

Archdiocese of Portland in Oregon

CURRICULUM GUIDELINES FOR ART EDUCATION

Recognizing clearly that art education is an integral part of the K-8 curriculum, a committee of art specialists teaching in local Catholic schools was established by the Department of Catholic Schools to develop art education guidelines for the elementary schools in the Archdiocese of Portland. The committee worked diligently to develop these guidelines always careful to reflect the major recommendations of the State Framework. This was a momentous task requiring many meetings and hours of discussion and revision. The committee is commended for its selfless sharing of talents and expertise which led to the successful completion of these guidelines. To the principals who so generously released their art teachers to participate in this project, we express our deepest gratitude. You have made possible the completion of these art education guidelines which will significantly impact the life and education of all our students.

Underlying the work of the art education committee is the conviction that art permeates all aspects of the school curriculum and that artistic components need to be recognized and highlighted within each specific subject area. The guidelines are written with the purpose of accomplishing two things: (1) covering all aspects of art as a specific area in and of itself; and (2) helping teachers *integrate art education into all other areas of the curriculum*.

ART CURRICULUM DEVELOPMENT COMMITTEE

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Archdiocese of Portland in Oregon

ARCHDIOCESAN PHILOSOPHY OF ART EDUCATION

As teachers of art education in the Catholic schools of the Archdiocese of Portland in Oregon, we believe that a quality art education program:

- ♣ Promotes a deeper understanding of our Catholic faith and our relationship with God as human persons made in His image and likeness by acknowledging creativity as an expression and gift of God;
- Contributes to the growth of the whole child by awakening spiritual sensitivity and appreciation for the beautiful as discovered in many natural and human-made forms;
- ♣ Nurtures creativity, which is the birthright of every child regardless of physical, social, economic or environmental conditions;
- ♣ Stimulates the imagination, develops critical thinking skills and problem-solving abilities;
- ♣ Teaches respect for the similarities and differences of artistic expression found in various time periods, cultures and world-views throughout the ages;
- Contributes to the establishment of life-long values and develops a desire for artistic enrichment in one's life;
- ♣ Encourages the expression of ideas, feelings and perceptions in a healthy and socially acceptable manner;
- ♣ Teaches the meaning and value of work as a creative and noble expression of the human spirit;
- ♣ Contributes to the discovery of one's own identity and the building of self-esteem and self-confidence;
- ≠ Employs a wide variety of methods, materials, assessments, and the use of technologies to enhance the teaching of art education.

GOALS AND OBJECTIVES FOR ART EDUCATION

1. To encourage through art a deeper understanding of our Catholic faith and personal relationship with God

- ♣ Gain knowledge of the influence of the Catholic Church throughout the ages through the study of art history
- Realize a personal relationship with God through creative expression and personal experience
- Learn to establish life-long values and develop a desire for artistic enrichment in one's life

2. To contribute to the growth of the whole child by awakening spiritual sensitivity for the beautiful through art forms both natural and human-made

- ♣ Participate in activities designed to awaken sensitivity and awareness of artistic elements found in nature and in the environment
- Develop a perception of the world in both real and interpretive terms using images and symbols
- ♣ Encourage the expression of ideas, feelings and perceptions in a socially acceptable manner through art media
- ♣ Build self-identity, self-esteem, and self-confidence through personal artistic expression

3. To nurture creativity and stimulate the imagination

- ♣ Participate in projects that open the experiential world and lead to an appreciation of personal creative expression and the artistic expression of others
- ♣ Utilize a variety of tactile and visual skills to express feelings, values and ideas

4. To develop critical thinking skills and problem-solving abilities

- ♣ Develop informed responses in order to evaluate works of art, art in nature, and other art objects within the environment
- ♣ Learn to use objective criteria in the interpretation, analysis and judgment of visual arts
- ♣ Apply learned aesthetic values to produce works of art

Archdiocese of Portland in Oregon

- 5. To grow in respect for the similarities and differences of artistic expression found in various time periods, cultures and world-views throughout the ages
 - ♣ Study and appreciate prehistoric, historic, contemporary, and futuristic works of art
 - ♣ Gain an understanding of the influence of art in shaping and recording history
 - Learn to recognize and appreciate the significance and value of art in many cultures
- 6. To create a life-long interest and involvement in the arts
 - **♣** Gain an awareness of art in the environment
 - **♣** Build artistic knowledge and experiential skills
 - ♣ Access art opportunities in the community
- 7. To employ a wide variety of methods, materials, assessments, and the use of technologies to enhance the teaching of art education
 - Utilize a variety of teaching methodologies, materials and assessment tools to measure student performance and to teach students to self-evaluate their work
 - Foster self-evaluation through group and peer activity
 - ♣ Utilize computer and internet capabilities to strengthen teaching, student learning and self-evaluation

Archdiocese of Portland in Oregon

THE FOUR DISCIPLINES OF ART EDUCATION

[Adapted from Discipline-Based Art Education (DBAE)]

The content of Art Education is based upon four areas of art that may be studied and explored:

ART PRODUCTION—People make artworks by creating images intended to have expressive or aesthetic character. Artworks demonstrate the power of imagery to convey emotions and feelings, concepts and values, and many kinds of cultural and social meanings. The creative production of new works of art involves the active manipulation of selected materials using various techniques that elicit the desired visual effects. Those persons who do such work are known as artists and they are involved in art production.

