

Roanoke County Schools

Sixth Grade Art Curriculum

Overview * Emphasis * SOL * Instructional Units

Overview:

Upon completion of the Sixth Grade Art Program the student will:

I. Perceive and understand:

- A. environmental objects
- B. the effect of light on three-dimensional objects
- C. movement and linear direction is created by an element of design
- D. linear density
- E. tertiary colors (primary and secondary colors)
- F. color harmony using warm and cool colors
- G. color value
- H. tactile and visual texture with appropriate media and techniques
- I. the concept of picture planes
- J. balanced design emphasizing negative space
- K. aerial and linear perspective
- L. translation of three-dimensional forms on a two-dimensional surface
- M. incorporation of the elements of art
- N. variety in organic and geometric shapes
- O. the illusion of movement or direction in a design
- P. symmetrical and asymmetrical balance
- Q. dominance as a focal point

II. Appreciate and be aware of:

- A. the contributions of artists to society
- B. styles of art during the 20th century
- C. the use, impact and affect of graphic and electronic communication

III. Possess a knowledge of:

- A. color wheel
- B. elements of art
- C. principles of design

- D. rendering a three-dimensional object on a two-dimensional surface
- E. aerial and linear perspective
- F. ceramic processes
- G. basic graphic design

IV. Create:

- A. innovative and original solution to real imaginary ideas
- B. personal expressions through drawing
- C. two- and three-dimensional imaginary expressions

V. Produce art work and demonstrate ability of:

- A. drawing, painting, sculpture, printmaking, crafts, ceramics and graphic design
- B. creating tactile and visual textures
- C. drawing objects in the environment
- D. safe handling of tools, materials and equipment

VI. Develop evaluative processes by:

- A. demonstrating visual skills through two- and three-dimensional works
- B. investigating the use and impact of persuasive techniques in art
- C. investigating the use and impact of persuasive techniques in art

Emphasis:

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will

allow them to evaluate the effects of various influences on the discipline of the visual arts.

Standards of Learning Objectives:

Visual Communication and Production

- 6.1 The student will solve design problems using color relationships selected from the color wheel.
- 6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.
- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- 6.4 The student will use visual memory skills to produce a work of art.
- 6.5 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.6 The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.7 The student will produce a kinetic work of art.
- 6.8 The student will utilize fantasy as a means of expression in works of art.
- 6.9 The student will create original works of art using computer graphics and computer-generated text.

Cultural Context and Art History

- 6.10 The student will identify the components of an artist's style, including materials, design, methods, and subject matter.
- 6.11 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.
- 6.12 The student will identify the contributions of artists to society.

Judgment and Criticism

- 6.13 The student will discuss the ways that art can be persuasive.
- 6.14 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- 6.15 The student will demonstrate inquiry skills and appropriate art vocabulary for:
 - 1. Describing works of art;
 - 2. Responding to works of art;
 - 3. Interpreting works of art; and
 - 4. Evaluating works of art.
- 6.16 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.
- 6.17 The student will identify the relationship between art processes and final solutions.
- 6.18 The student will identify and examine ethical standards in the use of
 - 1. Print and digital images;
 - 2. Materials protected by copyright; and
 - 3. Information technology.

Aesthetics

- 6.19 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.
- 6.20 The student will generate philosophical questions regarding meanings in works of art.
- 6.21 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 6.22 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

Instructional Units :

Includes Art SOL, correlation with core subject SOL, vocabulary, program of study and book reference (example images and Internet resources to be added)

**Art Styles | Ceramics | Color Theory | Drawing / Painting |
Elements of Art and Principles of Design | Graphic Design |
Perspective**

INSTRUCTIONAL UNIT:

Art Styles

SOL:

- 6.10 The student will identify the components of an artist's style, including materials, design, methods, and subject matter.

State Core SOL Correlation: [English 6.4](#), [6.6](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.12 The student will identify the contributions of artists to society.

State Core SOL Correlation: [Math 6.21](#), [Science 6.3](#)

- 6.19 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.

State Core SOL Correlation: None

VOCABULARY:

Culture

Styles/Themes

20th Century

Pop Art - Andy Warhal/ Roy Lichtenstein

Op Art - Victor Vasarely/ Bridget Riley

PROGRAM OF STUDY:

Internet / Research

Scavenger Hunt

Painting

Discussion of styles and artists

Visuals

Digital Camera/Pop Art

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1 Lesson 16 & 17

Unit 4 Lesson 16

INSTRUCTIONAL UNIT :

Ceramics

SOL:

6.5 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.

State Core SOL Correlation: [Science 6.1](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

6.7 The student will produce a kinetic work of art.

State Core SOL Correlation: [English 6.6](#)

6.12 The student will identify the contributions of artists to society.

State Core SOL Correlation: [Math 6.21](#), [Science 6.3](#)

6.17 The student will identify the relationship between art processes and final solutions.

State Core SOL Correlation: None

6.19 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.

