

ACTON PUBLIC SCHOOLS

GRADE 6 VISUAL ARTS CURRICULUM

**MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS:
THE ARTS DISCIPLINES STRAND**

Students learn about and use symbolic language of visual arts.

PreK-12 Standard 1: Media, Materials, and Techniques

*Students will demonstrate knowledge of the media, materials,
and techniques unique to the visual arts.*

Collage

- Explore mixed media collage (optional).

Suggested Collage Artists and Resources, K-6

- Eric Carle, Lois Elhert, Hans Arp, Romare Bearden, Matisse

Drawing

- Reinforce care and use of drawing materials and routines in art room.
- Reinforce term “2-dimensional.”
- Draw from observation, memory, and imagination (continually reinforce these three concepts).
 - ~ Practice looking and drawing.
 - ~ Practice how to fill up paper.
 - ✧ Big and small (near and far)
 - ✧ Overlapping
 - ✧ Extending beyond the edge of the page
 - ~ Practice applying variety of pressure to obtain light/dark value.
 - ~ Practice blending/mixing colors with oil pastels and/or chalk.
- Reinforce various drawing tools/techniques, such as pencils, erasers, crayons, oil pastels, markers, chalk, sharpie markers.
- Reinforce background, middle ground, foreground, scale.
- Reinforce contour drawing.
- Reinforce 1-point perspective.
 - ~ Vanishing Point
 - ~ Horizon Line
 - ~ Converging Lines

- Practice 1-point perspective (city or street scene).
- Reinforce gesture drawing.
- Reinforce shading to show form and texture using crosshatching, stippling, hatching, blending.
- Introduce human body proportion.
- Practice figure drawing.
 - ~ Gesture/movement
 - ~ Shading/light source
- Introduce drawing pencils (e.g., 2H, H, HB, 2B, 4B).
- Reinforce layering/blending with colored pencils.
- Introduce scratchboard (optional).

Suggested Drawing Artists and Resources, K-6

- Van Gogh, Kathe Kollwitz, W. Theibaud, Kandinsky, Matisse, Calder, Rousseau, DaVinci, Paul Klee
- “Harold & The Purple Crayon,” “When a Line Bends a Shape Begins”

Sculpture

- Reinforce term “3-dimensional.”
- Reinforce care and use of sculpture materials in art room.
- Reinforce clay: hand working – pinch, press, roll, squeeze, working from a solid.
- Reinforce pinch, coil, slab techniques.
- Reinforce slip/score.
- Reinforce high and low relief.
- Reinforce treating surface in additive or subtractive method.
- Apply pinch, coil, slab, score/slip techniques.
- Introduce wire sculpture.
- Introduce care and use of wire sculpture materials and routines in art room.
- Continue to stress good craftsmanship.
- Papier-Mâche (optional)
 - ~ Creating a solid, sturdy form using an armature and papier-mâché.
 - ~ Methods of attaching, papier-mâché techniques and surface treatment
- Paper sculpture (optional)
- Mobiles/stabiles (optional)

Suggested Sculpture Artists and Resources, K-6

- Henri Moore, Barbara Hepworth, Jim Dine, Calder, David Smith, Louise Nevelson, George Segal, Giacometti, Oldenburg
- Ancient relief sculptures

Painting

- Reinforce care and basic use of painting materials and routines in art room.
- Reinforce painting and its tools (tempera, watercolor).
- Reinforce color wheel.
- Reinforce primary and secondary colors, warm/cool, neutral colors.
- Reinforce tints/shades – adding black/white to make colors darker, lighter.
- Reinforce tones.
- Reinforce monochromatic.
- Continue to explore and gain confidence in painting techniques and mixing colors.
- Continue to explore watercolor techniques, showing control of paint (control the amount of water) and understanding what watercolor can and cannot do,
- Talk about painting process and techniques.

Suggested Painting Artists and Resources, K-6

- Arthur Dove, Georgia O’Keefe, Faith Ringgold, Harold Pippin, Picasso

Printmaking

- Reinforce care and use of printmaking materials and routines in art room.
- Introduce synthetic block printing.
- Print with block printing ink on assorted papers.

Optional printmaking applications

- Card making
- Wrapping paper
- Fabric design

Suggested Printmaking Artists and Resources, K-6

- Hiroshige, Edvard Munch, Andy Warhol

Fibers

- Tapestry weaving (optional)

Other Fiber Options

- | | | |
|-----------------|----------------|------------------------|
| ~ Yarn painting | ~ Fabric | ~ Fiber collage |
| ~ Yarn Stamps | ~ Braiding | ~ Ojo de Dios |
| ~ Sewing | ~ Embroidery | ~ Beadwork in Weavings |
| ~ Doll-making | ~ Stitchery | |
| ~ Puppet-making | ~ Paper Sewing | |

PreK-12 Standard 2: Elements and Principles of Design

Students will demonstrate knowledge of the elements and principles of design

Elements

Color

- Introduce tertiary/ intermediate.
- Introduce analogous.
- Reinforce primary colors.
- Reinforce secondary colors.
- Reinforce warm/cool.
- Reinforce tints/shades/tones.
- Reinforce neutral colors.
- Reinforce complementary colors.
- Reinforce transparent.
- Reinforce opaque.
- Reinforce hue.
- Reinforce monochromatic.

