

North Kitsap School District
Essential Academic Learning Requirements
SECONDARY VISUAL ART

GRADE 6

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> • Identifies and mixes complementary colors to form neutrals. • Identifies and uses warm/cool colors as advancing and receding in space. • Identifies and uses form and texture in 2D and 3D art forms. 	<ul style="list-style-type: none"> • Uses color to establish mood by mixing complementary colors to form neutrals. • Recognizes perspective values of colors, dark values appear closer than light values; cool colors give greatest appearance of distance. • Uses complex pattern networks (e.g., checkerboard, overlapping) to identify elements within a given picture plane (i.e., use of relative size, detail, overlapping, atmosphere, location of subject.) 	Mixes complimentary colors to form neutral colors and create mood in own artwork. Demonstrates use of color for perspective. Creates complex pattern networks to identify elements within a given picture plane.	<ul style="list-style-type: none"> √ Compare <i>Dempsey and Firpo</i>, by Bellows with <i>View of Toledo</i>, by El Greco. Do art activities called “Poster Art” and “Spooky House.” √ Discuss <i>Oyster Gatherers at Cancale</i>, by Sargent. Do art activity called “Sillouette Art.” √ Discuss <i>Guernica</i>, by Picasso, and cubism. Do art activity called “Circle Geometry.”
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> • Uses movement of the viewers eye within a composition. • Differentiates between realistic non-objective, and abstract works of art. 	<ul style="list-style-type: none"> • Identifies characteristics of geometric/man-made shapes (still, rigid, lifeless) and natural shapes (fluid, energetic, moving). • Understands difference between realism works of art and abstract works of art. 	Identifies and makes use of man-made shapes and natural shapes. Compares realism and abstract art.	<ul style="list-style-type: none"> √ Discuss <i>Ballet School</i>, by Degas. √ Compare <i>Turning the Stake</i>, by Eakins, and <i>Broadway</i>, by Tobey. Do art activities called “Sport Art” and “Big Cities Art.”

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1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> • Understands and demonstrates gradations of value both in neutrals and in colors. • Uses a wide variety of media singularly and in combination. 	<ul style="list-style-type: none"> • Understands and demonstrates emphasis in value, hue, intensity and shape. • Uses a combination of mediums for visual and expressive purposes. 	Identifies and uses color value. Use of mixed mediums for visual and expressive purposes.	<ul style="list-style-type: none"> √ Discuss <i>Marilyn Monroe</i>, by Warhol and do art activity called “Graph Paper Designs.” √ Discuss <i>Jane Avril</i>, by Toulouse-Lautrec and do art activity called “Designer Portrait Art.” √ Discuss print <i>Young Girl Reading</i>, by Fragonard and do art activity called “Book Art.”
1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> • Identifies techniques from various artists, cultures, and/or times. 	<ul style="list-style-type: none"> • Understands cubism, realism, abstract expressionism, art nouveau, baroque, classicism, naturalism, impressionism, lithography, pointillism, symbolism and surrealism. 	Identifies techniques from various artists.	<ul style="list-style-type: none"> √ Visit art museum and name different styles. √ Compare <i>A Young Girl Reading</i>, by Jean-Honore Fragonard, and <i>Ballet School</i>, by Edgar Degas.
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> • Identifies how the audience and artist/performer interact. 	<ul style="list-style-type: none"> • Uses audience conventions but understands relationship between audience and performer. 	Demonstrates the ability to respond appropriately to performers.	<ul style="list-style-type: none"> √ Visit a comedy show, ballet recital, sports event or musical.

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Essential Learning 2: The student demonstrates thinking skills using artistic processes.

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Using art concepts, applies creative process to a project. 	Applies art concepts using a creative process.	✓ Work on Science Fair project, Youth Art Month project or class or community project.

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<ul style="list-style-type: none"> • Using art concepts, applies a performance process. 	<p>Applies art concepts using a performance process.</p>	<p>√ Perform in a play, music recital or local parade.</p>

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Using arts concepts, applies a responding process. 	Applies art concepts using a responding process.	<ul style="list-style-type: none"> √ Listen to poetry, draw picture to tell story and emotions. √ Discuss <i>Christina's World</i>, by Andrew Wyeth and do art activity called "Colored Pencil Art."
<p>Essential Learning 3: The student communicates through the arts.</p> <p>To meet this standard the student will:</p>				
3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> • Identifies use and misuse (plagiarism) of pre-existing artistic works to communicate. 	<ul style="list-style-type: none"> • Understands the term plagiarism and the difference between the use and misuse of art. 	Defines plagiarism and understand it's consequences.	<ul style="list-style-type: none"> √ Write down examples of plagiarism, for example: Do not <ul style="list-style-type: none"> -use copyrighted material as own material. -use famous logos on your own artwork to be sold. Do <ul style="list-style-type: none"> -use ideas from famous artwork to create your own.

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3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> • Uses the arts to communicate for a specific purpose (e.g., to record history, persuade). 	<ul style="list-style-type: none"> • Understands the use of art to communicate to the world. 	Lists several ways of communication using the arts.	<ul style="list-style-type: none"> √ Compare <i>The Night Watch</i>, by Rembrandt, <i>Figure Five in Gold</i>, by Demuth, and <i>Man with Reflecting Sphere</i>, by Escher. Name several modes of communication within the arts. √ Do art activities called “Fruit Art,” “Poetry Art” and “Sphere Art.”
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> • Describes how aesthetic choices are influenced by historical context. 	<ul style="list-style-type: none"> • Understands how aesthetic choices have been influenced throughout history. 	Describes history of art styles and how they were influenced.	<ul style="list-style-type: none"> √ List several artistic styles and their definitions. Have students name style when shown a piece of art.

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Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.				
To meet this standard the student will:				
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4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> Describe arts processes that are unique to each arts discipline. 	<ul style="list-style-type: none"> Demonstrates ability to compare different art processes within art disciplines. 	Names different art processes and their use within different disciplines.	√ Compare the thinking skills needed before a sport, music, or theater performance.
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> Demonstrates that art concepts occur in other content areas. 	<ul style="list-style-type: none"> Ability to evaluate a body of artwork from several time periods with relation to history. 	Demonstrates knowledge of art styles and periods.	√ Compare several different artworks and name period and style.
4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> Analyzes how the arts impact peer group choices. 	<ul style="list-style-type: none"> Analyze the influence of art and design throughout the human environment and how it impacts peers today. 	Understands how art and design influence people today.	√ Discuss <i>Jane Avril</i> , by Toulouse-Lautrec and commercial art and it's impact on society.

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4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> • Identifies specific attributes of artworks that reflect culture and history.. 	<ul style="list-style-type: none"> • Ability to name specific artworks in the United States that reflect history. 	Names specific artworks that reflect history.	√ Make a map of U.S. label each major work of art (e.g., Statue of Liberty).
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> • Identifies job specific skills for arts careers. • Demonstrates collaborative skills. 	<ul style="list-style-type: none"> • Ability to use visual thinking process and understand how these skills could be utilized in the future. 	Names careers that use art concepts and the impact to their future.	√ Have students list possible future careers and how the arts impact those careers.