



**COLUMBUS CITY SCHOOLS  
VISUAL ARTS  
GRADE 6  
QUARTER PACING GUIDE**

Week One							
Required				Suggested			
Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)
				Theme	Lesson		
One	1. Historical, Cultural, and Social Contexts.  4. Valuing the Arts/ Aesthetic Reflection.	B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.  B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	<ul style="list-style-type: none"> <li>— 2. Provide insight into the factors (e.g., personal experience, interest, cultural heritage and gender) that might influence an artist's style and choice of subject matter. <b>A61B2</b></li> <li>— 2. Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual art. <b>A64B2</b></li> </ul>	The Whys and Hows of Art	The Functions of Art <b>p. 2-4</b>	<b>Concepts of Print:</b> 8. List questions and search for answers within the text to construct meaning.	<b>Communications:</b> 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
	1. Historical, Cultural, and Social Contexts.	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	— 1. Describe how the same subject matter (e.g., portrait, landscape and still life) is represented differently in works of art across cultures and time periods. <b>A61A1</b>		Subjects and Themes of Artworks <b>p. 6</b>	<b>Acquisition of Vocabulary:</b> 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<b>Research:</b> 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
	2. Creative Expression and Communication.  3. Analyzing and Responding.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.  A. Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	<ul style="list-style-type: none"> <li>— 3. Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes. <b>A62A3</b></li> <li>— 1. Use appropriate vocabulary to explain how techniques, materials and methods used by artists affect what the artwork communicates. <b>A63A1</b></li> </ul>		Styles of Art <b>p. 10</b>	<b>Acquisition of Vocabulary:</b> 3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.	
	4. Valuing the Arts/ Aesthetic Reflection.  2. Creative Expression and Communication.  3. Analyzing and Responding.	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.  E. Identify and explain reasons to support artistic decisions in the creation of art work.  C. Establish and use criteria for making judgments about works of art.	<ul style="list-style-type: none"> <li>— 1. Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions. <b>A64A1</b></li> <li>— 7. Improve craftsmanship and refine ideas in response to feedback and self assessment. <b>A62E7</b></li> <li>— 4. Develop and use criteria to guide their reflections on a body of their own artworks. <b>A63C4</b></li> </ul>		Abstract <b>p. 12</b>	<b>Acquisition of Vocabulary:</b> 2. Apply knowledge of connotation and denotation to determine the meaning of words.	<b>Writing Applications:</b> 6. Produce informal writings (e.g., journals, notes and poems) for various purposes.



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Weeks Two and Three							
Required				Suggested			
Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)
				Theme	Lesson		
Two	2. Creative Expression and Communication.	D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	<ul style="list-style-type: none"> <li>— <b>6.</b> Use current, available technology as the primary medium to create an original work of art.</li> <li>— <b>4.</b> Identify the ways in which science and technology influence the development of art in various cultures.</li> </ul>	Forms and Media	Forms & Media <b>p. 18</b>		<b>Communications:</b> d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology.
	5. Connections, Relationships and Applications.	E. Identify and explain reasons to support artistic decisions in the creation of art work.	<ul style="list-style-type: none"> <li>— <b>8.</b> Identify and defend artistic decisions using appropriate visual art vocabulary.</li> </ul>		2D Artworks <b>p. 20</b>		
Two	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	<ul style="list-style-type: none"> <li>— <b>2.</b> Apply the principles of design to construct a three-dimensional piece of artwork.</li> </ul>	Forms and Media	Graphic & Computer Design <b>p. 22</b>		<b>Communications:</b> 2. Summarize the main idea and draw conclusions from presentations and visual media.
	3. Analyzing and Responding.	B. Present and support an individual interpretation of a work of art.	<ul style="list-style-type: none"> <li>— <b>3.</b> Identify innovative approaches and techniques used by artists and provide examples of their cultural and social significance.</li> </ul>		Three-Dimensional Artwork <b>p. 24</b>		
Three	2. Creative Expression and Communication.	C. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	<ul style="list-style-type: none"> <li>— <b>5.</b> Apply observation skills to refine and improve their representational drawings (e.g., add details, improve proportion, create distinctive images and coordinate objects spatially).</li> <li>— <b>3.</b> Demonstrate skill in changing (e.g., exaggerating and transforming) natural forms for expressive purposes.</li> </ul>	Elements and Principles of Design	The Elements of Design <b>p. 34</b>		
		A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.			Color and Value <b>p. 36</b>		
Three	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	<ul style="list-style-type: none"> <li>— <b>1.</b> Demonstrate a variety of techniques to create the illusion of depth.</li> </ul>	Elements and Principles of Design	Space/ Texture <b>p. 40</b>		
		E. Identify and explain reasons to support artistic decisions in the creation of art work.	<ul style="list-style-type: none"> <li>— <b>7.</b> Improve craftsmanship and refine ideas in response to feedback and self assessment.</li> </ul>		Principles of Design <b>p. 42</b>		
					Emphasis/ Pattern <b>p. 44</b>		
					Proportion/ Movement and Rhythm <b>p. 46</b>		