Line

- Use and identify a variety of line in the environment and in artwork.
- Use and identify properties of line (dark/light, thick/ thin) in artwork and the environment.
- Use line to:
 - ~ Create pattern.
 - ~ Create texture.
 - ~ Create light and dark areas.
 - ~ Define shape.
 - ~ Create rhythm.
 - ~ Create depth.

Texture

- Differentiate between tactile and visual texture in environment and in artwork.
- Create tactile (actual) texture.
- Create visual (simulated) texture.

Shape and Form

- Differentiate between shape (2D) and form (3D) in environment and in artwork.
- See relationship between shape and form (triangle/pyramid, circle/sphere, square/cube).

- Use and be able to identify an expanding array of shapes/forms organic (free form), geometric.
- Reinforce positive/negative.

Space

- Use and identify
 - ~ 1-point perspective.
 - ~ Foreground.
 - ~ Middle ground.
 - ~ Background.
 - ~ Relative size/scale.
 - ~ Overlapping.
 - ~ Shading.

Value

- Reinforce contrast.
- Use shading and contrast to show space/depth.

Principles

Composition

- Reinforce balance.
- Reinforce repetition.
- Reinforce unity and variety.
- Reinforce focal point/emphasis.
- Create 2D and/or 3D work that demonstrates an understanding of balance, repetition/pattern, rhythm, unity, variety, emphasis/focal point.

Balance

- Identify symmetrical, asymmetrical, radial balance in artwork and environment.
- Use symmetrical, asymmetrical, radial balance in artwork.

Pattern

- Identify and use combinations of lines, colors, shapes to create repetition and rhythm/movement.

PreK-12 Standard 3: Observation, Abstraction, Invention, and Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

- Create 2D and 3D artwork from direct observation.
- Create artwork that explores abstraction.
- Create artwork from memory and imagination to tell a story or embody an idea or fantasy.
- Create symbolic artwork by substituting symbols for objects, relationships or ideas.
- Create artwork that demonstrates personal invention and/or conveys ideas and emotions.

PreK-12 Standard 4: Drafting, Revising, and Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation

- Select one or more works of art created during the year and discuss it/them with a parent, classmate or teacher, explaining how the work was made and why it was chosen for discussion.
- As a class, develop and use criteria for informal discussions about art.
- Produce work that shows an understanding of the concept of craftsmanship.

PreK-12 Standard 5: Critical Response

Students will describe and analyze their own work and the work of others, using appropriate visual arts vocabulary.

When appropriate, students will connect their analysis to interpretation.

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of the images seen in an art work and by identifying kinds of color, line, texture, shapes, and forms in the work.
- Classify artworks into general categories, such as drawing, painting, printmaking, collage, sculpture, pottery, textiles/fibers, architecture, photography.
- Describe similarities and differences in works and present responses to the subject matter, materials, techniques, and use of design elements in artworks.
- Explain strengths and weaknesses in own work and share comments constructively and supportively within the group.
- Begin to recognize and describe the visual, spatial and tactile characteristics of own work and the work of others.

CONNECTIONS STRANDS
HISTORY, CRITICISM, AND LINKS TO OTHER DISCIPLINES

Students learn about the history and criticism of visual arts and architecture, their role in the community and their links to other disciplines.

PreK-12 Standard 6: Purposes and Meanings in the Arts

Students will continue to discuss the meaning/purposes of art and changes throughout history.

Questions

- Why do we make art?
- How is art an integral part of everyday life?
- What is the artist trying to say?
- Who made this, and why?
- How does this work make me feel?

PreK-12 Standard 7: Roles of Artists in Communities

Students will continue to discuss:

- How artists create their work by investigating and talking about the lives and works of artists through a variety of means, including: viewing prints, films, DVDs, pod-casts, online resources, or interacting with guest artists.
- The conditions under which artists work and exhibit.
- The roles of artists in different societies and periods of history (e.g., painters, sculptors, craftspeople, architects, illustrators, printmakers, product designers)

PreK-12 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change

Through the use of print, film and online resources, students will be continue to be exposed to a variety of artists from past and present cultures, different styles, and movements in art.

- Folk Art
- Pop Art
- Abstract Expressionism
- Realism
- Surrealism

PreK-12 Standard 9: Inventions, Technologies, and the Arts

Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.

PreK-12 Standard 10: Interdisciplinary Connections

Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.