ART HERITAGE AND HISTORY—People can understand and value the contributions of art in society and culture by exploring art in a variety of historical contexts and recognizing and appreciating the singular qualities of style developed by individual artists and art schools (i.e., groups of artists who share similar concerns or who employ similar techniques). This enables art objects to be potentially understood both for the aesthetic qualities they possess and for the significant messages and values artworks carry across time and space to later generations and to other cultures. The pursuit of such study in understanding the multiple historical, cultural, and stylistic dimensions of works of art is art history.

ART CRITICISM—People look at artworks and experience the impact of visual properties and qualities in the works. Those who cultivate this ability to look at art, analyze the forms, offer multiple interpretations of meaning, make critical judgments, and talk or write about what they see, think, and feel about art are doing art criticism.

AESTHETICS—People reflect upon the experience of art, its impact and its meaning. Such judgments depend upon an understanding of art's meaning and value, the nature of art objects, and the elements that make the experience of art unique. Children as well as philosophers and social scientists are curious and raise questions. When they do this, they are studying, even if with different vocabularies, the discipline of aesthetics.

It is through these four disciplines or areas of study and exploration that students acquire the content that makes art education substantive and consequential. Familiarity with the content of these disciplines equips students to relate to art in the different ways indicated. These four areas are called: art production, art history, art criticism, and aesthetics.

It is also perfectly acceptable to consider art production as "creative expression," art history as cultural heritage," art criticism as "perception and response," and aesthetics as "talk about art." Suitable content for study in the four disciplines may also be selected from "fine," applied, craft, and folk arts, such as ceramics, weaving and other textile arts, fashion design, and photography



I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

A. Elements of Design

1) Line

Student Learning Expectations:

- ♣ Recognize and name types of *lines* (straight, curved, dotted, zigzag)
- ♣ Create *lines* with various media and tools
- ♣ Use *lines* to create shape and form
- **♣** Use *lines* to create patterns

2) Color

Student Learning Expectations:

- **♣** Recognize and name *primary colors*
- **♣** Construct a *color wheel* of *primary colors*
- Recognize value as lightness or darkness of a *color* (pink as lightness of red; maroon as darkness of red)
- **♣** Explore *color* in art

3) Shape

Student Learning Expectations:

- **↓** Identify *shape* as an area enclosed by a line.
- **↓** Identify and name organic and geometric *shapes* (square, triangle, circle)
- ♣ Draw basic *shapes* of square, circle, triangle
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)

4) Texture

Student Learning Expectations:

- Recognize and identify rough, smooth, shiny, dull, natural textures
- ♣ Identify *texture* as look and feel of a surface

B. Principles of Art Design

1) Rhythm

Student Learning Expectations:

Recognize repetition of *line*, *shape*, *colors* as a way of creating patterns



II. ART PRODUCTION

Creative expression using Elements and Principles of Art.

A. Composition

1) Painting/Drawing

Student Learning Expectations:

- Create a one-dimensional drawing/painting
- **♣** Create a composition about animals
- ♣ Create a composition with landscape/seascape
- ♣ Create a design with variation in lines
- ♣ Create a design with variation of color
- Draw a picture of self, friends, family
- Create a scribble drawing
- Create a marker drawing
- ♣ Create a painting that includes people
- ♣ Create a drawing that includes animals
- ♣ Create a drawing that includes seasons
- ♣ Name and paint with primary colors
- ♣ Finger-paint with primary colors
- ♣ Paint using watercolors, brushes, sponges
- Paint using an easel

2) Printmaking

Student Learning Expectations:

- **♣** Compose design *prints* emphasizing lines
- **Lesson** Experience, produce: *finger, hand-prints*
- **Lesson** Experience, produce: box, leaf, vegetable prints
- Experience, produce: prints using Styrofoam, cardboard

3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- **♣** Sculpt with modeling clay
- Express individual thoughts, ideas, and feelings through sculpture

4) Building and Constructing

Student Learning Expectations:

- ♣ Construct with modeling clay
- ♣ Construct with paper by cutting, tearing, bending, rolling
- ♣ Construct with paper by cutting basic shapes



III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

A) Art as Record of History

Student Learning Expectations:

- ♣ Identify art expressions around holidays/festivals

B) Art as Cultural Expression

Student Learning Expectations:

- **♣** Identify cultural expressions

IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

A) Analysis

Student Learning Expectations:

- ♣ Recognize art elements (*line*, *shape*, *color*, *texture*) in own and peer artworks
- ♣ Observe art elements of natural forms (trees, flowers, leaves, etc.)
- ♣ Select artwork preferences of one's own work and that of peers

B) Interpretation

Student Learning Expectations:

Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)

C) Judgment

Student Learning Expectations:

Evaluate design elements (*line*, *shape*, *color*, size, *texture*) in one's own work and the work of one's peers.



