

# GRADE 6 VISUAL & PERFORMING ARTS

## ART 6–2025

### COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 6 (2024)(Grade 6)**

- Visual Arts (Grade 6)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 6.1CR. Reference multiple sources for visual expression.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 6.3PE. Purposefully incorporate the elements of art and principles of design to construct works of art.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 6.1RE. Select relevant vocabulary to define and describe works of art.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 6.1CO. Identify how art reflects changing cultures over time.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities
    - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Expressive lines, technique and design
2. Analogous color wheel theories
3. Modeled shapes/representations for two-dimensional art
4. Creating one-point perspective
5. Two-dimensional graduated value; grey scale 8+ values

### **Principles of Design**

1. Line to demonstrate a mathematical understanding
2. Colors to create a harmonious or contrasting effect
3. Texture and line for textural representation as less complex or enlarged to an abnormal degree
4. Two-dimensional shape as representational of a three-dimensional form
5. Value to show gradual changes of light on form
6. Composition by using a compositional convention

### **Media and Methods**

1. Strategies utilized when creating three-dimensional works
2. Strategies utilized when creating historical, social, and cultural works of art
3. Elements and techniques that are specific to a particular time period or region
4. Designed artworks and techniques

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art
4. Dimensional works of art from both indoors and outdoors
5. Art encompassing a variety of historical periods and cultures
6. Vocabulary that explains and defends artistic decisions.

## **SKILLS**

1. Reference multiple sources for visual expression.
2. Purposefully incorporate the elements of art and principles of design to construct works of collaborative art.

3. Select relevant vocabulary to define and describe works of art.
4. Identify how art reflects changing cultures over time.

### **ESSENTIAL QUESTIONS**

1. How does art represent personal expression, exploration, and/or insight?
2. What is the role of visual art in developing interdisciplinary projects that investigate relevant issues in local, national and global communities?
3. What skills and vocabulary do I need to appreciate visual art?
4. How do I use my knowledge of art skills and vocabulary to create art?
5. What will art be like 10, 20, 30 years from now?

### **Resources**

- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)
- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)
- Essential Questions in Art (<http://nchsart.blogspot.com/2008/02/essential-questions-in-art.html>)

### **STANDARDS VOCABULARY**

#### **Visual Art Vocabulary**

1. asymmetrical
2. background
3. balance
4. ceramics
5. clay
6. color
7. composition
8. content
9. elements of art
10. expression
11. foreground
12. geometric
13. image
14. imagination
15. intensity
16. line
17. medium/media
18. middle ground
19. movement
20. organic
21. pattern

22. portrait
23. primary colors
24. principles of design
25. repetition
26. score
27. sculpture
28. secondary colors
29. shade
30. space
31. still life
32. style
33. symbol
34. symmetrical/symmetry
35. texture
36. tint
37. tone
38. unity
39. value
40. variety

### **ADDITIONAL VOCABULARY**

#### **Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex. math: fractions, shapes, proportion, etc.)

#### **Resources**

- Visual Arts Vocabulary List (<http://www.enchantedlearning.com/wordlist/art.shtml>)

## STAGE 2: ASSESSMENT EVIDENCE

### ***Rubric***

#### **Formative: Class Work**

Teachers can create a rubric to fit the criteria of any project.

### ***Media Critique***

#### **Formative: Cooperative Group Work**

Have students critique the artwork in media samples, discussing messages sent directly and subliminally. Utilize critique cards when necessary to invoke meaningful conversations. Have students work in groups with worksheet to fill in.

### ***Artist Statement***

#### **Summative: Written Assessment**

Students will each write an artist's statement to explain choices made when creating the Peace Poster. Students will use correct common core vocabulary and will present their own perspective on the project. Supply students with a checklist of information to be covered in an artist statement.

### ***Quadrant Art***

#### **Summative: Cooperative Group Work**

Students in groups of four will discuss a piece of art and decide what mediums, techniques and color theories will be used to create their own version of the piece. They will cut a copy of the image into four pieces and have each member of the group draw one quadrant. The group must work together to create a cohesive finished project.

