

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade 6
MLR Span: 6 - 8

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students will: 1a.study past art movements and the social and political motivations that shaped and inspired them. 1b.study specific artists (both dead and alive) to learn what types of art they did and why – related especially to the time period, beliefs and expectations that accompanied the culture at that time.	1.Create art intended to persuade the viewer, especially related to a current issue in society. 1b.Students create their own art which reflects the ideals and style of the artist they studied.
Elements of Art and Principles of Design	2.Students compare features of composition both within an art work and among art works. a.Compare Elements of Art: color, form, line, shape, space, texture, and value.	Students will: a1.learn how pattern, repetition, and shape parallel with geometry, in such forms as tessellations, tile formations, and symmetry. a2.study the color wheel, learn different color groupings, and learn to mix colors. a3.observe and identify color, form, line, shape, texture, and value in artworks done by well-known artists, themselves, and their classmates.	a1-b1.Students learn/demonstrate knowledge in the areas of : printmaking Drawing Acrylic painting Watercolor painting Sculpture Collage

	<p>b.Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p>	<p>b1.learn about balance, rhythm, movement, and unity as they learn to use specific art mediums first alone, and then combined with other mediums.</p>	
<p>Media, Tools, Techniques, and Processes</p>	<p>3.Students explain the effects of media and associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will:</p> <p>1a.demonstrate their knowledge and understanding of art mediums and processes by creating their own artworks in specific genres and styles.</p> <p>1b.learn how certain mediums can affect the impact of an artwork. Examples: pastel done in a muted, analogous palette gives a soft look; primary colors paired with bold shapes and patterns makes the artwork pop; and warm, cool, and neutral colors all have very different effects on the work.</p> <p>1c.integrate technology into their artwork through digital art, web design/postings, web research, and mixed media.</p>	<p>1a-1c.Students demonstrate their knowledge of the use of the following materials in making their own art:</p> <p>Printmaking Drawing Acrylic painting Watercolor painting Sculpture Collage Mixed media Digital photography</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 6
MLR Span: 6 - 8

MLR Content Standard: **B:Creation, Performance, and Expression**
Students create, express, and communicate through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create original art works.	Students will: 1a.demonstrate inter-media knowledge by blending such elements as computer-generated designs, collage, and paint into one piece.	Students will make a persuasive piece about themselves or an art movement using mixed media: collage, paint, drawing, and digital images.
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	Students will: 1a.learn and demonstrate different forms of creating art through, for example, painting, drawing, collage, graphic arts, printmaking, and sculpture.	Students will create original artwork inspired by various art styles, movements and cultures.

<p>Making Meaning</p>	<p>3.Students create art works that communicate an individual point of view.</p> <p>a.Demonstrate skills in the use of media, tools, techniques, and processes.</p> <p>b.Demonstrate knowledge of visual art concepts.</p> <p>c.Communicate a variety of ideas, feelings, and meanings.</p>	<p>Students will:</p> <p>a1-c1. create art that conveys feeling or communicates and idea or opinion through skills learned in creating different art forms. Example: a repetition of shapes or 3-D forms could represent a feeling of monotony or anonymity.</p> <p>a1-c1. Learn to write about their art; learn to make advertisements integrating art and persuasive writing; and learn to work in groups making lists, brainstorming, and problem-solving.</p>	<p>a1-c1.Students will demonstrate mastery of color-mixing to achieve a somber or bright mood; create a piece intended to persuade the viewer; and make art based on the style and beliefs of Andy Warhol.</p>
<p>Exhibition</p>	<p>4. Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students will:</p> <p>1a.take part in planning and setting up a school-wide art show for the community, and also choose one of their own pieces for the show.</p> <p>1b.talk about why they chose their piece for display, how they made it, and what it means to them.</p> <p>1c.be able to (maturely and politely) critique and question other students about their artwork selections.</p>	<p>1a-1c.Students will display their works in the school hallway, and once a year in the cafeteria.</p> <p>1a-1c.Students will be able to explain the process and goals of the art lesson.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 6
MLR Span: 6 - 8

