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Program Title: *Explorations in Art* 2E, Grade 6

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Components: Student Edition (SE), Teacher Edition (TE), Teacher Resources (TR)

# Standards Map Template–2021 Arts Education Adoption Grade Six Visual Arts

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 6.VA:Cr1.1 | Combine concepts collaboratively to generate innovative ideas for creating art. | SE: Unit 2 STEAM: Consider Ecosystems When Creating Art: Research and Collaborate, pg. 59  SE: 4.3 Collaborative Structure: An Architecture Model: 1. Explore, pg. 98  SE: Unit 4 STEAM: Consider Malleability When Creating Art: Research and Collaborate, pg. 119 |  |  |  |
| 6.VA:Cr1.2 | Formulate an artistic investigation of personally relevant content for creating art. | SE: 3.8 Animal Symbolism: Theme and Emphasis: Studio Time: Self-Portrait with Animal Features, pg. 83  SE: 5.5 Graphic Identity: Symbols and Letters: Studio Time: A Personal Logo, pg. 135  SE: 6.4 Remembering Places: Drawing from the Community: Studio Time: Interpreting Places, pg. 163 |  |  |  |
| 6.VA:Cr2.1 | Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. | SE: Unit 3 STEAM: Consider Visualizations When Creating Art, pg. 88-89  SE: 5.9 Batik Expressions: Exploring a Resist Medium: 1. Explore/2. Create/3. Reflect and Revise/4. Finish Up, pg. 144-145  SE: Unit 6 STEAM: Consider Intersecting Themes When Creating Art, pg. 178-179 |  |  |  |
| 6.VA:Cr2.2 | Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment. | SE: Unit 2 STEAM: Consider Ecosystems When Creating Art: Look and Respond, pg. 58  SE: Unit 2 Review: Critical Thinking, pg. 60  SE: Art Safety, pg. 182  TE: 1.2 Portraits with Light: Value and Contrast: Art Safety Tip, pg. 7  TE: 2.4 Looking at Nature: Visual Texture: Art Safety Tips, pg. 43 |  |  |  |
| 6.VA:Cr2.3 | Design or redesign objects, places, or systems that meet the identified needs of diverse users. | SE: 4.8 People and Parks: Landscape Design: Studio Time: Park Planning, pg. 113  SE: 4.9 Design for Living: Product Design, pg. 114-117  SE: Unit 6 STEAM: Consider Intersecting Themes When Creating Art, pg. 178-179  TE: Design Thinking for Visual Art Teachers: Six common design thinking process phases: Empathize, pg. R19 |  |  |  |
| 6.VA:Cr3 | Reflect on whether personal artwork conveys the intended meaning and revise accordingly. | SE: 5.3 Images and Ideas: Photomontage: 3. Reflect and Revise/4. Finish Up, pg. 130  SE: 6.3 Honoring Someone Special: A Portrait in Clay: 3. Reflect and Revise/4. Finish Up, pg. 160  SE: 6.6 Remembering Events: Monuments and Memorials: 3. Reflect and Revise, pg. 168  Teacher Resources:  Artroom Reference Sheets: A Studio Process  Student Handouts: 5-Step Studio Process |  |  |  |
| **PRESENTING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 6.VA:Pr4 | Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. | SE: Unit 2 Review: Critical Thinking, pg. 60  SE: Unit 3 Review: Critical Thinking, pg. 90  TE: 3.6 Handmade Books: Accordion-fold Construction: Presenting/STEAM Technology, pg. 77  TE: Unit 4 Review: Unit Performance Tasks: Portfolio Review, Reflections, and Presentation (Bullet 3), pg. 121 |  |  |  |
| 6.VA:Pr5 | Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. | TE: Unit 1 Review: Unit Performance Tasks: Portfolio Review, Reflection, and Presentation (Bullet 3), pg. 31  TE: 3.6 Handmade Books: Accordion-fold Construction: Teach through Inquiry: 5. Present and Reflect (Step 2), pg. 78  TE: Unit 5 Review: Unit Performance Tasks: Portfolio Review, Reflection, and Presentation (Bullet 3), pg. 151 |  |  |  |
| 6.VA:Pr6 | Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture. | TE: Unit 2 STEAM: Consider Ecosystems When Creating Art: Teach through Inquiry: Explore the Images, pg. 58  TE: 6.6 Remembering Events: Monuments and Memorials: Teach through Inquiry: Explore the Images, pg. 166  TE: Unit 6 STEAM: Consider Intersecting Themes When Creating Art: Teach through Inquiry: Explore the Images, pg. 178 |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 6.VA:Re7.1 | Identify and interpret works of art or design that reveal how people live around the world and what they value. | SE: 1.9 Portrait of Myself as an Artist: Composition and Color Relationships: What Ideas Will You Explore?/1. Explore, pg. 24  TE: 4.3 Collaborative Structure: An Architectural Model: Teach through Inquiry: Explore the Images, pg. 98  TE: 6.7 Masks for Celebration: Working with Papier-mache: Teach through Inquiry: Explore the Images, pg. 170 |  |  |  |
| 6.VA:Re7.2 | Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. | SE: Unit 1 Review: Critical Thinking, pg. 30  SE: Unit 4 Review: Writing About Art, pg. 120  TE: 5.6 Getting Attention: Posters and Packets: Teach through Inquiry: Introduce the Studio/Explore the Images, pg. 136 |  |  |  |
| 6.VA:Re8 | Interpret art by distinguishing between relevant and irrelevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. | SE: Student Introduction: Artists Choose Their Subjects, pg. xvi  SE: Unit 1 Review: Art Criticism, pg. 31  SE: Unit 2 Review: Art Criticism, pg. 61  SE: Unit 6 Review: Art Criticism, pg. 181 |  |  |  |
| 6.VA:Re9 | Develop and apply relevant criteria to evaluate a work of art | SE: Unit 3 Review: Art Criticism, pg. 91  SE: Unit 5 Review: Writing About Art, pg. 150  SE: Unit 6 Review: Critical Thinking, pg. 180 |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 6.VA:Cn10 | Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. | SE: Unit 1 STEAM: Consider Time When Creating Art: Research Journal, pg. 29  TE: 3.4 Narrative Art: History and Murals: Close: Aesthetic Awareness, pg. 73  TE: 3.6 Handmade Books: Accordion-fold Construction: Research Journal, pg. 79 |  |  |  |
| 6.VA:Cn11 | Analyze how art reflects changing times, traditions, resources, and cultural uses. | SE: Student Introduction: People make art. Why?/People make art everywhere in the world., pg. xii-xv  SE: Unit 1 STEAM: Consider Time When Creating Art, pg. 28-29  SE: Unit 4 STEAM: Consider Malleability When Creating Art, pg. 118-119  SE: Unit 5 STEAM: Consider Convergence When Creating Art, pg. 148-149 |  |  |  |

California Department of Education, July 2020