

VISUAL ARTS 6

Grade 6



Unit 1

Habits of an Artist

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does an artist work?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will be introduced to the creative processes and routines that help artists develop their work and refine their craft. Students investigate how successful artists approach their practice, including the importance of discipline, experimentation, and reflection in their artistic journey. By examining different methods, tools, and environments, the unit encourages learners to understand the habits that foster innovation and growth in the arts.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the habits of an artist?
- What routines and processes are followed in the art room?

Process

- How does an artist develop ideas?
- Why is it important to experiment and reflect on art work?

Reflective

- How does an artist talk about art with others?
- How do I refine my ideas?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (Cr2.1.6)
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (Cn10.1.6)

Annually PLCs are able to add 1–3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Combine concepts collaboratively to generate innovative ideas for creating art. (Cr1.1.6)
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (Cr3.1.6)
- Develop and apply relevant criteria to evaluate a work of art. (Re9.1.6)

VISUAL ARTS 6

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Unit- The Elements of Two Dimensional Drawing

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists express an idea through drawing?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will develop foundational components artists use to create drawings, including line, shape, form, value, texture and space. They will explore how these elements work together to convey ideas in a two dimensional space. Students will consider the ways in which these elements can be manipulated to bring an artist's vision to life.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the elements of art?
- What are the different techniques artists use to show value?

Process

- How does using a combination of elements of art make art visually stronger?
- Why are form, value, texture and space important in drawing?

Reflective

- How do I express my ideas through art?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (Cr2.1.6)
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (Cn10.1.6)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Combine concepts collaboratively to generate innovative ideas for creating art. (Cr1.1.6)
- Formulate an artistic investigation of personally relevant content for creating art. (Cr1.2.6)
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (Cr3.1.6)
- Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. (Pr4.1.6)
- Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. (Pr5.1.6)
- Access, explain, and provide evidence of how museums or other venues reflect history and values of a community. (Pr6.1.6)
- Identify and interpret works of art or design that reveal how people live around the world and what they value. (Re7.1.6)
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. (Re7.2.6)
- Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. (Re8.1.6)
- Develop and apply relevant criteria to evaluate a work of art. (Re9.1.6)
- Analyze how art reflects changing times, traditions, resources, and cultural uses. (Cn11.1.6)

VISUAL ARTS 6

Grade 6



Unit- Clay Creations

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists show creativity with clay?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will develop a foundation in three dimensional art. They will be introduced to the artistic possibilities of working with clay. Using handbuilding techniques, learners discover the ways in which texture, form and surface treatment can transform clay into works of art.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What techniques can be used to create texture?
- What are handbuilding techniques?

Process

- What factors prevent or encourage people to take creative risks?
- What role does persistence play in creating art?

Reflective

- How was I able to take creative risks and overcome challenges?
- How was I able to apply techniques to create art?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (Cr2.1.6)
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (Cn10.1.6)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Combine concepts collaboratively to generate innovative ideas for creating art. (Cr1.1.6)
- Formulate an artistic investigation of personally relevant content for creating art. (Cr1.2.6)
- Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. (Cr2.2.6)
- Design or redesign objects, places, or systems that meet the identified need of diverse users. (Cr2.3.6)
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (Cr3.1.6)
- Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. (Pr4.1.6)
- Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. (Pr5.1.6)
- Access, explain, and provide evidence of how museums or other venues reflect history and values of a community. (Pr.6.1.6)
- Identify and interpret works of art or design that reveal how people live around the world and what they value. (Re7.1.6)
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. (Re7.2.6)
- Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. (Re8.1.6)
- Develop and apply relevant criteria to evaluate a work of art. (Re9.1.6)
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VISUAL ARTS 6

Grade 6



Unit- The Art of Color: Exploring Painting

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do artists use color?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will develop a foundational understanding of painting with a focus on color mixing. By experimenting with primary and secondary colors students will learn about the color wheel, enabling them to express their creativity and skills.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the colors of the color wheel?

Process

- How are the primary colors used to make the color wheel?
- How do artists show creativity and communicate a sense of emotion through the use of color?

Reflective

- How did I use color to express creativity and emotion?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (Cr2.1.6)
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (Cn10.1.6)

Annually PLCs are able to add 1-3 additional priority standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Combine concepts collaboratively to generate innovative ideas for creating art. (Cr1.1.6)
- Formulate an artistic investigation of personally relevant content for creating art. (Cr1.2.6)
- Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. (Cr2.2.6)
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (Cr3.1.6)
- Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. (Pr4.1.6)
- Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. (Pr5.1.6)
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- Develop and apply relevant criteria to evaluate a work of art. (Re9.1.6)
- Analyze how art reflects changing times, traditions, resources, and cultural uses. (Cn11.1.6)