### ***Peace Poster***

#### **Summative: Cooperative Group Work**

As a class, students will discuss verbal and nonverbal communication: what signs are universal to all people and to all cultures? Students will be put into small groups and research signs and symbols that relate to the Peace Maker theme. Students will create a peace poster utilizing a variety of signs and symbols that best fit their design.

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Creative Problem Solving, Decision-making Process, Talking Circles and Scaffolding: Quadrant Art. Students in groups of four will discuss a piece of art and decide what mediums, techniques and color theories will be used to create their own version of the piece. They will cut a copy of the image into four pieces and have each member of the group draw one quadrant. The group must work together to create a cohesive finished project. See Links for an example of Modern Starry Night Poster.
2. Creative Problem Solving, Decision-making Process and Scaffolding: Peace Poster. As a class, students will discuss verbal and nonverbal communication: what signs are universal to all people and to all cultures? Students will be put into small groups and research signs and symbols that relate to the Peace Maker theme. Students will create a peace poster utilizing a variety of signs and symbols that best fit their design. See Links for examples of Pastel Peace Posters.
3. Writing Process: Artist Statement. Students will each write an artist's statement to explain choices made when creating the Peace Poster. Students will use correct common core vocabulary and will present their own perspective on the project. See Link for website of sample artist statements.
4. Cooperative Group Work: Media Critique. Have students critique the artwork in media samples, discussing messages sent directly and subliminally. Utilize critique cards when necessary to invoke meaningful conversations. Have students work in groups with worksheet to fill in.

### **Resources**

- ArtsEdge: Art Critiques Made Easy (<https://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy>)
- Young Artists: Artist Statements (<http://youngartists.blogs.sd73.bc.ca/sample-page/artist-statements/>)
- The iPad Art Room (<http://www.ipadartroom.com>)
- The Art of Education (<http://www.theartofed.com/lessons/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connection**

*Vincent van Gogh: Sunflowers and Swirly Stars (Smart About Art)* by Joan Holub

*Henri Matisse: Drawing with Scissors (Smart About Art)* by Jane O'Connor

*Claude Monet: Sunshine and Waterlilies (Smart About Art)* by True Kelley

*Pablo Picasso: Breaking All the Rules (Smart About Art)* by True Kelley

*Edgar Degas: Paintings That Dance (Smart About Art)* by Maryann Cocca-Leffler

*Pierre-Auguste Renoir: Paintings That Smile (Smart about Art)* by True Kelley

*Mary Cassatt: Family Pictures (Smart About Art)* by Jane O'Connor

*Frida Kahlo: The Artist who Painted Herself (Smart About Art)* by Margaret Frith

*My Name Is Georgia: A Portrait* by Jeanette Winter

*The Cloth Paper Scissors Book: Techniques and Inspiration for Creating Mixed-Media Art* by Barbara Delaney

*Art Lab for Kids: 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media For Budding Artists (Lab Series)* by Susan Schwake

*Paint Lab: 52 Exercises inspired by Artists, Materials, Time, Place, and Method (Lab Series)* by Deborah Forman

#### Resources

- Dick Blick for Educators (<http://www.dickblick.com/educators/>)
- The Art of Education ([www.theartofed.com](http://www.theartofed.com))
- Art Lesson Plans (<http://thevirtualinstructor.com/lessonplans.html>)
- Apps in Education (<http://appsineducation.blogspot.com/p/art-ipad-apps.html>)

# GRADE 6 VISUAL & PERFORMING ARTS

## ART 6–2025

### HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 6 (2024)(Grade 6)**

- Visual Arts (Grade 6)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 6.3CR. Synthesize the elements of art and principles of design to plan works of art.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 6.1PE. Compare and contrast various levels of artisanship.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 6.4RE. Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 6.4CO. Define a variety of aesthetic stances.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
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    - SJ.1. Life and Dignity of the Human Person
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- SJ.4. Call to Family, Community, and Participation
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## **CONTENT**

### **Elements of Art**

1. Expressive lines, technique and design
2. Analogous color wheel theories
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4. Creating one-point perspective
5. Two-dimensional graduated value; grey scale 8+ values