I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

A. Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, broken, dotted, broad, fine, zigzag, continuous)
- ♣ Identify *lines* created with various media and tools
- Recognize shape and form created with *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- Use lines to create shape and form
- ♣ Recognize pattern and texture created with *lines*

2) Color

Student Learning Expectations:

- **♣** Discriminate and name *color*s
- **↓** Identify primary *color*s, tints and shades
- **↓** Identify and name secondary *color*s
- Recognize tints and shades of secondary *colors*
- ♣ Construct a *color* wheel of primary and secondary *colors*

3) Value

Student Learning Expectations:

- **↓** Understand the meaning of *value* of *color*
- Recognize the use of *value* in art
- ♣ Mix tints (light *values*) by adding *color* to white
- Recognize name and use warm *color*s in a composition
- Recognize and use cool *color*s in a composition
- **Explore** *color* in art

4) Shape

- **♣** Name organic and geometric *shapes*
- ♣ Draw basic *shapes* of square, rectangle, triangle, circle, oval
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- ♣ Recognize *shape* as two-dimensional
- ♣ Arrange shapes to create a composition
- ♣ Create a two-dimensional drawing/printing



5) Texture

Student Learning Expectations:

- **Explain** the meaning of *texture*
- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- **♣** Identify *texture* by look and feel of a surface

6) Space

Student Learning Expectations:

- **♣** Identify size relationship in art
- ♣ Recognize the meaning for background in art

7) Form

Student Learning Expectations:

- **Explain** the meaning of *form*
- **Explore** *form* in art
- ♣ Create form by modeling, assembling, constructing

B. Principles of Art Design

1) Unity

Student Learning Expectations:

- **Explain** the meaning of *unity* in art
- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the components

2) Emphasis

Student Learning Expectations:

- **Explain** the meaning of *emphasis* in art
- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting the parts of an artwork that are most important (where the accent is placed)

3) Balance

Student Learning Expectations:

- Explain the meaning of *balance* in art
- **Explore** balance in art
- Learn the meaning of and need for *balance* in a composition

4) Variety

Student Learning Expectations:

- **♣** Explain the meaning of *variety* in art
- Explore variety in art



5) Pattern

Student Learning Expectations:

- **Explain** the meaning of *pattern* in art
- **Explore** *pattern* in art
- Identify *pattern* as the regular repeat of *line*, *texture*, *color*, *shape*, or *form* (or any combination of these) to produce an artwork

6) Rhythm

Student Learning Expectations:

- Explain the meaning of *rhythm* in art
- **Explore** *rhythm* in art
- ♣ Identify repetition of line, shape, colors, patterns

7) Recognize Visual Characteristics

(a) Observe

Student Learning Expectations:

Explore the meaning of balance in art

(b) Interpret

Student Learning Expectations:

♣ State impressions of works of art, nature, and objects in the environment

II. ART PRODUCTION

Creative Expression using *Elements and Principles of Art*.

A) Composition

1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, water-based felt pens, chalk) for drawing)
- Luse a variety of basic tools (tempera, brushes, sponges, fingers) for painting
- ♣ Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- Create a two-dimensional drawing/painting
- Create a composition about still life
- Create a composition about animals
- Create a composition with landscape/seascape
- Create a design with variation in lines
- Create a design with variation of color



- Create a design with variation in texture
- Design a composition emphasizing repetition
- Library a picture of self, of friends, of family
- ♣ Draw animals, still life, buildings, landscape, seascape
- Create a scribble drawing
- Create a marker drawing
- Create a drawing that includes animals
- Create a drawing that includes seasons
- Create a drawing that includes actions
- Create a mural painting
- Name and paint with primary/secondary colors
- Finger-paint
- Paint using watercolors, string, brushes, sponges, objects

2) Printmaking

Student Learning Expectations:

- Identify what a *print* is
- Compose design *prints* emphasizing lines
- Compose design *prints* emphasizing patterns
- Experience, produce: finger, and *prints*
- Experience, produce: box, leaf, vegetable *prints*
- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings

3) Sculpturing

- Explain the meaning of *sculpture*
- Understand the meaning of sculpturing
- Explore the difference between sculpture and two-dimension art
- ♣ *Sculpt* with modeling clay
- **♣** *Sculpt* with sand castings
- Express individual ideas, thoughts, feelings through sculpture



4) Building and Constructing

Student Learning Expectations:

- Construct with modeling clay, wire, fibers
- Construct with paper by cutting, tearing, pinching bending, rolling
- Construct with paper by cutting basic shapes
- Construct with paper maché
- Build simple mobiles
- Use computer to create pictures
- Weave with two-color paper strips
- Create simple finger puppets
- Lemonstrate care for all art materials

III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

A) Art as Record of History

Student Learning Expectations:

- Identify art expressions around holidays/festivals
- Identify symbols used for holidays, etc.
- Recognize religious art forms (stained glass windows, clothing, statuary)

B) Art as Cultural Expression

- **Explain** the meaning of theme
- Identify pictures, art objects from different cultures



IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- Observe art elements of natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- Compare and select artwork preferences of one's own work and the work of one's peers

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- Discuss impressions of works of art with others
- Point out art design principle of repetition

C) Judgment

- Evaluate design elements (line, shape, color, texture, pattern, size, space, form) in one's own work and the work of one's peers
- Evaluate art pictures at school and explain the use of line, color, etc.



