

LCPS Art Curriculum: SIXTH GRADE

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

Essential Questions

Where do ideas come from?

Why is idea generation important for the creative process?

How do different sources and processes affect the artists' final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Compile personally relevant information to generate ideas for art making.		6.1	Creator Critical Thinker
1. Identify and examine contemporary media sources to generate ideas for art making.		6.8	Creator Critical Thinker
2. Recall and document personal experiences and pivotal events to generate ideas for art making.			Creator Critical Thinker
3. Use inquiry to conduct research on a personally relevant topic to generate ideas for art making.	Va.Cr.1.2.6a		Creator Critical Thinker
4. Use observation, memory, and imagination to generate ideas for art making.			Creator Critical Thinker
B6. Contemplate, select and follow process steps to generate ideas for art making.		6.2	Creator Critical Thinker
1. Use brainstorming, listing, and recall to generate ideas for art making.		6.2(a)	Creator Critical Thinker
2. Follow and record the idea generation and planning steps of the creative process in a sketchbook journal.		6.2(a)	Creator Critical Thinker
3. Collaborate to combine ideas for art making.	VACr1.1.6a	6.5	Creator Critical Thinker Collaborator

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

An artist revises ideas to discern their value in the creative process.

Essential Questions

How does an artist measure the value of an idea?

How is involvement in the idea development process reflected in the artists' works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Problem-solve to develop, organize, and select plans for art making.		6.2	Creator Critical Thinker
1. Select from a menu of planning processes to problem solve and develop ideas for art making.			Creator Critical Thinker
2. Experiment with materials and processes to develop ideas for art making.	Va.Cr.2.1.6a		Creator Critical Thinker
3. Assess, select and apply the most effective process to develop ideas, plans, prototypes, and production processes for art making.	Ma.Cr.2.1.6		Creator Critical Thinker
4. Collaborate to develop criteria in planning and preparation for art making.		6.5	Create Critical Thinking Collaborate
5. Use graphic organizers and sketchbook journals to develop ideas for art making.		6.2 a	Creator Critical Thinker
B6. Compare and refine plans for artmaking.	Va.Cr. 3.1.6a		Creator Critical Thinker
1. Implement new planning approaches to revise ideas for art making.			Creator Critical Thinker
2. Apply visual organizational strategies to expand on test and refine plans for artmaking.			Creator Critical Thinker
3. Develop criteria to guide plans for art making.	Va.Cr.1.2.7a		Creator Critical Thinker
4. Collaborate to select and refine an existing plan for artmaking.			Creator Critical Thinker Collaborator

CREATE - Produce

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Produce – Standard of Achievement (3)			
The student will realize the culmination of original ideas from conception through resolution in original artworks.			
Enduring Understanding			
Ideas are [integral] endemic to artworks. The act of making art brings life to ideas and allows them to be shared. (tangible construct)			
Essential Questions			
What processes are used to bring ideas to realization in artworks? How do artists' choices impact the efficacy of the final products?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Investigate and select significant personal, local or global topics for artmaking.	Va.Cr 1.2.6a	6.17	Creator Critical Thinker
1. Communicate personal ideas, experiences and narratives in a variety of media.		6.1	Creator Critical Thinker Communicator
2. Collect and communicate data from an active system or network.			Creator Critical Thinker Communicator
3. Express a personal opinion in connection with a local or global issue of concern.			Creator Critical Thinker Communicator
4. Explore and interpret the cause and effect of human interactions with nature.			Creator Critical Thinker Collaborator
5. Capture perceived discrepancies among points of view on a personal, local, or global topic.			Creator Critical Thinker Collaborator
B6. Explore and use a range of subject matter for an intended purpose in artmaking.	Va.Cr 3.1.6a	6.17	Creator Critical Thinker
1. Depict the human face and figure in proportion and from different angles including portraits, genre, and narratives.		6.12e	Creator Critical Thinker
2. Depict real, imaginary and groups of animals in different contexts.			Creator Critical Thinker
3. Depict objects in the natural and man-made world.			Creator Critical Thinker
4. Represent diverse internal and external environments.			Creator Critical Thinker
5. Design or redesign objects, places or systems.	VA.CR 2.3.6a		Creator Critical Thinker
C6. Identify select and use formal components to convey meaning in original artworks.		6.12	Creator Critical Thinker
1. Use color properties to distinguish and enhance chromatic relationships.		6.12 (a)	Creator Critical Thinker
2. Use a variety of line and textural applications to create interest.		6.12 (b, c)	Creator Critical Thinker
3. Use value gradients to imply form and space.		6.12 (d)	Creator Critical Thinker
4. Develop realistic and distorted proportional relationships to depict people and objects in the environment.		6.12 (e)	Creator Critical Thinker
5. Use linear and atmospheric perspective to create the illusion of depth.		6.13	Creator Critical Thinker
6. Use positive and negative space and inverse forms to achieve unity and balance.			Creator Critical Thinker
7. Use post-modern approaches including juxtaposition, layering, and interaction of text and image.			Creator Critical Thinker
D6. Manipulate materials, tools and processes safely and appropriately in artmaking.		6.5 (b) 6.15	Creator Contributor
1. Practice to acquire skills in the use of technology, drawing, painting, printmaking, sculpting, ceramics, collage, fiber arts, and materials, tools, and processes.			Creator Critical Thinker Contributor
2. Compare and contrast the attributes, applications, and outcomes of selected materials.			Critical Thinker Contributor
3. Use measuring tools, brush handling skills, color mixing, ink application, and registration appropriately.			Creator Contributor
4. Demonstrate control in the use of constructing, modeling, carving, joining, stitching, and weaving skills.			Creator Contributor
5. Exercise increasing skill and control to demonstrate craftsmanship in the use of media and techniques.		6.15	Contributor
6. Apply methods for conservation, care, and clean-up of tools and materials.	VA:Cr2.2.6a	6.5 (b)	Contributor