### **Principles of Design**

1. Line to demonstrate a mathematical understanding
2. Colors to create a harmonious or contrasting effect
3. Texture and line for textural representation as less complex or enlarged to an abnormal degree
4. Two-dimensional shape as representational of a three-dimensional form
5. Value to show gradual changes of light on form
6. Composition by using a compositional convention

### **Media and Methods**

1. Strategies utilized when creating three-dimensional works
2. Strategies utilized when creating historical, social, and cultural works of art
3. Elements and techniques that are specific to a particular time period or region
4. Designed artworks and techniques

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art
4. Dimensional works of art from both indoors and outdoors
5. Art encompassing a variety of historical periods and cultures
6. Vocabulary that explains and defends artistic decisions.

## **SKILLS**

1. Synthesize the elements of art and principles of design to plan works of art.
2. Compare and contrast various levels of artisanship.

3. Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
4. Define a variety of aesthetic stances.

### **ESSENTIAL QUESTIONS**

1. When cultures express ideas through art, how do those ideas change culture?
2. Why do artistic movements come and go? What forces cause this change?
3. How do scientific and technological developments affect art and the art making process?
4. Do artistic trends shape or reflect culture and identity?
5. How do form, content, and context express and influence meaning in various cultures?

### **Resources**

- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)
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**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex.- math - fractions, shapes, proportion, etc.)

#### **Resources**

- Visual Arts Vocabulary Word List (<http://www.enchantedlearning.com/wordlist/art.shtml>)

## STAGE 2: ASSESSMENT EVIDENCE

### ***Time Period Research***

#### **Summative: Research Project**

Students will research and write a report, create a slideshow, or create a presentation on a time period or culture.

### ***Time Period Self-Portrait***

#### **Summative: Visual Arts Project**

After students research and write a report, create a slideshow, or create a presentation on a time period or culture, they will design a self-portrait in the style of that time period.

### ***One-Point Perspective***

#### **Summative: Visual Arts Project**

Students will incorporate one-point perspective drawing techniques to create an indoor or outdoor space. Students will be given an art movement, artist, or culture to incorporate into the space.

### ***Word Sorts***

#### **Formative: Class Discussion**

Similar to an entrance slip, have students pick a card containing a characteristic from a time period and place on the board beneath the corresponding column.

### ***Compare and Contrast Art***

#### **Formative: Comparative Study**

Students will research art works with similar content from different time periods and utilize a Venn diagram to compare and contrast these works.

## ***Grid Drawing***

### **Summative: Visual Arts Project**

After students compare and contrast two works with similar content from different time periods, they will then utilize a grid drawing method to enlarge the Madonnas or other subjects from either time period.

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Independent Research and Creative Problem Solving: Compare and Contrast Art. Students will research art works with similar content from different time periods and utilize a Venn diagram to compare and contrast these works. (Example: Madonnas from Byzantine and Renaissance periods.) Students will then utilize a grid drawing method to enlarge the Madonnas or other subjects from either time period. See Links for examples.
2. Independent Research and Creative Problem Solving: Time Period Self-Portrait. Students will research and write a report, create a slideshow, or create a presentation on a time period or culture. Then students will design a self-portrait in the style of the time period. See Egyptian Art 1 and 2 in Links for examples of Egyptian Profile Self-Portrait and Oil Pastel on Black Paper.
3. Independent Research and Creative Problem Solving: One-Point Perspective. Students will incorporate one-point perspective drawing techniques to create an indoor or outdoor space. Students will be given an art movement, artist, or culture to incorporate into the space. See Links of Art Gallery for an example as well as a tutorial from Frank Curkovic.

