

**DUSD Art Benchmarks
6th Grade**

| Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work | | |
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| Standard # | Standard | Learning Objectives (What specifically does this look like for our students in Dysart?) |
| VA.CR.1.6a | Combine concepts collaboratively to generate innovative ideas for creating art. | Teacher will group students and provide examples of artists who created art with innovative ideas for their time. Students will work collaboratively on a work of art that depicts unique ideas to their life and group. Push students out of their comfort zone by providing examples such as Willard Wigan (miniature figures), or Hong Yi (creates art with non-art materials). |
| VA.CR.1.6 | Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas). | Teacher will show students multiple examples of artistic themes and ideas (ex- Frida Kahlo's self portraits that speak about her personal life, or Wyland Whaling Walls that bring awareness to the health and preservation of our waterways). Students will work to brainstorm (printed worksheets are great tools) ideas/concepts in which they are interested, and plan a work of art which depicts these ideas. |
| VA.CR.2.6a | Demonstrate openness in trying new ideas, materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in making works of art and design. | Students will demonstrate ability to independently choose successful ways to show the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images. Students will begin independently choosing specific materials and approaches to art making for an intended purpose. Teacher will introduce artists (ex.- Kelly Richardson, Banksy, etc.) who deal with contemporary issues, and allow students to brainstorm and create art on issues that they find relevant. |
| VA.CR.2.6b | Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. | Students will understand and demonstrate respect for work spaces and cleaning of a variety of different materials. Students will practice quality craftsmanship in the making and cleaning of art. |
| VA.CR.2.6c | Design or redesign objects or places (such as eating utensils, vending machines, wheelchair friendly nature trails, etc.) that meet the identified needs of diverse users. | Students will analyze purposes, values, and meanings of works of art, including functional art. Students will create/re-design a space or object <i>with an intended purpose</i> . |
| VA.CR.3.6 | Reflect on whether personal artwork conveys the intended meaning and revise accordingly | Students will examine the personal efficacy of artistic choices for their intended meaning, and refine accordingly. |
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| Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work. | | |
| Standard # | Standard | Learning Objectives (What specifically does this look like for our students in Dysart?) |
| VA.PR.4.6a | Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.). | Students can compare and contrast the process of presenting two-dimensional, three-dimensional, and digital art. |
| VA.PR.5.6a | Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan, etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.). | Students can develop a visual blueprint for displaying works of art by curating a small showcase. Students will be able to meet a checklist of considerations a curator or gallerist would oversee in an exhibit, (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.). |
| VA.PR.6.6a | Assess, explain, and provide evidence of how museums or other venues (such as school lobbies, bulletin boards, local businesses, etc.) reflect history and values of a community. | Students can assess, explain, and provide evidence of how museums and public art spaces reflect the history and values of a community. |
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Responding
Anchor Standard #7- Perceive and analyze artistic work.
Anchor Standard #8- Interpret intent and meaning in artistic work.
Anchor Standard #9- Apply criteria to evaluate artistic work.

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| VA.RE.7.6a | Use art-specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place. | Students will understand and explain the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art. |
| VA.RE.7.6b | Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (such as white associated with Western weddings and with mourning in some Asian cultures). | Students will understand that art has the ability to influence thoughts/ideas. Students will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art. Respond to works of art and analyze those responses in terms of cultural and visual meaning. |
| VA.RE.8.6 | Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed. | Students will analyze, interpret, and judge art works while demonstrating inquiry skills, knowledge of art criticism, elements of design, cultural differences, and contextual cues in order to read into the meaning of a work of art. |
| VA.RE.9.6 | Develop and apply relevant historical and cultural criteria (such as the canon of proportions for ancient Greek art, use of space in Chinese scroll painting, etc.) to evaluate a work of art. | Students will interpret works of art for multiple meanings, using historical/cultural information. |

Connecting
Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

| Standard # | Standard | Learning Objectives (What specifically does this look like for our students in Dysart?) |
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| VA.CN.10.6a | Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. | Students can generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. This list of ideas can be kept and returned to in the event of artist block. This could be a potential idea generator for the whole year. |
| VA.CN.11.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals). | Students can analyze how art reflects changing times, traditions, resources, and cultural uses. Student compare and contrast two artworks that share (for example) the same culture, but have different time periods or from different cultures, but share a common art medium. (Examples: the Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals.) |