

# Middle School Visual Arts

## Grade 6

In sixth grade, every middle school student receives daily instruction in art for a period of 9 weeks (one marking period). Students are introduced to the principles and elements of design while exploring a variety of mediums. Students are encouraged to develop creative thinking and problem-solving skills, take artistic risks and to stretch their imaginations.

### Learning Opportunities

Large group instruction and project overview; class and individual demonstrations; exemplars; flexible groupings and teamwork exercises; modeling; individual work time; group critiques; handouts; research and Internet, slides and videos

### Standards

#### Vital Results: Communication

##### *Expression*

- 1.16 Artistic dimensions: Students use a variety of forms, such as dance, music, theater, **visual arts**, to create projects that are appropriate in terms of the following dimensions:
- *Skill development* (Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.)
  - *Reflection and critique* (Students improve upon products through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.
  - *Making connections* (Students relate various types of arts knowledge and skills within and across the disciplines.
  - *Approach to work* (Students safely approach their media, solve technical problems as they arise, and creatively generate ideas)

(National Standards: *Art as Language*)

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## Fields of Knowledge: Arts, Language, Literature

### *Artistic Process*

- 5.22 Intent: Students convey artistic intent from creator to viewer or listener  
(National Standards: *Aesthetics and Art Appreciation*)
- 5.23 Critique: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent. (National Standards: *Aesthetics and Art Appreciation*)
- 5.24 Artistic Problem Solving: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts. (National Standards: *Aesthetics and Art Appreciation*)
- 5.25 Exemplary Works: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods. (National Standards: *Aesthetics and Art Appreciation; Multicultural Perspectives*)
- 5.26 Analysis: Students develop and present basic analysis of work in the arts from structural, historical, economic, and cultural perspectives (National Standards: *Art as language; Multicultural perspectives*)

### *Elements, Forms, Techniques in the Arts*

- 5.28 Artistic proficiency: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency (National Standards: *Concepts and Skills; Art as Language*)
- 5.29 Visual Arts: Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing and critiquing. (National Standards: *Elements and Principles*)

## Content Knowledge and Skills

Students are exposed to a variety of art making materials, tools, and techniques to explore the following:

### Two-Dimensional

- Drawing/Line: contour line drawing, one- and two-point perspective, shading and visual texture, portraiture and figure drawing

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- Shape: positive and negative space, symmetrical and asymmetrical balance, organic and geometric shapes, creating the illusion of depth
- Color: color theory, colored pencil blending, mixing a variety of hues and values in both transparent and opaque mediums, surface application

### Three-Dimensional

- Form: balance of negative and positive space, symmetry, motion/emotion and composition

### Multicultural Perspective

- exposure to an array of world crafts and art from a variety of historical periods

## **Assessment criteria**

### **Concepts and Skills:**

*Students are able to:*

- work independently with a variety of materials and techniques;
- use creative thinking to visually problem-solve;
- demonstrate appropriate studio behavior and respect for materials, tools, and the work of others.

### **Elements and Principles:**

*Students are able to:*

- demonstrate the ability to utilize a fundamental understanding of the elements and principles of design when completing 2-D art projects;
- begin demonstrating creative and unique solutions to a variety of 2-D art assignments.

### **Art as Language:**

*Students are able to:*

- effectively communicate their ideas using an artistic vocabulary;
- use art as a method of self-expression.

### **Aesthetics and Art Appreciation:**

- *Students have begun to:*

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- demonstrate a sense of personal aesthetic;
- demonstrate an appreciation for the perspective of others;
- develop critiquing skills.

**Multicultural Perspectives:**

Students are able to:

- recognize that visual arts can be found across cultures and historical periods.

**Resources**