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**

*Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters (Bright Ideas for Learning)* by MaryAnn F. Kohl and Kim Solga  
*Name That Style: All About Isms in Art (Bob Raczka's Art Adventures)* by Bob Raczka  
*50 Artists You Should Know* by Thomas Kohn and Lars Roper  
*50 Paintings You Should Know* by Kristina Lowis and Tamsin Pickeral  
*50 Modern Artists You Should Know* by Christiane Weidemann  
*50 Contemporary Artists You Should Know* by Christiane Weidemann and Brad Finge  
*50 Women Artists You Should Know* by C. Weidemann, P. Larass and M. Klier  
*50 British Artists You Should Know* by Lucinda Hawksley  
*50 Sculptures You Should Know* by Isabel Kuhl and Klaus Reichold

#### **Resources**

- The iPad Art Room (<http://www.ipadartroom.com>)
- The Art of Education (<http://www.theartofed.com/lessons/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Famous Paintings (<http://www.gardenofpraise.com/art.htm>)
- Art History Websites (<http://www.besthistorysites.net/index.php/art-history>)

# GRADE 6 VISUAL & PERFORMING ARTS

## ART 6–2025

### THREE-DIMENSIONAL ART (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 6 (2024)(Grade 6)**

- Visual Arts (Grade 6)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 6.2CR. Brainstorm and experiment independently with ideas.
    - 6.3CR. Synthesize the elements of art and principles of design to plan works of art.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 6.2PE. Identify technical skills that impact artmaking.
    - 6.4PE. Select artwork for exhibition based on established criteria.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 6.2RE. Identify self-assessment criteria to inform goals within the artmaking process.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 6.3CO. Link observations, life experiences, and imagination for personal and creative expression.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities

- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
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## **CONTENT**

### **Elements of Art**

1. Expressive lines, technique and design
2. Analogous color wheel theories
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4. Creating one-point perspective
5. Two-dimensional graduated value; grey scale 8+ values

### **Principles of Design**

1. Line to demonstrate a mathematical understanding
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### **Media and Methods**

1. Strategies utilized when creating three-dimensional works
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4. Designed artworks and techniques

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art
4. Dimensional works of art from both indoors and outdoors
5. Art encompassing a variety of historical periods and cultures
6. Vocabulary that explains and defends artistic decisions.

## **SKILLS**

1. Brainstorm and experiment independently with ideas.
2. Synthesize the elements of art and principles of design to plan works of three-dimensional art.



3. Identify technical skills that impact artmaking.
4. Select artwork for exhibition based on established criteria.
5. Identify self-assessment criteria to inform goals within the artmaking process.
6. Link observations, life experiences, and imagination for personal and creative expression.

### **ESSENTIAL QUESTIONS**

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How do artists and designers learn from trial and error?
3. How do objects, places and designs shape lives and communities?
4. How do artists and designers care for materials, tools and equipment and why is this care important?
5. How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

### **Resources**

- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)
- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)

### **STANDARDS VOCABULARY**

#### **Visual Art Vocabulary**

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15. repetition
16. score
17. sculpture
18. space
19. style

20. symbol
21. symmetrical/symmetry
22. texture
23. unity
24. value
25. variety
26. aesthetic
27. arch
28. armature
29. assemblage
30. oil
31. earthenware
32. fiber art
33. glaze
34. greenware
35. kiln
36. kinetic art
37. loom
38. low relief
39. mobile
40. mold
41. mosaic
42. negative space
43. opaque
44. slab
45. slip
46. stained glass
47. three-dimensional
48. underglaze
49. warp
50. weaving
51. weft

### **ADDITIONAL VOCABULARY**

### **Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork (functional, non-objective, abstract, realistic)**

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex.- math - fractions, shapes, proportion, etc.)

Resources

- Visual Arts Vocabulary Word List (<http://www.enchantedlearning.com/wordlist/art.shtml>)

### ***Information Sheet for Functional Art***

#### **Summative: Research Project**

Students will research functional art in similar three-dimensional forms and hypothesize as to the specific function of the artwork in relation to culture and time period. They will turn in an information sheet on their research. Students will then break up into small groups and discuss how this art could be interpreted in society today.

### ***Three-Dimensional Functional Art***

#### **Summative: Visual Arts Project**

After conducting research on functional three-dimensional art, students will create their own sculpture within a modern context.