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Week Four								
Required				Suggested				
Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)	
				Theme	Lesson			
Four	1. Historical, Cultural, and Social Contexts.	B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.	— <b>2.</b> Provide insight into the factors (e.g., personal experience, interest, cultural heritage and gender) that might influence an artist's style and choice of subject matter.	A P P R O A C H E S S	to Art	Art History p. 54	<b>Literary Text:</b> 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<b>Research:</b> 2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
	3. Analyzing and Responding.	B. Present and support an individual interpretation of a work of art.	— <b>2.</b> Interpret a work of art by analyzing the effects of history and culture on the work.				Art Criticism p. 56	<b>Informational Text:</b> 6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
	4. Valuing the Arts/Aesthetic Reflection.	B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	— <b>2.</b> Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual art.			Art Production p. 58		<b>Literary Text:</b> 1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, or actions.
	2. Creative Expression and Communication.	E. Identify and explain reasons to support artistic decisions in the creation of art work.	— <b>8.</b> Identify and defend artistic decisions using appropriate visual art vocabulary.				Aesthetics p. 60	<b>Informational Text:</b> 2. Analyze examples of cause and effect and fact and opinion.



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Week Five								
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Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)	
				Theme	Lesson			
Five	1. Historical, Cultural, and Social Contexts.	D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	— <b>3.</b> Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media and interviews with a museum curator).	<b>Theme 1</b>	Artists as Storytellers <b>p. 68</b> An American Storyteller <b>p. 70-74</b>	<b>Concepts of Print:</b> 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>Research:</b> 3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	
	1. Historical, Cultural, and Social Contexts.	B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.	— <b>2.</b> Provide insight into the factors (e.g., personal experience, interest, cultural heritage and gender) that might influence an artist's style and choice of subject matter.		Narrative Art <b>p. 76</b>			<b>Writing Applications:</b> 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
	5. Connections Relationships and Applications.	C. Use key concepts, issues and themes to connect visual art to various content areas.	— <b>3.</b> Compare the ways that selected ideas and concepts are communicated through the perspective of visual art and through the perspectives of other academic disciplines.		Artists as Story-tellers	Contour and Gesture Drawing <b>p. 80</b> Human Proportions <b>p. 132</b>	<b>Concepts of Print:</b> 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	<b>Research:</b> 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	— <b>2.</b> Apply the principles of design to construct a three-dimensional piece of artwork.		Sculpting a Scene <b>p. 86</b>			



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Weeks Six								
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				Theme	Lesson			
Six	4. Valuing the Arts/Aesthetic Reflection.	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	— <b>1.</b> Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions.	Theme <b>2</b>	Artists as Recorders <b>p. 94</b> Recorder of Daily Life <b>p. 96</b>	<b>Informational Text:</b> 7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	<b>Communications:</b> 6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.	
	1. Historical, Cultural, and Social Contexts.	D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	— <b>3.</b> Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media and interviews with a museum curator).		Documenting Daily Life <b>p. 102</b>	<b>Informational Text:</b> 1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools to locate information.		
	5. Connections, Relationships and Applications.	E. Identify and explain reasons to support artistic decisions in the creation of art work.	— <b>8.</b> Identify and defend artistic decisions using appropriate visual art vocabulary.		Artists as Recorders	The Kingdom of Dahomey <b>p. 82</b>  Art of Haiti <b>p. 108</b>		<b>Communications:</b> 8. Deliver informational presentations that: c. follow common organizational structures when appropriate.
	1. Historical, Cultural, and Social Contexts.  3. Analyzing and Responding.	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.  C. Establish and use criteria for making judgments about works of art.	— <b>1.</b> Demonstrate a variety of techniques to create the illusion of depth.  — <b>4.</b> Develop and use criteria to guide their reflections on a body of their own artworks.			Tonal Drawing and Shading <b>p. 106</b>  Still-Life Drawing <b>p. 112</b>	<b>Informational Text:</b> 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	<b>Research:</b> 6. Use quotations to support ideas.  <b>Communications:</b> 8. Deliver informational presentations.



