DVUSD Visual Arts Objectives

Sixth Grade

**Media, Techniques and Processes**

1. Demonstrates the use of and manipulates a variety of media (e.g. ceramics, paint, technology, drawing), tools (e.g. computer, clay tools, types of brushes, drawing implements), and materials (e.g. types of paper (watercolor), clay, glazes, pencils, watercolor paint)

2. Uses watercolor in conjunction with Payons and/or watercolor pencils to create a landscape, still life, or abstract work or art

3. Lists vocabulary related to media, techniques, processes, tools, and equipment

4. Uses vocabulary relating to 3-dimensional processes (e.g. Ceramics, papier mache)

5. Creates an artwork employing lettering techniques used in past and present day cultures (e.g. calligraphy, block, hieroglyphics, graffiti, 3-dimensional) media, processes, technology

6. Uses different lines, widths, pressures, and directions with an ebony pencil or felt tip to create observational drawings

7. Investigates and utilizes the qualities of a specific art media, processes, and techniques to convey individual ideas, feelings, and experience in their artwork.

8. Cleans and cares for art supplies safely and efficiently both independently and cooperatively (e.g. assumes responsibility for materials and workspace

**Elements and Principles**

1. Creates a 3-dimensional sculpture (e.g. papier mache, cardboard, clay)

2. Uses the elements of art to create a contour line drawing (e.g. still life, portrait, landscape)

3. Names, describes, and uses the organizational principles of design (e.g. balance, contrast, emphasis, repetition, movement, rhythm, unity)

4. Uses value and contrast to create a realistic or abstract painting (e.g.watercolor, tempera, acrylic)

5. Paints a composition using atmospheric perspective

6. Reinforces mixing primary and secondary colors in creation of a realistic or abstract painting

7. Composes the elements of art and organizational principles of design to create a balanced composition   
8. Creates an observational contour line drawing of a natural object using varied line quality (e.g. thin, thick, light, dark)

9. Creates and draws contour line drawings of a natural object from observation using line, scale, and proportion

10. Uses pattern and emphasis to create a digitally generated design (e.g. tesselation, kaleidoscopes, abstract)

**Content**

1. Executes contour line drawing of a range of subject matter (e.g. nature, hands, figures, still life objects

2. Discuss examples of good design from a variety of sources (e.g. cultural symbols, logo and type design narrative collage, advertisement)

3. Creates a collage and mixed media artwork (e.g. that expresses emotions and feelings based on their own cultural activities and influences

4. Identifies the use of atmospheric perspective in 2-dimensional work of art (e.g. landscape, cityscape, narrative image, still life)

**History and Cultures**

1. Discusses two periods of art: “Cubism and Realism“

2. Creates a work of art in the time period they studied

3. Writes a paragraph describing their understanding and feelings about the period of art that they studied

4. Compares and contrasts the works of two or more artists within the period studied

5. Observes and discusses styles and themes in a variety of works within the period studied

6. Learns and utilizes the techniques of perspective in an original work of art

7. Views and discusses masterpiece reproductions by Pablo Picasso, Edward Hopper and Hanson

**Evaluation**

1. Participates in a group critique discussing their own work and the work of fellow students

2. Learns to accept and offer constructive criticism for their own work and work of peers

3. Keeps a portfolio or sketch book of rough sketches, drafts and final work to reflect on the process and evolution of their work

**Connections**

1. Uses standard guidelines and visual observation to draw the human body (e.g. by modeling for each other, viewing art prints)

2. Discusses a work of art influenced by the history and social studies curriculum (e.g. Early Man, Egyptian, Greece)

3. Creates a piece of artwork that incorporates science or technology and original artwork using the computer as a resource tool

4. Produces artwork that illustrates their own written work in language arts

**Aesthetic Appreciation**

1. Strives to develop and improve drawing, painting, and/or sculpting skills

2. Enjoys investigating and utilizing new art media (e.g. under glaze paint, Payons, watercolor pencils, computer software programs)

3. Enjoys reading about and discussing famous and contemporary artists and their work

4. Accepts and respects classmates’ artistic levels, styles, and preferences

5. Appreciates the influence that art from earlier time can have on artists centuries later