

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Visual Arts
Grade 6

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students recognize the interrelationships among visual and performing arts disciplines.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Discuss the historical and cultural contexts of the visual arts.	<ul style="list-style-type: none"> • 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements. • 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline. • 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. (936.01.b2) • 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture. 	<ul style="list-style-type: none"> • Students will be able to demonstrate how works of art provide a view of the world that may be different than their own 	<ul style="list-style-type: none"> • Posters • Discover Art text 	
Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.	<ul style="list-style-type: none"> • 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1) • 6-8.VA.1.2.2 Communicate ways in which integrated art forms create meaning. 			

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6-8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Conduct analyses in the visual arts.	<ul style="list-style-type: none"> • 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. (938.01.b1) • 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art. • 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary. • 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures. • 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others. 	<ul style="list-style-type: none"> • View and discuss art forms. Ask students “What is the artist trying to communicate?” 	<ul style="list-style-type: none"> • Posters • Slides • Discover Art text 	<ul style="list-style-type: none"> • Communicate • Communication • Express
Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.	<ul style="list-style-type: none"> • 6-8.VA.2.2.1 Investigate the various purposes art plays in society today. • 6-8.VA.2.2.2 Analyze the artist’s use of sensory, formal, technical, and expressive properties in a work of art. • 6-8.VA.2.2.3 Determine criteria used in making 	<ul style="list-style-type: none"> • Visit art shows. 		<ul style="list-style-type: none"> • Respect

	<p>informed judgments about art.</p> <ul style="list-style-type: none"> • 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. (940.03.b3) • 6-8.VA.2.2.5 Show respect for personal work and works of others. (940.03.b4) • 6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work). • 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (938.03.b3) 			
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Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate skills essential to the visual arts.	<ul style="list-style-type: none"> • 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1) • 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment. • 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and 			

	<p>space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.</p> <ul style="list-style-type: none"> • 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life. • 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist’s sketchbook. • 6-8.VA.3.1.6 Critique one’s own work with the intention of revision and refinement. 			
<p>Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.</p>	<ul style="list-style-type: none"> • 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1) • 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork. • 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style. • 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art. • 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art. 			
<p>Goal 3.3: Communicate through the visual arts with creative expression.</p>	<ul style="list-style-type: none"> • 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts. • 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2) • 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final 			

	<p>product) to create a work of art.</p> <ul style="list-style-type: none">• 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work			
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