings.
 - 2. Students will be aware of value as a term for describing variations in light and dark.
 - 3. Students will perceive and describe the different techniques used in achieving value in a drawing.
 - 4. Students will shade a drawing to suggest value, form and texture.
 - B. Value in Color
 - 1. Students will be aware of values in color, tints and shades.
 - 2. Students will perceive and describe the different techniques used in achieving value in color by mixing white or black to a color.
 - 3. Students will create a monochromatic painting applying the concept of tints and shades.

4. Students will use the techniques of color, shading and texture to create drawing for the Federal Junior Duck Stamp.

IV. Sculpture

A. Clay construction

1. Students will understand the meanings of basic terms for ceramics.
2. Students will understand and demonstrate the basic techniques in clay construction.
3. Students will identify the different stages of clay.
4. Students will create a ceramic clay sculpture of a self-portrait bust.

B. Found object sculpture

1. Students will understand that sculpture can be made by assembling and joining read-made and discarded materials.
2. Students will understand that ready-made objects and discarded materials can be imaginatively recycled to create sculpture.
3. Students will create an imaginative assemblage sculpture by assembling and joining found objects.

V. Lettering

A. Calligraphy

1. Students will understand the history of calligraphy.
2. Students will identify calligraphy in comparison to a font
3. Students will use calligraphy to create a poem.

B. Illuminated text

1. Students will identify illuminated text.
2. Students will compare illuminated text before and after the invention of the printing press.
3. Students will create an example of an illuminated text.

VI. Weaving

- A. Students will understand that weaving is a process of interlocking yarn to create fabrics.
- B. Students will learn the basic terms for weaving and functions of a loom.
- C. Students will appreciate that some hand-woven fabrics have cultural significance and symbolic designs.
- D. Student will use a flat loom to create a weaving.

VII. Art Appreciation and History

- D. Students will learn how art history influences a work of art.
- E. Students will relate all works of art through out the year to its history and style.
- F. Students will learn about specific artists and how their art has influenced modern art.

VIII. Quarter Projects

- A. Within each quarter students will complete five additional projects, which complement and enhance the units, focus in the quarter.
- B. Students will work at least 15 minutes or more on each project.
- C. Students may visit Art Museums or Galleries.