### ***Word Sort***

#### **Formative: Oral Assessment**

Use word sort cards as entrance slips and have students place vocabulary beneath the corresponding category as they enter the classroom.

### ***Mobiles***

#### **Summative: Visual Arts Project**

Students will create three-dimensional mobiles, applying concepts of unity and balance. Students should be encouraged to utilize recycled materials.

### ***Coil Pots***

#### **Summative: Visual Arts Project**

Utilizing self-hardening clay or potters clay, students will construct coil pots, placing emphasis on unique designs and technical applications. They can finish with analogous color theories.

#### **Resources**

- The Art of Education: Quick Formative Assessments  
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)

- Art Vocabulary 6-8\_3908.pdf (Document)
- assessmentaprilweek32\_4532.doc (Document)

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Talking Circles, Creative Problem Solving, Decision-making Process: Three-Dimensional Functional Art. Students will research functional art in similar three-dimensional forms and hypothesize as to the specific function of the artwork in relation to culture and time period. They will turn in an information sheet on their research. Students will then break up into small groups and discuss how this art could be interpreted in society today. Then students will design a similar sculpture with a context in modern times. See Links for an example of paper mache Egyptian Canopic jar sculptures using Pringle containers.
2. Creative Problem Solving, Decision-making Process: Mobiles. Students will create three-dimensional mobiles, applying concepts of unity and balance. Students should be encouraged to utilize recycled materials. See Links for an example of Alexander Calder mobiles which can be used as inspiration.
3. Creative Problem Solving: Coil Pots. Utilizing self-hardening clay or potters clay, students will construct coil pots, placing emphasis on unique designs and technical applications. They can finish with analogous color theories. See Links for examples.

### **Resources**

- The Metropolitan Museum of Art: Alexander Calder Mobile (<http://www.metmuseum.org/collection/the-collection-online/search/488051>)
- 4 Basic Sculpture Techniques ([http://www.getty.edu/education/teachers/classroom\\_resources/curricula/sculpture/background2.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/sculpture/background2.html))
- Alexander Calder Mobile (<http://www.calder.org/work/by-category/carved-figure>)

### **Resources**

- one point assignment\_1211.pptx (Document)

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**  
*3D Art Lab for Kids: 32 Hands-on Adventures in Sculpture and Mixed Media - Including fun projects using clay, plaster, cardboard, paper, fiber beads and more! (Lab Series)* by Susan Schwake  
*13 Sculptures Children Should Know* by Angela Wenzel

*Alexander Calder: Meet the Artist* by Patricia Geis

*Alexander Calder and His Magical Mobiles* by Jean Lipman  
*Calder (Album Series)* by Jacob Baal-Teshuva  
*The Calder Game* by Blue Balliett  
*Chasing Vermeer* by Blue Balliett  
*The Wright 3* by Blue Balliett

### Resources

- Ohio Outdoor Sculpture Inventory (<http://oosi.sculpturecenter.org>)
- Alexander Calder: Artist's Website (<http://www.calder.org>)
- The iPad Art Room (<http://www.ipadartroom.com>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- The Art of Education (<http://www.theartofed.com/>)

# GRADE 6 VISUAL & PERFORMING ARTS

## ART 6–2025

### TWO-DIMENSIONAL ART (SPANS ALL YEAR)

#### STAGE 1: DESIRED RESULTS

#### **CATHOLIC STANDARDS**

##### **DOC - DOC Catholic Standards (All Grades)(Grades K-12)**

- The Profession of Faith
  - Students will be able to
  - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

#### **TARGETED STANDARDS**

##### **OH - OH Fine Arts - Visual Arts 6 (2024)(Grade 6)**

- Visual Arts (Grade 6)
  - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
    - 6.2CR. Brainstorm and experiment independently with ideas.
    - 6.3CR. Synthesize the elements of art and principles of design to plan works of art.
  - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
    - 6.2PE. Identify technical skills that impact artmaking.
    - 6.4PE. Select artwork for exhibition based on established criteria.
  - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
    - 6.2RE. Identify self-assessment criteria to inform goals within the artmaking process.
  - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
    - 6.3CO. Link observations, life experiences, and imagination for personal and creative expression.

