

The Arts

Grade 6: Visual Arts
Overall Expectations
<ul style="list-style-type: none">•produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;•identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;•explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;•use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Specific Expectations
Knowledge of Elements
<ul style="list-style-type: none">•identify colour relationships, using a basic colour wheel that they have made (e.g., the combination of a primary and a secondary colour will create a tertiary colour such as blue-green);•describe how line can be used to direct the viewer's attention (e.g., the eye is drawn along the line of an outstretched arm to other areas of the work);•describe how one-point perspective can be used to create the illusion of depth (e.g., the space between railway tracks appears to narrow, creating the illusion of distance);•demonstrate understanding that shadows and shading create the illusion of a third dimension (e.g., explain that adding the appropriate shading to an object makes the object look three-dimensional);•identify things to be considered when placing a sculpture in a specific location (e.g., the amount and type of light available);•describe how artists may use texture to represent or to evoke an emotional response (e.g., a rough texture to represent strength, anger, or something unpleasant);•describe how the strengths and limitations of both traditional and contemporary art tools, materials, and techniques affect artistic choices (e.g., strengths and limitations of pens, twigs, feathers, and brushes as tools for applying watercolours and ink in specific ways);•identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly (e.g., select the appropriate tools to draw plants they have observed).
Creative Work
<ul style="list-style-type: none">•solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade (e.g., create a work depicting a local historical event, using line and colour as means of emphasis to highlight the most important aspect of the picture);•produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a sculpture out of clay that shows a figure engaged in a typical pioneer activity);•describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work;
•identify strengths and areas for improvement in their own work and that of

others.

Critical Thinking

•compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with Thunderbird Man by Daphne Odjig, focusing on their use of balance);

•demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);

•explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling (e.g., the brush strokes, the rhythmic, swirling lines, and the strong, bright colours in the stars in *The Starry Night* by van Gogh create a feeling of movement and excitement);

•identify the function of visual arts in their community and the contribution that the visual arts make to the economy.

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