

## HINSDALE VISUAL ART CURRICULUM

GRADE LEVEL/COURSE: SIXTH GRADE/VISUAL ART

STANDARD: 1. Apply appropriate media, techniques, and processes.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions.	Lines Create Illusions: Using the techniques of op artists such as Escher and Bane to create the illusion of motion in a drawing.	White drawing paper, pencils, rulers, shape tracers, compasses, circle rulers, copper sheeting, pointed wooden tools, pens, black shoe polish. Craft wire, Styrofoam blocks (for base of the portrait), pliers.	Project based assessment.  Discussion throughout the creative process to check for understanding.
Students will be able to use the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas.	Copper Tooling: students will translate an image using copper sheets. They will then add details to the image and using shoe polish antique it.	Various optical illusions, assorted Escher reproductions. D-1-67 by McDonald Bane.	Students will use a teacher created rubric to evaluate their own work and the work of their peers before handing it in.
Students will be able to express and communicate ideas symbolically and realistically.	Wire sculpture portraits: Students will use craft wires and draw with the wires to create a 3-d portrait. They will manipulate the sculptures to that they can stand upright upon a foam base.	Examples of tooled metal constructions such as old ceilings and relief work.	
Students will be able to use increasingly complex art materials and tools in a safe and responsible manner.			

STANDARD: 2. Identify and apply the elements of visual art and principles of design.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to recognize and reflect on the effects of arranging visual	Students will produce a tessellation of original design, developed using an equilateral	White drawing paper, pencils, permanent markers, rulers, tracing paper.	Evaluation of the effective uses of shape, pattern/repetition and color to create a striking

characteristics in works of art. Students will be able to select and use the elements of art and principles of design to improve communication and expression of ideas.	triangle, where three unique symmetrical faces rotate throughout their creation.  Hand drawing with textiles: students will create a drawing from life of their hand. They will use pattern and basic rules of composition to create interesting textiles surrounding their life drawing.	Examples of various textiles, patterns, and designs.	composition.  Final assessment based on a teacher developed rubric.
Students will be able to describe and analyze visual characteristics of works of art using visual arts terminology.			

**STANDARD: 3. Select and apply a range of subject matter, symbols and ideas.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to use subjects, themes, and symbols that communicate and express intended meaning in their artwork.	Aboriginal Dot Paintings: students will understand the use of symbols and lines in genuine Aboriginal dot paintings. They will use the same techniques to create their own dot painting.	Acrylic paint, earth tone poster board, q-tips, black magic markers. Scratch art paper, scratch sticks, rulers, tracers, shapes.	Students will share final work with their classmates to ensure that their painting tells a story or conveys an idea. Final project assessed using a rubric.
Students will be able to consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.	Texture compositions: students will create an entire composition by scratching in different values into a scratch paper.	Reproductions of Aboriginal art including pottery, bark paintings, and weavings.	

**STANDARD: 4. Analyze the visual arts in relation to history and culture.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to compare the characteristics of works of art representing various cultures, historical periods, and artists.	Greek and Roman architecture: students will understand the differences and similarities between Greek and Roman architecture and its purposes.	Kiln fire clay, clay carving tools, glaze, and paintbrushes. Stone mosaic tiles (can use paper squares), white glue, cardboard squares. Newspaper, wire, acrylic paint.	Rubric based assessment.
Students will be able to describe and place a variety of art objects by style and artist, and by historical and cultural contexts.	They will create a frame relief replica of an ancient Greek or Roman building showing typical styles of columns, etc.		Students will be assessed upon completion to ensure that they have utilized all of the techniques.
Students will be able to describe how a given work of art can be interpreted differently in various cultures and time.	Stone mosaics: students will create a mosaic using mosaic stones that depicts a clear image. Finished projects will be inserted into the architecture frame.	Power point presentation of Greek and Roman architecture. Examples and photos of Mexican Alebrijes (whimsical creatures).	Discussion throughout the creative process to check for understanding.
Students will be able to analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.	Paper Mache Alebrijes: using classic paper mache techniques, students will create creatures in the style of the Mexican Alebrijes woodcarvings.		
Students will be able to identify artist who have used New Hampshire and New England as their subject and know where such works may be viewed.			
Students will be able to create a work of art that reflects historical and/or cultural context.			

**STANDARD: 5. Analyze, interpret and evaluate their own and other’s artwork.**

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to compare multiple purposes for creating works of art.	Students will use the elements and techniques to create a surrealist symbolic picture. They will develop an environment and create personal ideas around a theme to create original works of art.	Large white heavy drawing paper, pencils, colored pencils, magazines, glue sticks, scissors. Silk hoops, fabric dye, wax resist, sea salt. 12” square white paper, circle rulers, compasses, rulers, permanent markers, black paper, glue.	Discussion throughout the creative process to check for understanding. Final assessment based on a rubric.
Students will be able to analyze the meanings of contemporary and historic artworks.	Silk Hoop paintings: students will develop a simple design using line, shape, and form to create an interesting painting on silk. They will explore and understand the science of how the ink works along with other elements.	Reproductions by <a href="#">Rene Magritte</a> , <a href="#">Giorgio DeChirico</a> , <a href="#">Salvador Dali</a> , Mondrian, Gabo	
Students will be able to evaluate the quality and effectiveness of their own and others’ work by using specific criteria.	Radial Design: Students will create a composition using examples from rose windows in architecture and kaleidoscope pictures to develop a radial patterned design.		
Students will be able to compare a variety of individual responses to their own art works.	Students will use the element of line to create a composition to create a constructivist composition. They will use various printmaking techniques to create this composition.		
Students will be able to describe their own responses to, and interpretation of, specific works of art.			
Students will be able to describe their own artistic growth over time in relation to specific criteria.			

**STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes.	Students will recognize visual arts as a form of communication and use the elements of design to create an effective advertisement.	Poster board, pencils, poster paint, paint brushes, thick drawing paper, magazines, glue sticks, scissors, rulers, shape stencils.	Final composition assessed using a rubric.
Students will be able to create art work that reflects the connections among visual arts and other disciplines.	Students will draw half of a realistic self portrait using a mirror. They will then draw and use collage to create the other side of the portrait abstractly by drawing what they look like using shapes, symbols, and objects.	Reproductions of works by Toulouse-Lautrec, Picasso's portraits.	Students will use constructive criticism to discuss their work in small peer groups.
Students will be able to apply the principles of design in solving a visual arts problem.			

**STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associate with this field.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify visual artists who are recognized locally, nationally, and internationally.	Invite local, professional artists into the school to work alongside students. NH Council for the Arts Artist in Residence Grant Program	<a href="https://www.state.nh.us/nharts/index.html">https://www.state.nh.us/nharts/index.html</a> Grant proposals are due to the council by February 1 <sup>st</sup> of the year prior to participating.	Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts. Assessment will be based upon
Students will be able to			

describe occupation in which knowledge of design principles is important such as fashion, manufacturing, advertising and web design.			completion of final projects
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