

STUDENT LEARNING GOALS for ART

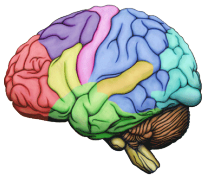
The Student Will:

- **Develop artistic and cultural awareness, imagination, perception and skill.**
- **Foster creativity, self expression, confidence, and discipline.**
- **Utilize a strong work ethic and proper safety procedures.**

Sixth grade art students will use the elements of art and the principles of design to create two-dimensional and three-dimensional art. Students will be introduced to art vocabulary, aesthetics, the process of art criticism and the role of art in American culture.

Sixth Grade

Art



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- Analyze
- Arrange
- Assemble
- Classify
- Collaborate
- Communicate effectively
- Compare and Contrast
- Construct and Manipulate
- Critique
- Describe
- Discover
- Discuss
- Differentiate
- Draw conclusions
- Explore
- Examine
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Invent
- Make presentations
- Observe
- Organize
- Plan
- Reflect
- Predict outcomes
- Recognize cause & effect
- Revise
- Solve Problems
- Synthesize
- Use technology
- Work productively

Visual Communication and Production

- 6.1 Solve design problems, using color relationships selected from the color wheel
- 6.2 Use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.
- 6.3 Use one-point perspective to create the illusion of depth in a two-dimensional drawing
- 6.4 Depict the proportional relationships among the parts of the human body or among other objects.
- 6.5 Use visual memory skills to produce a work of art.
- 6.6 Use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.7 Use chiaroscuro to create the illusion of form in a work of art.
- 6.8 Produce a kinetic work of art.
- 6.9 Utilize fantasy as a means of expression in works of art.
- 6.10 Use computer graphics and computer-generated text

Cultural Context and Art History

- 6.11 Describe and discuss various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).
- 6.12 Identify the components of an artist's style, including materials, design, technique and subject matter.
- 6.13 Identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.
- 6.14 Identify how artists contribute to society.

Judgment and Criticism

- 6.15 Discuss the ways that art can be persuasive.
- 6.16 Explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.
- 6.17 Demonstrate inquiry skills and appropriate art vocabulary for
 1. describing works of art;
 2. responding to works of art;
 3. interpreting works of art;
 4. evaluating works of art.
- 6.18 Identify the relationship between art processes and final solutions.
- 6.20 Identify and examine ethical standards in the use of
 1. print and digital images;
 2. materials protected by copyright; and
 3. information technology.

Aesthetics

- 6.21 Respond to works of art and analyze those responses in terms of cultural and visual meaning.
- 6.22 Generate philosophical questions regarding meanings in works of art.
- 6.23 Describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 6.24 Explain orally and in writing the means by which visual art evokes sensory and emotional responses.

Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- **Language Arts**— Written/oral communication, use symbols in art, research, literature, verbal critiques.
- **Math**— Use of measuring tools, proportion, geometric shapes/forms, tessellations, architectural forms, linear perspective.
- **Performing Arts**— Music, drama, dance, film.
- **Science**—Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies/History**— Correlation between art and history with emphasis on American culture from 1877 to present, political art, persuasive art, visual culture.