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7. Examine and apply ethical decisions in artmaking.	MA: CN11.1.6b	6.8	Contributor
E6. Develop a variety of media skills and techniques to produce original artworks.	Va:Cr2.1.6a		Creator Critical Thinker Contributor
1. Experiment with digital media to manipulate and depict an image.	MA: Cr1.1.6		Creator Critical Thinker Contributor
2. Practice and explore techniques including gesture, contour line, and value rendering in observational, imaginative, and memory drawings.		6.14	Creator Critical Thinker Contributor
3. Practice and explore techniques using paint media including blending, application, and brush techniques.			Creator Critical Thinker Contributor
4. Practice and explore techniques using printmaking media such as monoprint, collagraph, and lino-cut.			Creator Critical Thinker Contributor
5. Practice and explore skills using ceramic clay including hand building, joining, and finishing techniques.			Creator Critical Thinker Contributor
6. Practice and explore techniques using sculpture media including modeling, assembling, and carving.		6.16	Creator Critical Thinker Contributor
7. Practice and explore traditional and alternative techniques using collage media.			Creator Critical Thinker Contributor
8. Practice and explore techniques using textile media such as sewing and weaving.			Creator Critical Thinker Contributor
9. Investigate and explore how to create a narrative using time-based media.		6.10	Creator Critical Thinker Contributor

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PRESENT – Organize			
Organize – Standard of Achievement (4)			
The student will apply and refine skills and practices to prepare and display artworks.			
Enduring Understanding The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.			
Essential Questions How does the organization of artworks on display influence the interpretation of the viewer? What are the preparation and organization responsibilities for displaying artworks? Who assumes responsibility for the preparation and display of artworks?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Prepare and present artworks in a variety of formats and locations.	VA: Pr4.1.6a		Contributor Communicator
1. Sign, label and mount personal artworks.			Contributor Communicator
2. Prepare artists' statements for a display to explain the art making process.			Contributor Communicator
3. Plan an exhibition of artworks for a selected space and specific audience.	VA.Pr5.1.6a		Contributor Communicator
PRESENT – Curate			
Curate – Standard of Achievement (5)			
The student will sift through, contemplate and select artworks based on criteria or purpose.			
Enduring Understanding Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.			
Essential Questions How do personal experiences affect curation of artworks? Why is it important to engage in the curation process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Sort and select artworks for display based on visual and thematic criteria.			Critical Thinker Communicator
1. Review, sort, and compile a set of personal artworks based on visual attributes.		6.3d	Critical Thinker Communicator
2. Evaluate and select personal artworks for presentation based on quality and content.			Critical Thinker Communicator
3. Collaborate to establish a theme for an exhibition.			Critical Thinker Communicator Collaborator
4. Collaborate to select artworks for a display.			Critical Thinker Communicator Collaborator
B6. Determine and explain reasons for artwork selections.			Critical Thinker Communicator
1. Explain reasons for the selection of personal artworks for presentation.			Critical Thinker Communicator
2. Identify and describe salient attributes of artworks selected for display.			Critical Thinker Communicator
3. Determine and describe a personal connection to an exhibition theme.		6.3e	Critical Thinker Communicator
PRESENT – Communicate			
Communicate – Standard of Achievement (6)			
The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).			
Enduring Understanding Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content and the receptivity of the audience.			
Essential Questions How does an artist choose the best way to communicate with an audience? What is the relationship between artists' intent and chosen means of communication?			
	National Visual Arts Standards	SOL's	LCPS 5C's

