



# Diocese of Greensburg Curriculum

## Art Grade 6

Unit	Standards	Content	Skills
<p><b>Color</b></p>	<p><b>NCCAS: Visual Arts</b>  <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b>  <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.?</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p>	<ul style="list-style-type: none"> <li>• Continue to build on content and knowledge from previous years</li> <li>• Primary Colors</li> <li>• Color Wheel</li> <li>• Secondary Colors</li> <li>• Warm and Cool Colors</li> <li>• Shades/Tint/Value of Colors</li> <li>• Gray Scale</li> <li>• Complementary Colors</li> <li>• Analogous Colors</li> <li>• Split Complementary</li> <li>• Tertiary Colors</li> <li>• Hue</li> <li>• Saturation</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize color (ROYGBIV)</li> <li>• Use color wheel</li> <li>• Mix colors (primary) to create secondary colors</li> <li>• Learn to properly use art tools/equipment</li> <li>• Identify warm and cool colors</li> <li>• Create shades of gray</li> <li>• Create values of one color</li> <li>• Identify complementary colors on the color wheel</li> <li>• Use complementary colors</li> <li>• Identify/locate analogous colors on a color wheel</li> <li>• Use analogous colors</li> <li>• Identify/locate split complementary colors on the color wheel</li> <li>• Use split complementary colors</li> <li>• Identify/locate tertiary colors on the color wheel</li> <li>• Use tertiary colors</li> <li>• Define and use hue</li> <li>• Define and use saturation</li> </ul>

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	<p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p> <p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p>		

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	<p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Drawing</b></p>	<p><b>NCCAS: Visual Arts</b> <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b></p> <p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p>	<ul style="list-style-type: none"> <li>• Learn about 5 types of Lines</li> <li>• How to create various lines</li> <li>• Horizon Line</li> <li>• Front/Middle/Background</li> <li>• Forming 2D shapes</li> <li>• Overlapping</li> <li>• Horizontal Line</li> <li>• Vertical Line</li> <li>• Parallel Line</li> <li>• Organic vs. Geometric Line</li> <li>• Introduction to 3D form with shading</li> <li>• One Point Perspective</li> <li>• Contour Line</li> <li>• Two Point Perspective</li> <li>• Symmetry</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Draw Lines</li> <li>• Identify Types of Lines</li> <li>• Identify Horizon Line</li> <li>• Identify &amp; Incorporate Front/Middle/Background in a drawing</li> <li>• Draw 2D shapes</li> <li>• Reproduce objects to create overlap</li> <li>• Identify/apply horizontal line</li> <li>• Identify/apply vertical line</li> <li>• Identify/apply parallel line</li> <li>• Identify organic and geometric line</li> <li>• Compare and contrast organic and geometric line</li> <li>• Draw/shade 3D forms</li> <li>• Use a ruler correctly</li> <li>• Identify vocabulary: vanishing point, horizon line, parallel lines,</li> <li>• Create an artwork using one point perspective</li> <li>• Define contour line</li> <li>• Use contour line for basic drawing</li> <li>• Draw using 2 vanishing points</li> </ul>

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	<p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p> <p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p> <p><b>Anchor Standard 10: Synthesize and relate knowledge and personal</b></p>		<ul style="list-style-type: none"> <li>Define and use symmetry within a work of art</li> </ul>

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	<p><b>experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Painting</b></p>	<p><b>NCCAS: Visual Arts</b> <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b></p> <p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>	<ul style="list-style-type: none"> <li>• Elements of color</li> <li>• Brush techniques.</li> <li>• Use various types of paint (Watercolor/Tempera).</li> <li>• Use various types of materials to create alternative effects.</li> <li>• Brush control.</li> <li>• Paint techniques.</li> <li>• The effect of light.</li> <li>• Tints and Shades.</li> <li>• Intensity of color.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Holding, cleaning, creating strokes with a brush</li> <li>• Identify types of paint</li> <li>• Use various types of materials as a brush</li> <li>• Develop brush control</li> <li>• Explore painting techniques</li> <li>• Apply shadow to a painting</li> <li>• Add white to create tints</li> <li>• Add black to create shades</li> <li>• Add colors together to achieve different effects</li> <li>• Create an original piece of artwork</li> </ul>

