

**6<sup>TH</sup> GRADE VISUAL ARTS CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF VISUAL ART**

- \_\_\_\_\_ Distinguish between figure and ground in a still life composition.
- \_\_\_\_\_ Differentiate between positive and negative spaces in a sculpture.
- \_\_\_\_\_ Explain the illusion of a 3-D object drawn on a flat surface.
- \_\_\_\_\_ Recognize color schemes in a work of art.
- \_\_\_\_\_ Construct a color wheel, which consists of primary, secondary, and intermediate colors.
- \_\_\_\_\_ Demonstrate an understanding of the ability of line to create value and surface change.
- \_\_\_\_\_ Locate contrast in 2-D and 3-D art works (e.g., light to dark, big to small).
- \_\_\_\_\_ Select and describe expressive qualities that contribute to subject matter in an art work.
- \_\_\_\_\_ Compare similar symbols in a 2-D or 3-D art work (e.g., flags, traffic signs, logos).

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

**PROCESSES, TOOLS AND TECHNOLOGIES**

- \_\_\_\_\_ Recognize similar characteristics among a range of 2-D or 3-D media (e.g., watercolor/tempera, plasticene clay/fire clay, crayon/chalk).
- \_\_\_\_\_ Explain how tools, processes, and materials combine to create specific effects in a 2-D art work (e.g., foam or bristle brushes, q-tips or sticks to apply paint).
- \_\_\_\_\_ Select specific tools, materials, and processes to communicate an idea in a 2-D and 3-D art work.
- \_\_\_\_\_ Demonstrate a variety of processes using art making tools and materials to create a 2-D or 3-D art work (e.g., drawing, weaving, printing).
- \_\_\_\_\_ Distinguish among the processes of film, animation, and video.

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**CREATION AND PERFORMANCE**

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- \_\_\_\_\_ Create functional objects from a variety of materials (e.g., clay, metal, fiber).
- \_\_\_\_\_ Create a realistic 2-D art work.
- \_\_\_\_\_ Create a time art work (e.g., flip book, mobile/kinetic sculpture, animation, video, film).
- \_\_\_\_\_ Develop a series of pictures for a storyboard.
- \_\_\_\_\_ Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement).
- \_\_\_\_\_ Create an art work based on a plan incorporating research and problem solving.

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**HISTORY, SOCIETY OF THE ARTS**

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- \_\_\_\_\_ Demonstrate good audience behavior and evaluate the behavior of self and others.
- \_\_\_\_\_ Describe how audience behavior changes a product or performance.
- \_\_\_\_\_ Compare and contrast how the arts function in two different types of ceremonies (e.g., parades, weddings, graduations, sporting events).
- \_\_\_\_\_ Give examples in which various arts are used to persuade and promote ideas.
- \_\_\_\_\_ List technology used in the arts (e.g., cameras, synthesizers, computers, printing press).
- \_\_\_\_\_ Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings).
- \_\_\_\_\_ Investigate how the arts reflect different cultures, times, and places.
- \_\_\_\_\_ Compare how different art forms express aspects of the same culture, time, or place.
- \_\_\_\_\_ Compare and contrast the contribution of individual artists on movements, trends, or periods.