I) AESTHETIC PERCEPTION

(Awareness and sensitivity through seeing and feeling)

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous)
- Recognize shape and form created with *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- ♣ Use lines to create shape and form
- ♣ Recognize pattern and texture created with *lines*
- **↓** Use *lines* to suggest plane, figures

2) Color

Student Learning Expectations:

- **♣** Discriminate and name *color*s
- **↓** Identify primary *color*s, tints and shades
- **↓** Identify and name secondary *color*s
- ♣ Recognize and name tertiary *color*s
- Recognize tints and shades of secondary *colors*
- **↓** Identify and name complementary *color*s
- **♣** Construct a full-scale *color* wheel
- **Explain** the meaning of hue and intensity of *color*

3) Value

- Explain the meaning of *value* of color
- Recognize the use of *value* in art
- Mix tints (light *values*) by adding color to white
- ♣ Add black to colors to create shades of color
- Recognize and describe light and shadow
- Recognize, name and use warm colors in a composition
- Recognize and use cool colors in a composition
- Explore color in art



4) Shape

Student Learning Expectations:

- ♣ Name organic and geometric shapes
- ♣ Draw basic shapes of square, rectangle, triangle, circle, oval
- ♣ Recognize and draw organic shapes (leaves, clouds, trees, etc.)
- ♣ Recognize shape as two-dimensional
- ♣ Arrange shapes to create a composition
- ♣ Identify and use shape as being one element of art design
- Create a two-dimensional drawing/painting

5) Texture

Student Learning Expectations:

- **Explore** *texture* in art
- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- ♣ Identify *texture* by look and feel of a surface
- ♣ Create *texture* in a composition using a variety of materials and tools

6) Space

Student Learning Expectations:

- **♣** Identify size relationship in art
- ♣ Recognize the meaning and need for background in art
- ♣ Identify positive *space* as the area within shapes and forms
- ♣ Identify negative *space* as the area outside shapes and forms
- **Explain** the meaning of foreground and middle-ground
- ♣ Understand and use of the terms: foreground, middle-ground, and background

7) Form

Student Learning Expectations:

- **Explore** *form* in art
- ♣ Identify *form* as three-dimensional
- ♣ Create form by modeling, assembling, constructing

B) Principles of Art Design

1) Unity

- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the components
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design



2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting the parts of an artwork that are most important (where the accent is placed)
- **♣** Identify *emphasis* in works of art

3) Balance

Student Learning Expectations:

- **Explore** the meaning of *balance* in art
- Learn the meaning of and need for *balance* in an art composition
- ♣ Explain the meaning of symmetrical and asymmetrical in art
- **Explore** symmetrical and asymmetrical in relation to *balance* in art

4) Variety

Student Learning Expectations:

- **Explore** *variety* in art
- Lidentify variety as a means of adding interest to artwork
- ♣ Recognize *variety* in texture of artwork
- Recognize *variety* in size and shape of text work

5) Pattern

Student Learning Expectations:

- **Explore** pattern in art
- ♣ Identify pattern as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork

6) Rhythm

Student Learning Expectations:

- **Explore** *rhythm* in art
- ♣ Identify repetition of line, shape, colors, patterns

7) Recognize Visual Characteristics

(a) Observe

Student Learning Expectations:

- **Explain** the meaning of balance in art
- ♣ Note the play of light on objects

(b) Interpret

Student Learning Expectations:

Late impressions of works of art, nature, and objects in the environment



II) ART PRODUCTION

(Creative expression using Elements and Principles of Art)

A) Composition

(1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, water-based felt pens, chalk) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- ♣ Draw/paint from memory, imagination, or observation
- ♣ Express individual ideas, thoughts, feelings through drawing/painting
- ♣ Create a two-dimensional drawing/painting
- ♣ Create a three-dimensional drawing/painting
- ♣ Create a composition about still life
- Create a design with variation in lines
- ♣ Create a design with variation of color
- ♣ Create a design with variation in texture
- ♣ Design a composition emphasizing repetition
- ♣ Draw a picture of self, of friends, of family
- ♣ Draw animals, still life, buildings, landscape, seascape
- Create a scribble drawing
- Create a marker drawing
- ♣ Create a painting that includes people
- **♣** Create a drawing that includes animals
- Create a drawing that includes seasons
- Create a drawing that includes actions
- Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary/secondary and tertiary colors
- ♣ Name and paint with warm/cool colors
- ♣ Name and paint with cool, warm colors
- Finger-paint
- ♣ Paint using watercolors, string, brushes, sponges, objects

2) Printmaking

- ♣ Compose design *prints* emphasizing lines
- **♣** Compose design *prints* emphasizing patterns
- **Lesson** Experience, produce: *fingerprints*
- **Experience**, produce: box, leaf, vegetable prints



- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- ♣ Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.