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	<p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p> <p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p>		

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	<p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p> <p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Printmaking</b></p>	<p><b>NCCAS: Visual Arts</b> <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b></p> <p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p>	<ul style="list-style-type: none"> <li>• Repeat the process/pattern.</li> <li>• Use repetition of shapes with various colors of paint.</li> <li>• Monoprint design.</li> <li>• Multiple objects to print.</li> <li>• Adding details to prints.</li> <li>• Rhythm/Pattern/Balance</li> <li>• Cultural prints. (ex: Gyotaku)</li> <li>• Subtractive Print (Carving).</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use materials properly.</li> <li>• Layering techniques.</li> <li>• Repeat printing process.</li> <li>• Print with multiple tools.</li> <li>• Create a more complex design in the print.</li> <li>• Experiment with rhythm, pattern, and balance to create a motif.</li> </ul>

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	<p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p> <p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>		<ul style="list-style-type: none"> <li>• Experiment with different printing applications.</li> <li>• Remove material to create a print.</li> </ul>

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	<p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p> <p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Sculpture</b></p>	<p><b>NCCAS: Visual Arts</b>  <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b></p>	<ul style="list-style-type: none"> <li>• Introduction to various modeling techniques</li> <li>• Add color to clay</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Model/Shape sculpture material</li> <li>• Incorporate found objects</li> </ul>

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	<p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p> <p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p>	<ul style="list-style-type: none"> <li>• How to manipulate sculpture materials</li> <li>• Various materials to create a mixed media sculpture</li> <li>• Recycled Sculpture</li> <li>• Paper Mache sculpture</li> <li>• Free form sculpture</li> <li>• Subtractive sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Use recycled materials to create a sculpture</li> <li>• Create a sculpture using a Paper Mache process</li> <li>• Identify and create a free form sculpture</li> <li>• Create a subtractive sculpture by removing material</li> </ul>

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	<p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p> <p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>		

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<p><b>Mixed Media Unit</b></p>	<p><b>NCCAS: Visual Arts</b> <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b> <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p>	<ul style="list-style-type: none"> <li>• Incorporate 2 or 3 different media within a project.</li> <li>• Introduction to collage.</li> <li>• Positive and Negative space.</li> <li>• Balance.</li> <li>• Composition focus. (rule of thirds, quadrants)</li> <li>• Texture.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recall prior knowledge to create a multimedia project</li> <li>• Use: scissors, glue, paint, pencils, crayons, found objects, pastels, markers, fabric, yarn, photos/magazine clippings</li> <li>• Employ positive and negative space in an artwork</li> <li>• Use a grid to find balance within a composition</li> <li>• Define balance and composition</li> <li>• Define and apply texture within an artwork</li> </ul>

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	<p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Religious Art</b></p>	<p><b>NCCAS: Visual Arts</b> <b>NCCAS: Grade 6</b></p> <hr/> <p><b>Creating</b></p> <p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p>	<ul style="list-style-type: none"> <li>• Introduction to religious art</li> <li>• View multiple artworks with the same theme</li> <li>• Introduction to icons</li> <li>• Symbolism in objects and colors</li> <li>• Cultural beliefs</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Examine religious artwork</li> <li>• Create religious artwork</li> <li>• Compare and contrast the same subject from multiple artworks</li> <li>• Describe the differences between icons and 3D art</li> <li>• Discover the hidden meanings behind objects and colors</li> <li>• Explore cultural beliefs in ancient and present day cultures</li> </ul>

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	<p><b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Presenting</b></p> <p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p><b>Responding</b></p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p><b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting</b></p>		

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	<p><b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p><b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		

