



Archdiocese of Washington Catholic Schools Academic Standards Art



6th Grade

RESPONDING TO ART: History

Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

- 6.1.1 Analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify what, when, where, and by whom the work was made.
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.

Standard 2

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

- 6.2.1 Identify and be familiar with a range of works of art from major periods identifying artist, culture, style, and aspects from the historical context of the work.
- 6.2.2 Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 6.2.3 Identify and compare works of art and artifacts from major periods on a chronological time line.

RESPONDING TO ART: Criticism

Standard 3

Students describe, analyze, and interpret works of art and artifacts.

- 6.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art for meaning.
- 6.3.2 Construct meaning and support well-developed interpretations of works of art with evidence from the work, personal response, and research.
- 6.3.3 Use appropriate art vocabulary.



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Standard 4

Students identify and apply criteria to make informed judgments about art.

- 6.4.1 Identify a variety of criteria used to judge works of art across cultures.
- 6.4.2 Understand that personal preference is one of many criteria used in determining excellence in works of art; and, make informed judgments based on personal response, properties found in the work, and research.

RESPONDING TO ART: Aesthetics

Standard 5

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

- 6.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.
- 6.5.2 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

Standard 6

Students theorize about art and make informed judgments.

- 6.6.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).
- 6.6.2 Reflect on personal responses to a work of art and surrounding issues, and identify personal preference.

CREATING ART: Production

Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

- 6.7.1 Produce art that demonstrates refined observational skills in drawing from life.
- 6.7.2 Demonstrate the ability to utilize personal interests, current events, media or techniques as sources for expanding their artwork.
- 6.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.



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Standard 8

Students understand and apply elements and principles of design effectively in their work.

- 6.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 6.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

- 6.9.1 Utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
- 6.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one-point perspective

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, styrofoam, stencil, textile ink

Processes: calligraphic, relief (linoleum cutting), silkscreen, etching, embossing

CERAMICS:

Media: modeling clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn



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SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope, tie-dye

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper Processes: collage, bas-relief

NEW MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

6.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 10

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

6.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.

6.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.

6.10.3 Demonstrate respect for their work and the work of others.

CAREERS AND COMMUNITY

Standard 11

Students recognize a variety of art-related professions and careers in our society.

6.11.1 Identify a wide variety of professions related to art such as: artists and exhibitions, designers and window display, graphic artists and advertisements.

6.11.2 Identify skills required for various types of art.



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Standard 12

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

- 6.12.1 Identify how experiences in galleries, museums, movie theaters, and other arts-related establishments in the community affect daily life.
- 6.12.2 Analyze and critique art seen at local museums, exhibits, arts performances, and exhibited by visiting artist in the schools.
- 6.12.3 Identify ways in which the arts are supported in Metropolitan area.

INTEGRATED STUDIES

Standard 13

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

- 6.13.1 Compare similar themes, concepts, or time periods through the multiple perspectives of art and other disciplines.
- 6.13.2 Create an integrated art product or performance and analyze how integration of disciplines enhances learning.

Standard 14

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

- 6.14.1 Analyze how two or more art forms are used together to communicate ideas.
- 6.14.2 Create an integrated product or performance using two or more art forms to communicate meaning.