

# Section: 6th Grade Art

**Rationale:** As middle level students discover their abilities and place in the community and peer group, art allows them to develop creative and critical thinking, solve problems, and communicate effectively within and beyond the classroom. Artistic processes encourage students to demonstrate concepts, express themselves, internalize standards, and work toward achievement of excellence. Discussion based upon art history develops vocabulary and critical thinking skills while building appreciation of many cultures.

**Course Description:** Art in the sixth grade is taught to every student as a segment in the exploratory wheel. Students will look at art from the Ancient Egyptian, Grecian, Roman, Aztec or Mayan civilizations. They will also study 20th Century art from Mexico and Latin America. In each unit, students will create art using two and three-dimensional media.

**Strand I:** The Ancient Worlds

**Learning Goal:** Culture, Symbol, Style, Function

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify Ancient Egyptian art using the following characteristics: sculptures were rigid, block-like, stylized forms; figures were in prescribed poses and show Pharaoh and gods larger than others.			
Understand that Ancient Egyptian paintings show Pharaoh and gods larger than others, figures are in stiff, unnatural poses combining front and side views of body parts, males were darker than females.			
	Explain that the function of Ancient Egyptian art was to glorify the Pharaoh and others of high status, and aid in their journey to the afterlife.		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<p>Identify Ancient Grecian art using the following characteristics:  sculptures were idealized figures of athletes or mythological characters;  architecture was symmetrical and decorative, using post and lintel construction, columns and pediments;  pottery was symmetrical, black and red, decorated with drawings of athletes, daily life, or mythological characters.</p>			
	<p>Explain that the function of Ancient Grecian art was to express the idea of perfection or beauty and to honor their gods and athletes.</p>		
<p>Identify Ancient Roman art using the following characteristics:  styles were adapted from the Greeks;  sculptures were realistic figures of leaders;  architecture was symmetrical, with columns, arches, and domes used in public and private buildings.</p>			
	<p>Explain that the function of Ancient Roman art was to emphasize the might of the Empire.</p>		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<p>Identify Pre-Columbian Art (Mayan and Aztec) using the following characteristics:  subject matter was primarily religious and political, picturing gods, mythological figures, kings and others of high status;  people of high status were shown larger than others; communicates ideas through symbols (sun, jaguar heads, birds and reptiles); elaborate decoration use of regional or traded materials (stone, jade, clay, feathers, paints, shells, gold, silver, turquoise, colored pebbles and sand).</p>			
	<p>Explain that the function of Pre-Columbian Art (Mayan and Aztec) was to emphasize their religion, glorify their king and make preparations for afterlife.</p>		
<p>Understand that all art used regional materials.</p>			
<p>Understand that all art communicated religious beliefs.</p>			
<p>Understand that all art glorified ruler(s) or those of high status.</p>			
<p>Understand that all art was narrative.</p>			
<p>Understand that all art demonstrated skilled craftsmanship.</p>			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Understand that Egyptian, Aztec, and Mayan art was simplified/stylized and symbolic.			
Understand that Grecian and Roman art was representational.			

**Strand II:** Mexican Fine and Folk Art

**Learning Goal:** Culture, Symbol, Style, Function

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify Mexican and Latin American fine arts using the following characteristics: highly individualized styles; expressions of personal or political views.			
Identify Mexican and Latin American Folk Art using the following characteristics: produced by academically untrained artists; influenced by regional cultures; stylized representations of nature; use of regional and traded materials (wood, clay, metal, yarn, leather, paint, dyes, gourds).			