State Core SOL Correlation: None

VOCABULARY:

Visual texture	Clay terms:	Pottery	Leatherhard
		Sculpture	Greenware
Tactile texture		Wedging	Bisqueware
Simulate		Pinch method	Glazeware

Rhythm	Slab method	Score
Pattern motif	Glaze	Slip
	Plastic/wet	Kiln
		Fire

PROGRAM OF STUDY:

Clay projects: picture frames, mobiles, bowls, whistles, wind chimes, masks

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1 Lesson 11,16

Technique Pages 260 - 262

INSTRUCTIONAL UNIT:

Color Theory

SOL:

- 6.1 The student will solve design problems using color relationships selected from the color wheel.

State Core SOL Correlation: [History and Social Science 6.1, 6.2, 6.3, 6.4, 6.7, 6.10](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.17 The student will identify the relationship between art processes and final solutions.

State Core SOL Correlation: None

- 6.22 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

State Core SOL Correlation: None

VOCABULARY:

Color wheel	Warm/cool colors
Primary colors	Values
Secondary colors	Tints/shades
Tertiary/Intermediate colors	

PROGRAM OF STUDY:

Mix colors

Painting:

- Color Wheel paintings
- Warm/Cool painting
- Non-objective paintings
- Cartoon paintings

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1 Lesson 9

INSTRUCTIONAL UNIT:

Drawing / Painting

SOL:

- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.

State Core SOL Correlation: [English 6.6](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.4 The student will use visual memory skills to produce a work of art.

State Core SOL Correlation: [History and Social Science 6.1, 6.2, 6.4, 6.10](#)

- 6.6 The student will use chiaroscuro to create the illusion of form in a work of art.

State Core SOL Correlation: None

VOCABULARY:

Light source	Value scale
Shading	Cast shadow
Geometric forms	Highlight
Shadow	Chiaroscuro
Value	Andrew Wythe

PROGRAM OF STUDY:

Make a value chart

Draw and shade geometric forms using chiaroscuro

Draw and shade a still life

Collect pictures showing strong lighting and shadows

Create a picture using construction paper, ink, etc., to show shadows and highlights

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1, Lesson 8

Unit 2, Lesson 1

INSTRUCTIONAL UNIT:

Elements of Art / Principles of Design

SOL:

- 6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.

State Core SOL Correlation: [Math 6.14](#), [6.17](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.14 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.

State Core SOL Correlation: None

VOCABULARY:

Color	Shape	Proportion
Line	Space	Unity
Value	Balance	Variety
Form balance	Emphasis	Symmetrical
Texture balance	Rhythm	Asymmetrical

PROGRAM OF STUDY:

Nonobjective painting

Paintings illustrating different types of balance

Rubber-stamping

Radial design duplicate drawings/paintings

Mosaic

Collage using visual and tactile textures

Construct a drawing using visual textures

Stamping/ Styrofoam printing

Texture rubbings

Scratchboard

Paper batik

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1 Lesson 12

Technique page 258

INSTRUCTIONAL UNIT:

Graphic Design

SOL:

- 6.9 The student will create original works of art using computer graphics and computer-generated text.

State Core SOL Correlation: [History and Social Science 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.10](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.12 The student will identify the contributions of artists to society.

State Core SOL Correlation: [Math 6.21](#), [Science 6.3](#)

- 6.13 The student will discuss the ways that art can be persuasive.

State Core SOL Correlation: None

- 6.16 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.

State Core SOL Correlation: None

- 6.18 The student will identify and examine ethical standards in the use of print and digital images, materials protected by copyright and information technology.

State Core SOL Correlation: [Math 6.9](#), [6.10](#), [6.11](#), [6.12](#)

VOCABULARY:

Block lettering

Guidelines

Upper case

Lower case

Career exploration

Persuasive advertising

PROGRAM OF STUDY:

Fabric design

Block lettering

Posters/ bumper stickers, etc.

Letter sculptures

Letter Collage

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

INSTRUCTIONAL UNIT:

Perspective

SOL:

- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.

State Core SOL Correlation: [English 6.6](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

- 6.14 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.

State Core SOL Correlation: None

- 6.17 The student will identify the relationship between art processes and final solutions.

State Core SOL Correlation: None

VOCABULARY:

Picture plane	Parallel
Foreground	Composition
Middle ground	1-point perspective
Background	Vanishing point
Horizontal	Eye level
Vertical	Linear perspective
Diagonal	Atmospheric perspective

PROGRAM OF STUDY:

Perspective cube drawing

Landscape drawing or painting

3-D Accordion pictures

Picture plain/tracing paper drawings

Sketches of vertical and horizontal images in various positions

One-point perspective lettering

BOOK REFERENCE (Barrett Kendell *Portfolios M*):

Unit 1 Lesson 6