

CURRICULUM FRAMEWORK

CONTENT AREA: VISUAL ARTS

GRADE LEVEL/COURSE: 6TH GRADE ART

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p><i>(What should students know or do by the end of a unit(s) in this time period?How could they be grouped into units of instruction?)</i></p> <ol style="list-style-type: none"> 1. Students recognize and use visual arts as a form of communication 2. Students know and apply elements of art, principles of design and expressive features of visual arts. 3. Students know and apply visual arts materials, tools, techniques and processes 4. Students relate the visual arts to various historical and cultural traditions 5. Students analyze and evaluate the characteristics, merits, and meaning of works of art. 	<p>Unit 1 Record - tools and techniques</p> <p>Unit 2 Beauty -tools and techniques</p>	<p>Unit 3 Social comment -tools and techniques</p> <p>Unit 4 Power and Propoganda -tools and techniques</p>	<p>Unit 5 Communication -tools and techniques</p> <p>Unit 6 Utilitarian -tools and techniques</p>	<p>Unit 7 Understanding --tools and techniques</p>

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<p>PERFORMANCE ASSESSMENT <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validity of content -Degree of expertise <p>VALIDATION Isolated skill performances, tests, quizzes etc.</p>	<ol style="list-style-type: none"> 1. Self-critique 2. Teacher critique 3. Art shows, contests and portfolios <p>Suggested projects</p> <ol style="list-style-type: none"> 1. Record - portraits - self-portraits 2. Beauty - collage painting 	<p>Suggested projects</p> <ol style="list-style-type: none"> 3. Social Comments 4. Power and Propoganda 	<p>Suggested projects</p> <ol style="list-style-type: none"> 5. Communication 6. Utilitarian 	<p>Suggested projects</p> <ol style="list-style-type: none"> 7. Understanding
<p>TOPICAL or CURRICULUM ALIGNMENT</p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>				
<p>COMPETENCIES <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> 1. problem solving 2. communication 			
<p>INSTRUCTIONAL STRATEGIES</p>				