

**Curriculum Development Course at a Glance
Planning for 6th Grade Visual Arts**

Content Area	Visual Arts	Grade Level	6 th Grade
Course Name/Course Code	Sixth Grade Visual Arts		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art	VA09-GR.6-S.1-GLE.1	
	2. Art created across time and cultures can exhibit stylistic differences and commonalities	VA09-GR.6-S.1-GLE.2	
	3. Specific art vocabulary is used to describe, analyze, and interpret works of art	VA09-GR.6-S.1-GLE.3	
2. Envision and Critique to Reflect	1. Visual symbols and metaphors can be used to create visual expression	VA09-GR.6-S.2-GLE.1	
	2. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology	VA09-GR.6-S.2-GLE.1	
3. Invent and Discover to Create	1. Plan the creation of a work of art	VA09-GR.6-S.3-GLE.1	
	2. Explore various media, materials, and techniques used to create works of art	VA09-GR.6-S.3-GLE.2	
	3. Utilize current, available technology to refine ideas in works of art	VA09-GR.6-S.3-GLE.3	
4. Relate and Connect to Transfer	1. Critical thinking in the arts transfers to multiple lifelong endeavors	VA09-GR.6-S.4-GLE.1	
	2. Visual arts impact community, cultural traditions, and events	VA09-GR.6-S.4-GLE.2	
	3. Eco-art is a contemporary response to environmental issues	VA09-GR.6-S.4-GLE.3	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Exchange and Connect Ideas	Instructor Choice	Instructor Choice
Pop Culture and Art	Instructor Choice	Instructor Choice

**Curriculum Development Overview
Unit Planning for 6th Grade Visual Arts**

Unit Title	Exchange and Connect Ideas		Length of Unit	Instructor Choice
Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.6-S.1-GLE.1, VA09-GR.6-S.1-GLE.3 VA09-GR.6-S.2-GLE.1, VA09-GR.6-S.2-GLE.2 VA09-GR.6-S.3-GLE.1, VA09-GR.6-S.3-GLE.2, VA09-GR.6-S.3-GLE.3 VA09-GR.6-S.4-GLE.2, VA09-GR.6-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How might artists of the past share their artwork with the technology available today? (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3) • Explain the potential for multiple interpretations/viewpoints in a piece of artwork? • How is a connection between the visual arts and writing important? • What are some philosophical questions regarding the distribution of artwork electronically? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Space/Time/Energy, Expression, Emotions, Investigate/Discover, Observation , Analyze, Research, Criticism/Critical Thinking, Design, Interpretation, Context, Meaning			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Critical thinking employs observation, investigation and interpretation of context and meaning in the design of artworks. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3)	How can an artist statement be used to observe, investigate and interpret a work of art?	How does the format artists choose to exhibit their work (for example: brick and mortar Gallery, online Gallery, website, blog) influence the viewers' perception of the artwork?
Research and analysis through writing, journaling and sketching of art work contributes to understanding how artists express emotions through art. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3)	How do artists combine content and form to communicate emotion in artwork?	How might writing, journaling and sketching expand an artist's ability to convey their message in the artwork?
Technology provides opportunities for artist and viewer to interact with and influence one another. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3)	What influences where and how an artist exhibits their artwork?	How might artists use social media to gain better perspective of their own work?

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Examples of critical thinking skills such as observation, investigation and interpretation when studying the context and meaning of artworks. (VA09-GR.6-S.1-GLE.1, GLE.3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3) The process of research and analysis through writing, journaling and sketching (VA09-GR.6-S.1-GLE.1, GLE.3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3) Ways in which artists, curators and educators use technology (web, blogs) to share artwork (VA09-GR.6-S.1-GLE.1, GLE.3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2,3) 	<ul style="list-style-type: none"> Create works of art with personal voice to analyze. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2) and 9 VA09-GR.6-S.4-GLE.2, 3) Investigate, discover and observe their works of art in a critical manner. . (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1, 2,3) and (VA09-GR.6-S.4-GLE.2,3) Use research and techniques of analysis to write about their works of art. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1, 2,3) and (VA09-GR.6-S.4-GLE.2,3) Create and manage technology that allows artwork to exist beyond the physical domain. (VA09-GR.6-S.1-GLE.1,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1, 2,3) and (VA09-GR.6-S.4-GLE.2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through the process of writing, sketching and journaling artists investigate and analyze personal voice in a work of art.</i></p>
<p>Academic Vocabulary:</p>	<p>Expression, emotions, investigate/discover, observation, blog, gallery, museum</p>
<p>Technical Vocabulary:</p>	<p>Criticism, analysis, personal voice, curator, techniques, physical domain</p>

**Curriculum Development Overview
Unit Planning for 6th Grade Visual Arts**

Unit Title	Pop Culture and Art		Length of Unit	Instructor Choice
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.6-S.1-GLE.1, VA09-GR.6-S.1-GLE.2, VA09-GR.6-S.1-GLE.3 VA09-GR.6-S.2-GLE.1, VA09-GR.6-S.2-GLE.2 VA09-GR.6-S.3-GLE.1, VA09-GR.6-S.3-GLE.2, VA09-GR.6-S.3-GLE.3 VA09-GR.6-S.4-GLE.1, VA09-GR.6-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can everyday objects be used as a link to transform ideas? (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • How does an everyday object become a symbol? • What metaphors can you identify in an everyday object? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Style, Culture, Expressions, Symbol, Investigate/Discovery, Meaning, Juxtaposition, Re-contextualize, Context			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Symbols are repurposed to represent or express new or different cultural meanings (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)	How can hard edged cartoon style be considered art?	How did the role of pop art create literal connections to social movements?
Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art)(VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)	How might artists research visual culture to find meaning in common place objects/images?	How are common place items reintroduced to critique culture?
Symbols in art can define culture and reflect its values. (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1, 2,3) and (VA09-GR.6-S.4-GLE.1,2)	How do fine artists take visual culture and transform the images and objects into art?	What comparisons and contrasts might be made between popular imagery among global cultures?

**Curriculum Development Overview
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> The contributions of various artists to the pop art movement such as Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber and Marjorie Strider (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Examples of ordinary objects that are transformed into works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) The relevance of pop art to cross-curricular and cultural connections (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Stylistic differences in works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2-EO.d) Characteristic and expressive features of different pop artists (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1-EO.a,b) and (VA09-GR.6-S.3-GLE.2,3) and (VA09-GR.6-S.4-GLE.2-EO.b,c,d) The relevance of the re-interpreting of symbols and objects (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) 	<ul style="list-style-type: none"> Describe historical impart of pop art on our culture (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Compare and contrast different approaches to creating art. (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Plan and showcase artwork (VA09-GR.6-S.2-GLE.1,2) and (VA09-GR.6-S.3-GLE.2,3) Use visual expressive and characteristics and features to create artwork (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Use pop art expressive feature such as... symbols, bold color, bold line, texture, digital, soft sculpture, etc. to conceive ideas and transform them into works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) Analyze and describe intended meaning in the transformation of the artwork (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through the process of transforming an everyday object, artists will understand the significance of symbols in culture.</i></p>
<p>Academic Vocabulary:</p>	<p>Juxtaposition, Style, Culture , Expressions, Symbol, Investigate/Discovery , Transformation, Play/Exploration, Culture</p>
<p>Technical Vocabulary:</p>	<p>Characteristic and expressive features, Re-interpreting, Change/Transition, color, form, line, shape, space, texture, value, object</p>