

# VISUAL ARTS: GRADE 6

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## STANDARDS FOR VISUAL ARTS GRADE 6

Visual art classes at the middle grades expand on the elementary foundation and emphasize the exploration of studio processes. At sixth grade, students engage in the creative process and experiment and refine skills using a variety of art media. Using the elements of art and the principles of design as a framework, students investigate a variety of ideas for creating two- and three-dimensional art. They critique works of art, reflecting on and assessing the characteristics and merits of personal work and the artwork of others. Through the study of history and culture, students make connections from art lessons and experiences to life experiences.

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### **CREATING (Investigate – Plan – Make)**

#### **Conceiving and developing new artistic ideas and work**

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VA.Cr1.1.6 Combine concepts and techniques collaboratively (for example: brainstorm ideas; identify and select key concepts, words, symbols, drawing, photography, color theory, etc.) to generate innovative ideas for creating art.

VA.Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art (for example: personal identity, memory, experience, traditions of the past).

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### **CREATING (Investigate)**

#### **Conceiving and developing new artistic ideas and work**

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VA.Cr2.1.6 Try new ideas, materials, methods and approaches (for example: using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) in making works of art and design.

VA.Cr2.2.6 Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment (for example: disposal of potentially hazardous materials such as paint and clay, proper storage and maintenance of tools and equipment).

VA.Cr2.3.6 Design or redesign objects, places, or systems that meet the identified needs of diverse users (for example: eating utensils, vending machines, wheelchair-friendly nature trails). identify specific needs, modify the design of an everyday object to meet those needs).

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### **CREATING (Reflect – Refine – Continue)**

#### **Conceiving and developing new artistic ideas and work**

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VA.Cr3.1.6 Reflect on and revise personal artwork to convey the intended meaning (for example: class and peer critiques, written reflections on work).

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**PRESENTING (Select – Analyze – Share)**  
**Interpreting and sharing artistic work**

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VA.Pr1.1.6 Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital art (for example: compare gallery display of the Mona Lisa with the placement of Rodin’s “Thinker” in a sculpture garden).

VA.Pr2.1.6 Individually or collaboratively, develop a visual plan for displaying works of art by analyzing exhibit space, the needs of the viewer, and the layout of the exhibit (for example: presentation formats: matting, mounting, labeling and displaying).

VA.Pr2.2.6 Select work for exhibits and portfolios based on specific criteria (for example: a theme, similar media, or the work on an artist).

VA.Pr3.1.6 Assess, explain and provide evidence of how museums or other venues reflect history and values of a community (for example: virtual tours of studios and museums followed by written reflections, sketches and class discussions).

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**RESPONDING (Perceive – Analyze – Interpret)**  
**Understanding and evaluating how the arts convey meaning**

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VA.Re1.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value (for example: expose students to multicultural art through guest speakers, artifacts and online resources).

VA.Re1.2.6 Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions and actions (for example: show visually charged images to generate student responses. Analyze the responses).

VA.Re2.1.6 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 areas and mood conveyed (for example: demonstrate how to “read” a work of work).

VA.Re3.1.6 Develop and apply relevant criteria (for example: cultural, historical context, subject matter, artist’s intentions) to evaluate a work of art.

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**CONNECTING (Synthesize – Relate)**  
**Relating artistic ideas and work with personal meaning and external context.**

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VA.Cn1.1.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making (for example: community art).

VA.Cn2.1.6 Analyze how art reflects changing times, traditions, resources, and cultural uses (for example: gather information from multicultural guest speakers; interview local artists; participate in, observe or document cultural events such as the Day of the Dead parade).

