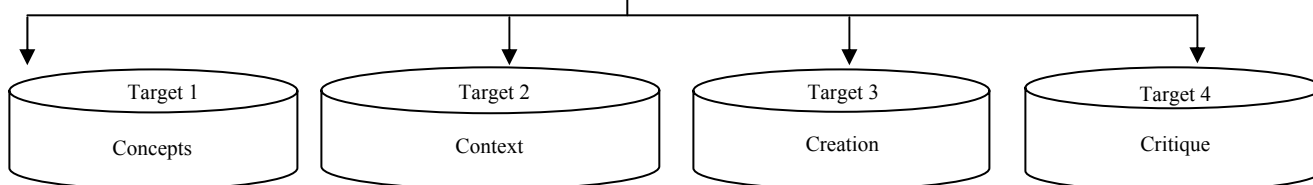


Grade 6

Visual Art



Strand 1, Standard 1:1
Analyze the elements of visual art including color, line, shape, value, form, texture and space and principles such as repetition, pattern, emphasis, contrast and balance.

Strand 1, Standard 1:2
Analyze how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation and response to visual artworks.

Students will analyze:

Elements

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

Principles of Design

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Repetition
- Unity

Strand 1, Standard 1:3
Describe characteristics of Western and non-Western styles, movements and genres in art.

Students will describe characteristics of artists such as:

Historical

- Marc Chagall
- Albrecht Durer
- Vincent Van Gogh
- Ben Shahn
- Hercules Segers
- Leonardo De Vinci
- Emily Carr
- George Nick

Cultural

- Expressionism
- Realists
- Abstractionists
- Fantasy
- Many art works are created for social, civic, political, and economic purposes

Personal

- Developing a liking for art
- Developing eye and hand coordination skills

Aesthetic

- Use the vocabulary of design to describe artworks
- Recognize important features of art
- Subject matter in artwork
- A theme in artwork
- Develop aesthetic perceptions of the world around us

Units of Study

- Technology Skills
 - Illustrate a value scale using 6 values of gray
 - Illustrate a round form on a table top
 - Illustrate 2 overlapped round forms, one lower and smaller, overlapping a larger round form
 - Illustrate three geometric forms (sphere, cone and cylinder)
 - Illustrate an imaginary scene showing floating ice cream cones

Strand 1, Standard 3:1
Compare and contrast the connections among visual artworks, their purposes, and the personal, social, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.

Strand 1, Standard 3:2
Analyze the meanings and functions of visual art.

Strand II, Standard 1:1
Create original two and three dimensional artworks in a variety of artistic contexts.

Strand II, Standard 1:2
Revise artworks based feedback of others, self-reflection and artistic intention.

Strand II, Standard 1:3
Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

The student will demonstrate techniques such as:

- Shading
- Blending
- Painting
- Soft pencil blending
- Color pencil blending
- Wet brush
- Controlled wash
- Acrylic web brush blend
- Style
 - Realistic
 - Abstract
- Tools
 - Pencils
 - Rulers
 - Color pencils
- Medium
 - Color pencils
 - Graphics
 - Acrylic paint
 - Watercolor
 - Crap-pas
 - Color chalk

Strand III, Standard 1:1
Assemble and prepare personal artwork for exhibit.

Strand III, Standard 1:2
Revise presentation based on feedback of others, self-reflection and artistic intention.

Strand III, Standard 1:3
Explain statement of artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

Strand IV, Standard 1:1
Analyze and interpret a variety of visual artworks using established criteria.

Language of Critique:

- Describe.
 - Take time to look at the work
 - Describe details
 - Gather visual evidence
 - Look for the most important features
- Analyze
 - Analyze the evidence
 - Look for similarities
- Interpret
 - Interpret the evidence: In this step you develop a hypothesis (a good guess) about the meaning of the work
- Judge
 - A critical judgment can be made after you have interpreted an artwork
 - Judging art is always a matter of being fair and logical

Types of Critique:

- End of assignment critique
- Teacher critique
- Tests

