

## Sixth Grade Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage).
- A2. Demonstrate creativity towards innovative thinking and problem solving (select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
- B2. Explore similarities/differences through the art of different cultures.
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

### Key Elements

#### Color

name: **intensities** (*how bright or dull a color is, made by mixing a color with the color opposite it on the color wheel*), **neutrals** (a color low in intensity, browns and grays are considered neutrals), **cool** (colors that remind us of cool things such as ice, sky and grass) and **warm colors** (colors that remind us of warm things such as fire and sunlight)

explore: mixing complementary colors to create lower intensities (duller)

#### Line

explore creation of lines using three dimensional media (*wire, fabric, etc.*)

#### Shape

explore: drawing people in action exploring symbolic meaning of shapes in culture (*i.e. Nike swoosh, cross, four leaf clover, Olympic circles, Mac Donald Arches; symbolic representation of animals in Native Design*)

#### Form

explore **subtractive sculpture** techniques (*carving, cutting or otherwise taking away a portion of the material to form the image*) using a variety of materials (*clay, wax,*

*soap, soap stone, etc.)*

#### Texture

explore: the role of light (cast shadows) in creating the illusion of texture.

#### Space

name: **linear perspective** (*single vanishing point drawing technique*), **vanishing point** (the place where all lines seem to recede to in the distance), **horizon line** (*parallel with the horizon, this indicates*

*the*

*eye level*).

explore: single and/or double vanishing point drawing techniques

#### Principle:

**Movement (principle)**- the use of the elements and principles to create the illusion of action.