3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- ♣ Explore the difference between *sculpture* and two-dimension art
- ♣ *Sculpt* with modeling clay
- ♣ Sculpt with sand castings
- Hand model, carve, and or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- **↓** Express individual ideas, thoughts, feelings through *sculpture*

4) Building and Constructing

Student Learning Expectations:

- Construct with modeling clay, wire, fibers
- Construct with paper by cutting, tearing, pinching bending, rolling
- Construct with paper by cutting basic shapes
- ♣ Construct with paper maché
- Build simple mobiles
- Use computer to create pictures
- Create simple finger puppets
- Express individual ideas, thoughts, feelings through creating collage and mosaic
- **♣** Demonstrate care for all art materials

III) ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

A) Art as Record of History

- ♣ Identify art expressions around holidays/festivals
- ♣ Name symbols connected to holidays and holy days
- ♣ Recognize religious art forms (stained glass windows, clothing, statuary)
- ♣ Grow in awareness of art present in natural and manufactured environments



B) Art as Cultural Expression

Student Learning Expectations:

- **Explain** the meaning of theme
- **♣** Identify pictures, art objects from different cultures

IV) ART CRITICISM

Analysis, judgment, interpretation of art productions.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Observe art elements of natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, color, shape, etc.)
- ♣ Compare and select artwork preferences of one's own work and the work of one's peers

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- Discuss impressions of works of art with others
- ♣ Point out art design principle of repetition

C) Judgment

- ♣ Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- ≠ Evaluate art pictures at school and explain the use of line, color, etc.
- ♣ Evaluate local events and works of art
- ♣ Respond to works of art and give reasons for your preferences



I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

Common Curriculum Goal: Use knowledge of technical, organizational and

aesthetic elements to describe and analyze one's

own art and the art of others

Content Standard: Explain and analyze works of art, applying

knowledge of technical, organizational and aesthetic

elements.

Benchmark 3: Recognize artistic elements in works of art

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous)
- Light Identify *lines* created with various media and tools
- ♣ Use a variety of *lines* to create shapes and forms
- ♣ Recognize pattern and texture created with *lines*
- **♣** Create figures using *line*s and textures
- **↓** Use *lines* to suggest plane, figures
- Use *lines* to create rhythm in a composition

2) Color

- ♣ Discriminate and name *color*s and hues
- ♣ Create a color wheel using primary, secondary and complementary colors
- Recognize, name and use tertiary *color*s to express feelings
- Recognize tints and shades of secondary *colors*
- **♣** Identify intermediate *color*s
- ♣ Mix intermediate *color*s from primary *color*s



- **↓** Identify *color*s, shades, tints, etc. in art pictures
- **Explain** the meaning of hue and intensity of *color*

3) Value

Student Learning Expectations:

- **♣** Explain the meaning of *value* of color
- ♣ Mix tints (*light values*) by adding color to white
- ♣ Add black to colors to create shades of color
- Recognize and describe light and shadow
- Recognize, name and use warm colors in a composition
- ♣ Recognize and use cool colors in a composition
- Explore color in art

4) Shape

Student Learning Expectations:

- **♣** Name organic and geometric *shapes*
- ♣ Draw basic *shapes* of square, rectangle, triangle, polygon, circle, organic *shapes*, and oval *shapes*
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- ♣ Recognize *shape* as two-dimensional and three-dimensional
- ♣ Arrange *shapes* to create a composition
- ♣ Identify and use *shape* as being one element of art design
- ♣ Create a two-dimensional drawing/painting

5) Texture

Student Learning Expectations:

- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- Recognize *texture* by look and feel of a surface
- Recognize and use a variety of *textures* in a composition
- ♣ Create *texture* in a composition using a variety of materials and tools

6) Space

- **↓** Identify size relationship in art
- ♣ Recognize and identify *background* in art works
- **↓** Identify positive *space* as the area within shapes and forms
- **↓** Identify negative *space* as the area outside shapes and forms
- ♣ Understand and use of the terms, foreground, middle ground, and background
- ♣ Recognize and use overlapping foreground and background
- ♣ Create a design with overlapping shapes in *space*



7) Form

Student Learning Expectations:

- Explore form in art
- **♣** Identify *form* as three-dimensional
- **♣** Create *form* by modeling, assembling, constructing

B) Principles of Art Design

1) Unity

Student Learning Expectations:

- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the components
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design

2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting what parts of an artwork are most important (where the accent is placed)
- **↓** Identify the use of *emphasis* in art works

3) Balance

Student Learning Expectations:

- Explore the meaning of balance in art
- Learn the meaning of and need for *balance* in an art composition
- **Explore** the meaning of symmetry and asymmetry in art
- Explore symmetrical and asymmetrical in relation to balance in art

4) Variety

Student Learning Expectations:

- Create an art composition using variety in design
- Lidentify variety as a means of adding interest to artwork
- Recognize variety in texture of artwork
- Recognize *variety* in size and shape of text work
- Lidentify variety of color, line, use of space, etc. in works of art

5) Pattern

- **Explore** pattern in art
- **↓** Identify *pattern* as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork
- ♣ Use *pattern* in a simple composition



6) Rhythm

Student Learning Expectations:

- **Explore** *rhythm* in art
- Identify *rhythm* as being achieved by the repetition of lines, shapes, colors, patterns, textures in a work of art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.