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A6. Examine and explain the relationship between artistic endeavors and contributions to society.				Critical Thinker Communicator
1. Describe ways artists and craftsman contribute to society through their work.			6.6 (b)	Critical Thinker Communicator
			6.7	
2. Assess and explain a personal opinion about the impact of an artmaking experience.				Critical Thinker Communicator
3. Respond to questions about why artists create works of art.			6.4 (b)	Critical Thinker Communicator
4. Reflect on the purposes and meaning of art.			6.4 (a)	Critical Thinker Communicator
5. Examine and describe the relationship between local art exhibition venues and a community.	VA: Pr6.1.6a			Critical Thinker Communicator
6. Contribute to class discussions.			6.5 (a)	Critical Thinker Communicator
B6. Explain the effects of following the creative process using appropriate art vocabulary.				Critical Thinker Communicator
1. Explain the relationship between the artmaking process and the final outcome.			6.2 (b)	Critical Thinker Communicator
2. Analyze and discuss personal improvements made in the completion and presentation of artworks.	MA: Pr6.1.6a		6.3e	Critical Thinker Communicator Contributor
3. Discuss the personal value inherent in following the creative process.				Critical Thinker Communicator

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RESPOND – Perceive

Perceive – Standard of Achievement (7)
The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding
 Perception involves careful looking to inform the understanding of art and the world.
 Artists’ personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

Essential Questions
 Why is it important to follow a formalized method of looking at artworks?
 How does taking the time to observe and examine artworks inform understanding of the art making process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Practice critical thinking to observe and respond to form, content and meaning in artworks.		6.3	Critical Thinker Communicator
1. Use critical inquiry to describe, analyze, interpret and judge artworks.		6.3 (a)	Critical Thinker
2. Describe ideas and emotions expressed in artworks.		6.3 (b)	Critical Thinking Communication
3. Identify style and relevant contextual information in artworks.	VA:Re8.1.6a	6.3(d)	Critical Thinker
4. Examine characteristics of form, structure and use of media to inform opinions about meaning in artworks.	VA:Re8.1.6a	6.3 (d)	Critical Thinker
5. Identify and deconstruct images in popular culture to determine the intended purpose.			Critical Thinker
B6. Investigate and describe influences on personal observations and opinions of artworks.			Critical Thinking Communication Contribution
1. Explain reasons for a personal opinion of an artwork.			Critical Thinking Communication Contribution
2. Examine personal beliefs and values in relation to ideas and feelings about artworks.		6.4 (a)	Critical Thinking Contribution
3. Describe how observations inform personal opinions of artworks.			Critical Thinking Communication Contribution
4. Discuss how personal experiences and external influences affect perceptions of artworks.		6.4(a)	Critical Thinking Communication Contribution

RESPOND – Reflect

REFLECT – Standard of Achievement (8)
The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.

Enduring Understanding
 Reflective practice leads to improved performance in artistic endeavors.
 Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions
 What constitutes reflective practice?
 What is learned from reflective practices?
 In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Identify and assess outcomes and implications of art related experiences.			Critical Thinker Contributor
1. Examine and assess the relationship between the art making process and the final outcome.		6.2 (b)	Critical Thinker
2. Use prior knowledge to guide decisions and approaches when confronting art making challenges.			Critical Thinker Contributor
3. Compile and revisit previous ideas to solve new art making challenges.			Critical Thinker Contributor
4. Apply critical inquiry skills to inform the revision and enhancement of personal artworks.		6.3 (a)	Critical Thinker Contributor
B6. Follow reflective approaches to appraise personal growth in artistic endeavors.			Critical Thinker Contributor
1. Document reflections in sketchbook/journals, artist statements, graphic organizers, and self-assessments.		6.2(a)	Critical Thinker Contributor

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2. Describe insights into personal growth resulting from participating in group critiques.			Critical Thinker Contributor Communicator
3. Track personal growth over time using a specific assessment format.			Critical Thinker Contributor

RESPOND – Evaluate

EVALUATE – Standard of Achievement (9)
The student will appraise the artistic experience and its personal and global significance.