#### **CATHOLIC IDENTITY**

##### **DOC - DOC Catholic Identity (All Grades)(Grades K-12)**

- Catholic Identity
  - Catholic Social Justice Teachings
    - SJ.1. Life and Dignity of the Human Person
    - SJ.2. Rights and Responsibilities



- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

## **CONTENT**

### **Elements of Art**

1. Expressive lines, technique and design
2. Analogous color wheel theories
3. Modeled shapes/ representations for two-dimensional art
4. Creating one-point perspective
5. Two-dimensional graduated value; grey scale 8+ values

### **Principles of Design**

1. Line to demonstrate a mathematical understanding
2. Colors to create a harmonious or contrasting effect
3. Texture and line for textural representation as less complex or enlarged to an abnormal degree
4. Two-dimensional shape as representational of a three-dimensional form
5. Value to show gradual changes of light on form
6. Composition by using a compositional convention

### **Media and Methods**

1. Strategies utilized when creating three-dimensional works
2. Strategies utilized when creating historical, social, and cultural works of art
3. Elements and techniques that are specific to a particular time period or region
4. Designed artworks and techniques

### **Expression and Meaning**

1. Formal and sensory qualities of art
2. Human experience through art
3. Religious expression through art
4. Dimensional works of art from both indoors and outdoors
5. Art encompassing a variety of historical periods and cultures
6. Vocabulary that explains and defends artistic decisions.

## **SKILLS**

1. Brainstorm and experiment independently with ideas.

2. Synthesize the elements of art and principles of design to plan two-dimensional works of art.
3. Identify technical skills that impact two-dimensional artmaking.
4. Select artwork for exhibition based on established criteria.
5. Identify self-assessment criteria to inform goals within the artmaking process.
6. Link observations, life experiences, and imagination for personal and creative expression.

### **ESSENTIAL QUESTIONS**

1. How does the understanding and use of two-dimensional art materials, processes, tools, and technology help me create artwork?
2. How does the understanding of art elements, principles, and images help me communicate to others?
3. How does the understanding and use of materials benefit the art process?
4. How does the understanding of art elements, principles, and images help create self-expression?
5. How does art let me express my faith to others?

### **Resources**

- Awareness and Discovery Questions (<http://www.bartelart.com/arted/questions.html>)
- Tips to Improve Critical Thinking in Arts Education (<http://ruthcatchen.wordpress.com/2012/04/03/tips-to-improve-critical-thinking-in-arts-education/>)

### **STANDARDS VOCABULARY**

#### **Visual Art Vocabulary**

1. asymmetrical
2. background
3. balance
4. color
5. composition
6. content
7. elements of art
8. expression
9. foreground
10. geometric
11. image
12. imagination
13. intensity
14. line
15. medium/media
16. middle ground
17. movement

18. organic
19. pattern
20. portrait
21. primary colors
22. principles of design
23. repetition
24. secondary colors
25. shade
26. space
27. still life
28. style
29. symbol
30. symmetrical/symmetry
31. texture
32. tint
33. tone
34. unity
35. value
36. variety

#### Resources

- 6thGradeArtVocabulary\_18926.pdf (Document)
- 6thGradeArtVocabulary\_13268.pdf (Document)
- 6thGradeArtVocabulary\_7602.pdf (Document)

#### **ADDITIONAL VOCABULARY**

##### **Additional Vocabulary**

Depending on examples chosen, vocabulary could include, but is not limited to:

**Names of artists**

**Names of places and/or countries**

**Names of cultures**

**Names of art movements**

**Types of artwork** (functional, non-objective, abstract, realistic)

**Subject of artwork** (portrait, landscape, cityscape, seascape, still life)

**Vocabulary for other academic disciplines** ( ex.- math - fractions, shapes, proportion, etc.)

#### Resources

- Enchanted Learning Vocabulary List 6 and 7  
(<http://www.enchantedlearning.com/wordlist/art.shtml>)

## STAGE 2: ASSESSMENT EVIDENCE

### ***Artist's Statement***

#### **Summative: Written Commentary**

After creating the line self-portrait, students will create an artist's statement. Supply students with a checklist of information to be covered in the artist's statements.