7) Recognize Visual Characteristics

Common Curriculum Goal: Respond to works of art, giving reasons for

preferences.

Content Standard: Respond to works of art, giving reasons for

preferences.

Benchmark 3: Describe an idea or feeling connected with viewing

or hearing a work of art.

(a) Observe

Student Learning Expectations:

- ♣ Note the play of light and shadow on objects
- Recognize works of art in your community and identify principles of art

(b) Interpret

- Late impressions of works of art, nature, and objects in the environment
- Late ideas or feelings that a work of art creates



II. ART PRODUCTION

Creative expression using Elements and Principles of Art

Common Curriculum Goal: Apply artistic elements and technical skills to create,

present and/or perform works of art for a variety of

audiences and purposes.

Content Standard: Apply artistic elements and technical skills to create,

present and/or perform works of art for a variety of

audiences and purposes.

Benchmark 3: Create, present and/or perform a single form of art,

using experiences, imagination, artistic methods and

composition to achieve desired effect.

A) Composition

(1) Painting/Drawing

- Use a variety of materials (pencils, crayons, water-based felt pens, chalk) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- ♣ Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- Create a two-dimensional drawing/painting
- ♣ Create a three-dimensional drawing/painting
- ♣ Draw a picture of overlapping figures
- Recognize and apply the principle of shading when drawing/painting
- ♣ Create a composition about still life
- Create a composition about animals
- ♣ Create a design with variation in lines
- Create a design with variation of color
- **♣** Create a design with variation in texture
- **♣** Design a composition emphasizing repetition
- ♣ Draw a portrait of self, of friends, of family
- ♣ Draw buildings, landscape, seascape
- Create a scribble drawing
- Create a marker drawing
- Create a painting that includes people



- Create a drawing that includes seasons
- Create a drawing that includes actions
- ♣ Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary/secondary and tertiary colors
- ♣ Name and paint with warm/cool colors
- ♣ Name and paint with cool/warm colors
- **♣** Finger-paint
- ♣ Paint using watercolors, string, brushes, sponges, objects

2) Printmaking

Student Learning Expectations:

- **♣** Compose design *prints* emphasizing lines
- **♣** Compose design *prints* emphasizing patterns
- **♣** Create and use stencils, finger, *hand-prints*
- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- ♣ Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce prints using brayers

3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- Explore the difference between *sculpture* and two-dimension art
- **♣** *Sculpt* with modeling clay
- ♣ Sculpt with sand castings
- Hand-model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- Express individual ideas, thoughts, feelings through sculpture

4) Building and Constructing

- ♣ Construct with modeling clay, wire, fibers
- ♣ Construct with paper by cutting, tearing, pinching bending, rolling
- ♣ Construct with paper by cutting basic shapes
- Construct with paper maché
- Build simple mobiles
- Use computer to create pictures
- ♣ Weave with strips of fabric
- Create simple finger puppets



- ♣ Express individual ideas, thoughts, feelings through creating collage and mosaic
- Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- ♣ Demonstrate care for all art materials

III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

Common Curriculum Goal: Identify both common and unique characteristics

found in works of art from various time periods and

cultures.

Content Standard: Relate works of art from various time periods and

cultures to each other.

Benchmark 3: Identify an event of condition which inspired a work

of art.

A) Art as Record of History

Student Learning Expectations:

- ♣ Identify art expressions around holidays/festivals
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- ♣ Name elements of art found in works of art in every culture and age

B) Art as Cultural Expression

- **♣** Identify cultural expressions/themes
- Name common and unique characteristics found in works of art from various cultures and time periods
- ♣ Share art objects from one's own heritage with class
- ♣ Identify an event or situation that inspired a work of art



IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.



Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Observe art elements in natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- ♣ Compare and select artwork preferences of one's own work and the work of one's peers

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- ♣ Discuss impressions of works of art with others
- ♣ Point out art design principle of repetition found in artworks from various time periods and cultures

C) Judgment

- ♣ Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- **Evaluate** art pictures at school and explain the use of line, color, etc.
- ♣ Evaluate local events and works of art
- Respond to works of art and give reasons for your preferences
- ♣ Use knowledge of the arts to describe and evaluate one's own works of art
- Display one's own work of art and explain verbally and in writing about this artwork



I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous)
- **Explores** the *hidden line* in art
- ♣ Create different types of *lines* using various media and tools
- ♣ Create shapes and forms with different types of *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons
- ♣ Make patterns and textures using a variety of *lines* and materials
- **Uses** *lines* to create action overlapping figures
- **↓** Use *lines* to create rhythm in a composition

2) Color

Student Learning Expectations:

- Identify primary and secondary colors, tints and shades, warm, cool, and complementary colors and expressive qualities of color
- ♣ Use primary, secondary *colors*, tints, shades, warm, cool and complementary colors, and expressive qualities of color in simple compositions
- **↓** Identify and use tertiary *colors* to express feelings
- ♣ Create a full-scale color wheel
- Recognize name and use neutral *colors* (black, white, and gray)
- **↓** Identify and use simple *color* harmonies (schemes) in a composition
- ♣ Identify *colors*, shades, tints, etc., in works of art
- Explain the meaning of hue and intensity of *color*
- Explore *color* in art