Enduring Understanding
Artworks and the art making process have extrinsic and intrinsic value.
Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.

Essential Questions
What can be gained by applying a formal observation system to determine the value of an artwork?
How does the selected evaluation system affect the perception of an artwork?
What values are inherent to artworks and the artistic experience?
How does the type of evaluation system used provide insight into the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Investigate and describe reasons for valuing art and artistic endeavors.		6.3	Critical Thinking Communication Contribution
1. Examine and describe the importance of visual language to communicate personal meaning.		6.3 (c)	Critical Thinker Contributor Communicator
2. Develop and apply relevant criteria to evaluate artworks.	VA:Re9.1.6a	6.3(e)	Critical Thinker Contributor Communicator
3. Examine and defend the value of an artist's process and works.			Critical Thinker Contributor Communicator
4. Form and respond to questions about why selected artworks have value in popular culture.			Critical Thinker Contributor Communicator
5. Form and discuss opinions as to why the study of art is valuable.			Critical Thinker Contributor Communicator
B6. Identify and explain the value of engaging in the creative process using 21st century skills.			LCPS 5C's
1. Communicate aspects of personal growth resulting from creative process involvement.			Communicator
2. Explain various types of individual and collaborative art careers.		6.9	Contributor
3. Think critically to question the value found in contemporary media.			Critical Thinker
4. Manage time wisely to gain the most value from engagement in the creative process.			Contributor
5. Identify and discuss ways that collaboration and the exchange of ideas contribute to the creative		6.5	Collaborator

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CONNECT – Relate			
Relate – Standard of Achievement (10)			
The student will consider and associate artistic endeavors in relation to personal experiences and external influences.			
Enduring Understanding			
The art experience enriches the human condition by fostering conceptual links across time and cultures. The arts provide evidence of human existence and invite interaction.			
Essential Questions			
How does art promote conceptual links between personal experiences and external influences? How do artworks reveal evidence of human interactions?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Investigate and discuss relationships found among art, history and culture.	VA: Re7.1.6a	6.6	Critical Thinking Communication
1. Describe ways artists contribute to communities and society through their work.		6.7	Critical Thinking Communication
2. Analyze and describe how art reflects changing times, traditions, and culture.	VA: Cn11.1.6a	6.6(a)	Critical Thinking Communication
3. Explore and describe the relationship between art and architecture throughout history.		6.6	Critical Thinking Communication
4. Explore ways artists respond to and influence events.		6.6	Critical Thinking Communication
5. Examine and discuss the integration of arts and crafts in communities.		6.6 (b)	Critical Thinking Communication
6. Explore how the ethnic heritage, culture, and personal identities of artists influence their work.		6.6 (a)	Critical Thinking
B6. Analyze and explain how art evokes personal sensory, emotional and aesthetic responses.	VA: Re7.2.6a	6.4 (c)	Critical Thinking Communication Contribution
1. Explain how visual language communicates meaning.		6.3 (c)	Critical Thinking Communication Contribution
2. Form and respond to questions about personal reactions to art.		6.4	Critical Thinking Communication Contribution
CONNECT – Reconcile			
Reconcile – Standard of Achievement (11)			
The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.			
Enduring Understanding			
Connectivity is an essential characteristic of the artistic experience. Reconciling connections in the creative process enriches and validates the human experience.			
Essential Questions			
How are connections between art and culture developed? How do artists reconcile connections among art, culture and personal experience validate artistic endeavors?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A6. Investigate and discuss connections among personal experiences, cultural influences, and cross-curricular learning to inform the creative process.		6.11	Critical Thinking Communication Contribution
1. Rely on personal knowledge, experiences, interests and research to inform the creative process.	MA:CN.10.1.6a		Critical Thinking Communication Contribution
2. Investigate current interests and concerns to develop a collection of new ideas for artmaking.	VA: Cn.10.1.6a		Critical Thinking Communication Contribution
3. Consider and discuss how artistic ideas reflect personal, social, and cultural situations.	MA: Cn11.1.6a	6.6(a)	Critical Thinking Communication Contribution
4. Investigate and explain various types of art careers.		6.9	Critical Thinking Communication Contribution
B6. Consider and incorporate individual ideas to achieve a collective artistic goal.			Critical Thinking
1. Share and accept responsibility to advance the creative process.			Critical Thinking
2. Demonstrate willingness to accept diverse ideas as part of the creative process.			Critical Thinking Collaboration