

# PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

## GRADE SIX

### DIOCESE OF CLEVELAND

**Below is a list of the skills your child will be taught in Grade Six.  
As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.**

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>OH: Fine Arts - Visual Arts: Enduring Understandings</b>	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
<b>OH: Fine Arts - Visual Arts: Progress Points</b>	
	Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.
	Describe, interpret, and evaluate artworks empathizing with and challenging the opinions of others.
	Select, manipulate, and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas, and viewpoints.
	Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.
	Connect the content of visual artworks to interdisciplinary concepts, issues, and themes.
<b>OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)</b>	
	Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.
	Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.
	Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
	Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.
	Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

<b>OH: Fine Arts - Visual Arts: Producing/Performing (PR)</b>	
	Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.
	Experiment with a variety of techniques and working methods when creating an original work of art.
	Generate ideas and engage in thoughtful planning when solving a visual art problem.
	Transform perceptions and processes into two- and three-dimensional artworks.
	Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.
	Integrate elements of art and design to solve interdisciplinary problems.
<b>OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)</b>	
	Explain what makes an object a work of art using a range of criteria.
	Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.
	Explore and discuss how aspects of culture influence ritual and social artwork.
	Defend artistic decisions using appropriate visual art vocabulary.
	Assess personal progress to improve craftsmanship and refine and complete works of art.
	Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.
<b>OH: CCSS: Literacy in History/Social Studies: Writing</b>	
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from informational texts to support analysis reflection, and research.
<b>OH: CCSS: English Language Arts 6-12: Writing</b>	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>OH: CCSS: English Language Arts 6-12: Speaking and Listening</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_