

Visual Arts: Grade 6

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Analyzing and Responding | | | |
|---|--|------------------|-------------------|
| Benchmark A: Apply the strategies of art criticism to describe, analyze and interpret selected works of art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Use appropriate vocabulary to identify the content in works of art created for different purposes (e.g., functional, decorative, and social and personal). | | | |

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| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Explain how art elements and principles are used in artworks to produce certain visual effects (e.g., dynamic tension, textured surfaces, patterns and designs). | | | |

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|---|--|------------------|-------------------|
| Benchmark: B: Present and support an individual interpretation of a work of art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Interpret selected works of art based on the visual clues in the works. | | | |

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| Content Standard: Connections, Relationships and Applications | | | |
|---|--|------------------|-------------------|
| Benchmark A: Demonstrate the role of visual art in solving an interdisciplinary problem. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Collaborate with peers to depict major events in a selected decade of the 19th century. | | | |

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| Content Standard: Connections, Relationships and Applications | | | |
|---|--|------------------|-------------------|
| Benchmark B: Apply and combine visual art, research and technology skills to communicate ideas in visual form. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Use computer skills to organize and visually display quantitative information on a chart, map or graph. | | | |

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| Content Standard: Connections, Relationships and Applications | | | |
|---|--|------------------|-------------------|
| Benchmark C: Use key concepts, issues and themes to connect visual art to various content areas. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Compare the ways that selected ideas and concepts are communicated through the perspective of visual art and through the perspectives of other academic disciplines. | | | |

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| Content Standard: Connections, Relationships and Applications | | | |
|---|--|------------------|-------------------|
| Benchmark D: Use words and images to explain the role of visual art in community and cultural traditions and events. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Describe the function of art in the daily lives of their communities and cultures. | | | |

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| Benchmark D: Use words and images to explain the role of visual art in community and cultural traditions and events. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Identify the ways in which science and technology influence the development of art in various cultures. | | | |

Visual Arts: Grade 6

**Adams County/Ohio Valley
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| Content Standard: Creative Expression and Communication | | | |
|---|--|------------------|-------------------|
| Benchmark A: Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes. | | | |

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| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Recognize and demonstrate the qualities and characteristics of craftsmanship in original works of art. | | | |

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| Content Standard: Creative Expression and Communication | | | |
|--|--|------------------|-------------------|
| Benchmark B: Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Explore ways that art making functions as a means of personal identification and expression. | | | |

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|--|--|------------------|-------------------|
| Benchmark B: Create two- and three-dimensional original artwork that demonstrates personal visual expression and communication. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Use observation, life experiences and imagination as sources for visual symbols and images. | | | |

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| Content Standard: Creative Expression and Communication | | | |
|--|--|------------------|-------------------|
| Benchmark C: Achieve artistic purpose and communicate intent by selection and use of appropriate media. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Select and use appropriate materials and tools to solve an artistic problem. | | | |

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**Adams County/Ohio Valley
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| Content Standard: Creative Expression and Communication | | | |
|--|--|------------------|-------------------|
| Benchmark D: Use current, available technology to refine an idea and create an original, imaginative work of art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Use current, available technology to create original artworks. | | | |

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| Content Standard: Creative Expression and Communication | | | |
|---|--|------------------|-------------------|
| Benchmark E: Identify and explain reasons to support artistic decisions in the creation of art work. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 7. Identify and defend artistic decisions using appropriate visual art vocabulary. | | | |

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**Adams County/Ohio Valley
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| Content Standard: Historical, Cultural and Social Contexts | | | |
|--|--|------------------|-------------------|
| Benchmark A: Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Compare and contrast visual forms of expression found throughout different regions and cultures of the world. | | | |

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| Benchmark A: Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Identify universal themes (e.g., family, good versus evil and heroism) conveyed in artworks across various times and cultures. | | | |

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| Content Standard: Historical, Cultural and Social Contexts | | | |
|--|--|------------------|-------------------|
| Benchmark B: Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Analyze and demonstrate the stylistic characteristics of culturally representative artworks. | | | |

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| Content Standard: Historical, Cultural and Social Contexts | | | |
|--|--|------------------|-------------------|
| Benchmark C: Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Investigate the roles and relationships between artists and patrons and explain the effect on the creation of works of art. | | | |

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| Content Standard: Historical, Cultural and Social Contexts | | | |
|--|--|------------------|-------------------|
| Benchmark D: Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media and interviews with a museum curator). | | | |

Visual Arts: Grade 6

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| Content Standard: Valuing the Arts/Aesthetic Reflection | | | |
|--|--|------------------|-------------------|
| Benchmark A: Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Explain what makes an object a work of art using a range of criteria (e.g., the feeling it evokes, the artist's style and choice of materials or the subject matter). | | | |

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| Benchmark A: Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Reflect on and generate a personal theory for how visual art should be viewed, interpreted and valued. | | | |

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| Content Standard: Valuing the Arts/Aesthetic Reflection | | | |
|--|--|------------------|-------------------|
| Benchmark B: Analyze diverse points of view about artworks and explain the factors that shape various perspectives. | | | |
| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual art. | | | |