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Weeks Seven and Eight							
Required				Suggested			
Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook Art: <i>A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)
				Theme	Lesson		
Seven	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	— <b>4.</b> Use a variety of sources to generate original ideas for art making.	Theme <b>3</b>	A Designer of Fashion <b>p. 122</b>  Design Through Time <b>p. 124</b>	<b>Informational Text:</b> 4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	<b>Research:</b> 5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
	5. Connections Relationships and Applications.  1. Historical, Cultural, and Social Contexts.	B. Apply and combine visual art, research and technology skills to communicate ideas in visual form.  D. Demonstrate the role of visual art in solving an interdisciplinary problem.	— <b>1.</b> Use computer skills to organize and visually display quantitative information on a chart, map or graph.  — <b>4.</b> Create a visual product that reflects current, cultural influences.				
	3. Analyzing and Responding.	B. Present and support an individual interpretation of a work of art.	— <b>3.</b> Identify innovative approaches and techniques used by artists and provide examples of their cultural and social significance.				
Eight	2. Creative Expression and Communication.	A. Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	— <b>2.</b> Apply the principles of design to construct a three-dimensional piece of artwork.	Artists as Designers	Art of Japan <b>p. 134</b>		<b>Communications:</b> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
	5. Connections Relationships and Applications.  5. Connections Relationships and Applications.	C. Use key concepts, issues and themes to connect visual art to various content areas.  B. Apply and combine visual art, research and technology skills to communicate ideas in visual form.	— <b>2.</b> Demonstrate understanding of the relationship between words and images by applying text to images and images to text (e.g., write descriptions of their artworks and illustrate a scene from a literary work).  — <b>1.</b> Use computer skills to organize and visually display quantitative information on a chart, map or graph.				



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Weeks Nine and Ten							
Required				Suggested			
Week	Standard	Benchmark	Course Level Indicators (CLI)	Textbook <i>Art: A Personal Journey</i>		READING (Standard, GLI)	WRITING (Standard, GLI)
				Theme	Lesson		
Nine	1. Historical, Cultural, and Social Contexts.	A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.	— <b>1.</b> Describe how the same subject matter (e.g., portrait, landscape and still life) is represented differently in works of art across cultures and time periods.	Theme <b>4</b>	Artists as Teachers <b>p. 146-148</b>	<b>Informational Text:</b> 3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources  <b>Literary Text:</b> 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	<b>Research:</b> 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
	4. Valuing the Arts/Aesthetic Reflection.	A. Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	— <b>1.</b> Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions.		The Teaching of Traditions <b>p. 150</b>		
Ten	1. Historical, Cultural, and Social Contexts.	D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	— <b>3.</b> Research the role of visual art in selected periods of history using a variety of primary and secondary sources (e.g., print, electronic media and interviews with a museum curator).	Theme <b>4</b>  Artists as Teachers	Lettering & Calligraphy <b>p. 158</b>	<b>Informational Text:</b> 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.  <b>Literary Text:</b> 1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, or actions.	<b>Writing Applications:</b> 6. Produce informal writings (e.g., journals, notes and poems) for various purposes.  <b>Communications:</b> 4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.  <b>Communications:</b> 10. Deliver persuasive presentations that: a. establish a clear position.
	5. Connections Relationships and Applications.  4. Valuing the Arts/Aesthetic Reflection.	C. Use key concepts, issues and themes to connect visual art to various content areas.  B. Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	— <b>2.</b> Demonstrate understanding of the relationship between words and images by applying text to images and images to text (e.g., write descriptions of their artworks and illustrate a scene from a literary work).  — <b>2.</b> Describe how culture, age, gender and attitude can affect a person's viewpoint on and response to visual art.		Islamic Art of North Africa <b>p. 160</b>		