

**MS 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**

<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CR.1.6a	Combine concepts collaboratively to generate innovative ideas for creating art.	With a group or team, merge two or more principles of design to create a plan for an artwork. The principles of design are: balance, contrast/emphasis, movement, pattern/repetition, proportion, rhythm, scale, unity/harmony, and variety.
VA.CR.1.6b	Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	Create a plan for an artwork that includes personally relevant content (something about yourself).
VA.CR.2.6a	a. 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.	Incorporate a new idea, material, method, or approach in creating an artwork. Example: crosshatching, wax resist, found objects
VA.CR.2.6b	b. Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Explain the following: attention to details used in an artwork that affects the artwork's quality, how an artwork can serve as a voice for conservation (inspiring people to care about an issue). How to care for a finished artwork and the clean-up process in creating an artwork.
VA.CR.2.6c	c. 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.	Create a functional artwork that serves a purpose in helping diverse users.
VA.CR.3.6	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Identify the relationship between art processes and final solutions.

**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.**

<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.PR.4.6	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.).	Explain how artists use different methods to display different types of artwork.
VA.PR.5.6	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.).	Create a plan of an environment for displaying artworks.
VA.PR.6.6	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.	Explain how a specific space for artwork display, reflects history and values of a community.

<b>Responding</b> <b>Anchor Standard #7- Perceive and analyze artistic work.</b> <b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b> <b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.RE.7.6a	a. 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.	Identify the components of an artist's style, including materials, design, technique, and subject matter.
VA.RE.7.6b	b. 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).	Identify symbols and representations in artworks and how they influence or depict different cultures.
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.	Discuss characteristics in artworks that can be persuasive or conveys an idea.
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.	Identify the components of an artist's style, including materials, design, technique, and subject matter.
<b>Connecting</b> <b>Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.</b> <b>Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b>		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CN.10.6	Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Create multiple plans for creating an artwork that reflects current interests and concerns.
VA.CN.11.6	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).	Describe the how time and place of an artist's life can influence contemplation of works of art.