3) Value

Student Learning Expectations:

- **Explain** the meaning of *value* of color
- ♣ Mix tints (*light values*) by adding color to white
- ♣ Add black to colors to create shades of color
- Recognize and describe light and shadow



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



- ♣ Recognize, name and use warm colors in a composition
- Recognize and use cool colors in a composition
- Explore color in art

4) Shape

Student Learning Expectations:

- Name organic and geometric shapes
- ♣ Draw basic *shapes* of square, rectangle, triangle, polygon, circle, organic shapes, and oval shapes
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- Recognize *shape* as two-dimensional and three-dimensional
- ♣ Arrange shapes to create a composition
- ♣ Identify and use *shape* as being one element of art design
- Create a two-dimensional drawing/painting

5) Texture

Student Learning Expectations:

- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- Recognize *texture* by look and feel of a surface
- **↓** Differentiate between tactile and visual *texture*
- Recognize and use a variety of *textures* in a composition
- ♣ Create texture in a composition using a variety of materials and tools

6) Space

Student Learning Expectations:

- ♣ Recognize and identify background in art
- Lidentify positive *space* as the area within shapes and forms
- ♣ Identify negative *space* as the area outside shapes and forms
- ↓ Understand and use of the terms, foreground, middle ground, and background
- Recognize and use overlapping foreground and background
- Create a design with overlapping shapes in space

7) Form

Student Learning Expectations:

- Explore form in art
- **↓** Identify *form* as three-dimensional
- ♣ Create form by modeling, assembling, constructing
- **↓** Identify and name geometric *forms* (sphere, pyramid, cone, cube, etc.)
- **↓** Identify and use *form* as being one element in art



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



B) Principles of Art Design

1) Unity

Student Learning Expectations:

- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the components
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design
- ♣ Identify and use unity in artworks and create a composition emphasizing unity as one element in art

2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting those parts of an artwork are most important (where the accent is placed)
- Design a composition *emphasizing* positive and negative space

3) Balance

Student Learning Expectations:

- **♣** Explore the meaning of *balance* in art
- Learn the meaning of and need for *balance* in an art composition
- Explore the meaning of symmetry and asymmetry in art
- Explore symmetrical and asymmetrical in relation to balance in art
- Create an art composition using symmetry and asymmetry to create balance

4) Variety

Student Learning Expectations:

- Create an art composition using variety in design
- Identify variety as a means of adding interest to artwork
- Recognize variety in texture of artwork
- Recognize *variety* in size and shape in works of art
- Lidentify variety of color, line, use of space, etc. in works of art

5) Pattern

Student Learning Expectations:

- Explore pattern in art
- Identify *pattern* as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork
- ↓ Use pattern in a simple composition



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



6) Rhythm

Student Learning Expectations:

- **Explore** *rhythm* in art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.

7) Proportion/Harmony

Student Learning Expectations:

- **♣** Define *proportion* in art
- ♣ Observe *proportion* in the human body and the human face
- **♣** Observe the use of *proportion* in art works

C) Recognize Visual Characteristics

1) Observe

Student Learning Expectations:

- ♣ Note the play of light and shadow on objects
- Recognize works of art in your community and identify principles of art

2) Interpret

Student Learning Expectations:

- \$\infty\$ State impressions of works of art, nature, and objects in the environment
- State ideas or feelings that works of art create



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



II. ART PRODUCTION

Creative Expression using Elements and Principles of Art.

A) Composition

1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, crayon resist, charcoal, ink, water-based felt pens, chalk) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- **♣** Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- ♣ Create a two-dimensional drawing/painting
- ♣ Create a three-dimensional drawing/painting
- Draw the human figure
- ♣ Draw the human figure in action
- **♣** Draw the human figure in correct proportion
- Draw a picture of overlapping figures
- ♣ Recognize and apply the principle of shading when drawing/painting
- Create a composition about still life
- Create a composition about animals
- Create a design with variation in lines
- Create a design with variation of color
- Create a design with variation in texture
- Design a composition emphasizing repetition
- Draw a picture of self, of friends, of family
- ♣ Draw buildings, landscape, seascape
- Create a scribble drawing
- Create a marker drawing
- Create a painting that includes people
- Create a drawing that includes seasons
- Create a drawing that includes actions
- Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary, secondary and tertiary colors



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



- ♣ Name and paint with warm/cool colors
- ♣ Finger-paint
- ♣ Paint using watercolors, string, brushes, sponges, objects

2) Printmaking

Student Learning Expectations:

- Compose design prints emphasizing lines
- Compose design prints emphasizing repetition
- ♣ Create and use stencils, tissue paper, etc.
- ♣ Produce box, leaf, vegetable prints
- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce *prints* using brayers

3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- Explain the difference between *sculpture* and two-dimension art
- **♣** *Sculpt* with modeling clay
- **♣** *Sculpt* with wire
- Hand-model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- Express individual ideas, thoughts, feelings through sculpture

4) Building and Constructing

Student Learning Expectations:

