

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

VISUAL ART GRADE 6

Visual Art in Grade 6 is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technology resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

Visual Art Grade 6 Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, including icons in contemporary works and uses of imagery in visual culture. They identify local art-related careers and support for arts providers, utilizing community art resources and evaluating their effect on daily life.

- 6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.3 Identify icons in contemporary works and analyze how they reflect the culture.
- 6.1.4 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 6.1.5 Identify the roles of artists and skills of various art-related careers in the community.
- 6.1.6 Analyze how galleries, museums, movie theaters, digital resources, and arts-related establishments in the community affect daily life.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 6.1.8 Identify ways in which the arts are supported in the community and state.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students experience works of Western art, identifying artists, cultures, styles, and placement on a timeline. They distinguish styles of individual artists and art movements.

- 6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.
- 6.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.

- ___ 6.2.3 Identify and chronologically compare works of Western art and artifacts from major periods or movements.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- ___ 6.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- ___ 6.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4 – Theorize about art and make informed judgments

Students identify institutionalism in artwork. They reflect on sources of personal preference and form persuasive arguments based on properties found in works and their historical context.

- ___ 6.4.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).
- ___ 6.4.2 Reflect upon the sources of personal preference such as home, peers, and pop culture through journaling and discussion.
- ___ 6.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students consider the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they consider and discuss diverse aesthetic issues.

- ___ 6.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- ___ 6.5.2 Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.
- ___ 6.5.3 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork demonstrating refined perceptual skills and expanded subject matter, media, and techniques. They evidence judicious selection of symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- ___ 6.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- ___ 6.6.2 Demonstrate the ability to utilize personal interests, current events, media, or techniques as sources for expanding artwork.
- ___ 6.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and

- ideas to clearly communicate through artwork.
- ___ 6.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
 - ___ 6.6.5 Identify and apply criteria for self-assessment and peer critiques.
 - ___ 6.6.6 Demonstrate respect for personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- ___ 6.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- ___ 6.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- ___ 6.7.3 Utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- ___ 6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.
- ___ 6.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They cultivate opportunities for aesthetic experience through creation of artwork, cross-disciplinary projects, and performances demonstrating in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- ___ 6.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- ___ 6.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- ___ 6.8.3 Use multiple art forms to create cross-disciplinary works or performances that communicate meaning and promote aesthetic inquiry.