### ***Expressive Hands with Stippling***

#### **Summative: Visual Arts Project**

Students will make a patterned design on paper. They will then break up into small groups and discuss color concepts and share information among the group. The students will independently utilize analogous color theories to fill in their design. Students will draw three variations of their hand, outlining and stippling with black Sharpie. They will cut and paste a collage onto a patterned background.

### ***Optical Design***

#### **Summative: Visual Arts Project**

Students will study color and blending techniques. Then using colored pencils, they will create an Optical Design.

### ***Self-Portrait Poem***

#### **Summative: Writing Assignment**

Students will break up into small groups and discuss authors that the students really enjoy. After reviewing "mark making" and how different types of lines are utilized in the drawing process, students will write a poem about themselves of at least 15 lines. The poem can be used to outline a contour line self-portrait. Students should also review the zones of the face.

### ***Group Critique***

#### **Formative: Peer Assessment**

Have students critique media samples discussing messages sent directly and subliminally. Utilize critique cards when necessary to invoke meaningful conversations. Have students work in groups with worksheet to fill in.

### Resources

- perspective\_quiz\_4378.doc (Document)
- Pre-assessment 6-8 2012-13\_1205.docx (Document)

## STAGE 3: LEARNING PLAN

### **LEARNING EXPERIENCES**

1. Creative Problem Solving and Talking Circles: Expressive Hands with Stippling. Students will make a patterned design on paper. They will then break up into small groups and discuss color concepts and share information among the group. The students will independently utilize analogous color theories to fill in their design. Students will draw three variations of their hand, outlining and stippling with black Sharpie. They will cut and collage onto a patterned background. See Links for an example of expressive hands with stippling.
2. Creative Problem Solving and Tutorial Groups: Optical Design. Students will study color and blending techniques. Then using colored pencils, they will create an Optical Design as explained on Julianna Kunstler's site under Links.
3. Writing Process, Talking Circles, and Creative Problem Solving: Self-Portrait Poem. Students will be introduced to artist and author John Sokal who has created a series of "Word Portraits" of famous authors. Students will break up into small groups and discuss authors that the students really enjoy. After reviewing "mark making" and how different types of lines are utilized in the drawing process, students will write a poem about themselves of at least 15 lines. The poem can be used to outline a contour line self-portrait. Students should also review the zones of the face. After creating the line self-portrait, students will create an artist's statement. The Smart Board can be used for the face drawing tutorial. See examples of a Self-Portrait Poem in Links.

### **Resources**

- Julianna Kunstler: Optical Design 1 ([http://juliannakunstler.com/art1\\_opt\\_des.html](http://juliannakunstler.com/art1_opt_des.html))

### **RESOURCES**

1. **iPad Resources**
2. **Literature Connections**

*Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters (Bright Ideas for Learning)* by MaryAnn F. Kohl and Kim Solga

*13 Artists Children Should Know* by Angela Wenzel

*13 Paintings Children Should Know* by Angela Wenzel

*13 Modern Artists Children Should Know* by Brad Finger

*13 American Artists Children Should Know* by Brad Finger

*13 Women Artists Children Should Know* by Bettina Shuemann

*13 Art Mysteries Children Should Know* by Angela Wenzel

*13 Art Inventions Children Should Know* by Florian Heine

*13 Art Illusions Children Should Know* by Silke Vry

*13 Photos Children Should Know* by Brad Finger

*13 British Artists Children Should Know* by Alison Baverstock

#### Resources

- iPad Art Room (<http://www.ipadartroom.com/apps-lessons/>)
- The Art of Education (<http://www.theartofed.com/lessons/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Dick Blick Lessons (<http://www.dickblick.com/lesson-plans/>)
- The Morse Art Studio (<https://morsearts.wordpress.com/tag/5th-grade/>)
- ERIC: Seven Principles for Visual Culture in Art Education (<http://eric.ed.gov/?id=EJ897373>)