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1.Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</p> <p>a.Flucy</p> <p>b.Flexibility</p> <p>c.Elaboration</p> <p>d.Originality</p> <p>e.Analysis</p>	<p>Students will:</p> <p>c1.be able to explain why they made the choices they made in regard to creating their piece of art and what they thought others would see in the finished project.</p>	<p>Students will be able to plan a painting, drawing, sculpture, or other art piece, and identify their projected outcome. Once finished, they will be able to tell how they achieved it, what they changed, and why they made the choices they did.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 6
MLR Span: 6 - 8

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students compare and analyze art forms.</p> <p>a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and/non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students will:</p> <p>a1. verbally compare, question, and contrast different works of sculpture, graphic art, and traditional drawings and paintings by different artists in order to gain insight into their creation and influence of the viewer.</p> <p>b1-c1. study current advertisements and discuss what elements make them persuasive and effective.</p>	<p>a1-c1. students will study several art cultures, including (but not limited to) Asia, Australia, Medieval Times, Inuit, African, and American.</p> <p>a1-c1. Students will use cultures and artists examples as inspiration for their process and results.</p> <p>a1-c1. Students will understand the history, origin, and vocabulary words that go with each lesson.</p> <p>a1-c1. Students will use various mediums of art to recreate the process and technique.</p> <p>c1-d1. Do a report on a specific artist in order to understand why they made the type of art that they did, how they did it, and how people reacted to it.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 6
MLR Span: 6 - 8

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Connections	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students compare products of the visual/performing arts to understand history and/or world cultures.	Students will: 1a.learn the history of different cultures by studying their art. Examples: cave paintings, tile floor designs, glazes and patterns on ceramics, and burial mounds. 1b.study iconography of past and present time to help understand which symbols are important to certain cultures and what they mean in that culture.	1a-1b.Create artworks in the styles of other world cultures. Examples: Aboriginal bark paintings, mosaics, Native American color symbolism, Japanese pen and ink, Inuit carvings
The Arts and Other Disciplines	2.Students explain skills and concepts that are similar across disciplines.	Students will: 1.study the parallels between art, history, social studies, math, science and music	Study the impact of art on major social/historical events. Study how visual arts, in history, have helped influence and persuade different ideas, beliefs, and standards in social and cultural history. Learn about tessellation and symmetry in art. Create detailed drawing of materials from nature. Listen to music and illustrate rhythm and color, repetition and pattern.

Goal Setting	3.Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: 1a. set goals related time management, interpersonal interactions, or skill development.	1a.Students create an effective artwork in the time frame allotted.
Impact of the Arts on Lifestyle and Career	4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	Students will: 1a. learn how art can persuade others to change by studying the role art has played in past social/political/environmental activism.	1a. Students will explore/study/report on various art professions: Illustrator Landscape artist Portrait artist Interior design Fashion design Graphic arts design Jewelry design Set design Cartoonist Graphics designer
Interpersonal Skills	5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. a.Getting along with others b.Respecting differences c.Working as a team/ensemble	Students will: c1.learn to create group artwork, thus learning the strengths, ideas, and power of	Students communicate their ideas and share their skills while creating group artwork. Students learn the responsibility of managing their own workspace, including taking care of their own materials and putting things back when finished with them.

	<p>d.Managing conflict</p> <p>e.Accepting/giving/using constructive feedback</p> <p>f.Accepting responsibility for personal behavior</p> <p>g.Demonstrating ethical behavior</p> <p>h.Following established rules/etiquette for observing/listening to art</p> <p>i.Demonstrating safe behavior</p>	<p>their team.</p> <p>e1.learn to give and take positive/constructive/tactful feedback during critiques.</p>	<p>Students learn to give and take positive/constructive/tactful feedback during critiques.</p>
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