- **♣** Construct with modeling clay, wire, fibers
- ♣ Construct with paper by cutting, tearing, pinching bending, rolling
- Construct with paper by cutting basic shapes
- Construct with paper maché
- Build simple mobiles
- ♣ Weave with strips of fabric
- Create puppets
- Express individual ideas, thoughts, feelings through creating collage and mosaic



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



- Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- ♣ Demonstrate care for all art materials

III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts

A) Art as Record of History

Student Learning Expectations:

- ♣ Identify art expressions around holidays/festivals
- ♣ Identify symbols connected to holidays/festivals
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- ♣ Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- Identify contributions of Ancient Egypt
- Identify contributions of Ancient Greece and Rome to art and architecture
- Identify contributions of the early Catholic Church
- ♣ Identify contributions of Da Vinci, Michaelangelo El Greco, Raphael

B) Art as Cultural Expression

Student Learning Expectations:

- **♣** Identify pictures, art objects from different cultures
- Name common and useful characteristics found in works of art from various cultures and time periods
- ♣ Share art objects from one's own heritage with class
- ♣ Integrate style of art with personal choice



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



IV. ART CRITICISM

Analysis, judgment, interpretation of art productions

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Observe art elements in natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- Critique artwork from a variety of cultures
- ♣ Critique artwork from a selection of artists
- Compare and select artwork preferences of one's own work and the work of one's peers
- **Explore** careers in the field of art

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- ♣ Discuss impressions of works of art with others
- ♣ Point out design principles in artworks from various cultures and time periods
- ♣ Critique art works in one's community

C) Judgment

Student Learning Expectations:

- Evaluate design elements (*line, shape, color, size, texture, pattern, space*) in one's own work and the work of one's peers
- Evaluate art pictures at school and explain the use of *line*, color, etc.
- **♣** Evaluate events and works of art
- Respond to works of art and give reasons for your preferences
- ♣ Use knowledge of the arts to describe and evaluate one's own works of art
- ♣ Display one's works of art and explain verbally and in writing about this artwork



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.

The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks



I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

Common Curriculum Goal: Use knowledge of technical, organizational and

aesthetic elements to describe and analyze one's

own art and the art of others

Content Standard: Explain and analyze works of art, applying

knowledge of technical, organizational and

aesthetic elements.

Benchmark 2: Identify artistic elements and principles which can

be used to analyze works of art.

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous) used in drawings and paintings
- **↓** Draw simple pictures using a variety of types of *lines*
- **Explore** the *hidden* line in art
- Draw different types of *lines* and combination of *lines* using various media and tools
- ♣ Identify different *line quality* (smoothness, roughness, thickness, thinness) each created by the tool used and the pressure of the hand pressing down upon the tool.
- Create shapes and forms with different types of *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- ♣ Make patterns and textures using a variety of *lines* and materials
- Use *lines* to create action overlapping figures
- ♣ Use *lines* to create rhythm in a composition





2) Color

Student Learning Expectations:

- Identify the primary, secondary *colors*, tertiary colors, tints, shades, warm, cool, and complementary *colors*, *color wheel*, and expressive qualities of *color*.
- Use the primary, secondary *color*s, tints, shades, warm and cool and complementary *colors*, *color wheel*, and expressive qualities of *color* to create mood in simple compositions.
- Lidentify the use of *color* over lines to express feelings and create a mood.
- Recognize, name and identify the use of neutral *colors*
- ♣ Identify and use simple *color* harmonies (schemes) in a composition
- ♣ Demonstrate how the use of line and *color* creates sense of harmony and unity in art works
- ♣ Identify *color*s in works of art and explain the mood these *color*s help to create
- **↓** Identify *color*s, shades, tints, etc., in works of art
- ♣ Contrast primary *colors* with secondary *colors* against a white background
- Explain the meaning and use of hue and intensity of *color*
- Create a simple painting and use white spaces to highlight

3) Value

Student Learning Expectations:

- **Explain** the meaning of *value* of color
- **♣** Identify *value* in color in art works
- Create a composition with touches of tints (*light values*) by adding color to white.
- ♣ Add black to colors to create a composition with shades of color.
- ♣ Recognize and describe light and shadow
- Recognize, name and use warm colors in a composition
- Recognize and use cool colors in a composition
- **♣** Explore the use of color in art pieces

4) Shape

Student Learning Expectations:

- **♣** Name organic and geometric *shapes*
- ♣ Draw basic *shapes* of square, rectangle, triangle, polygon, circle, organic *shapes*, and oval *shapes*
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- Recognize *shape* as two-dimensional having length and width but no depth
- Arrange shapes to create a composition
- ♣ Identify and use *shape* as being one element of art design
- Create a two-dimensional drawing/painting





5) Texture

Student Learning Expectations:

- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- Recognize *texture* by look and feel of a surface
- **♣** Differentiate between tactile and visual *texture*
- Recognize and use a variety of *textures* in a composition
- ♣ Create *texture* in a composition using a variety of materials and tools

6) Space

Student Learning Expectations:

- **↓** Identify *space* as the distance or area between, around, above, below, and within things
- Identify size relationship in art
- ♣ Recognize and identify background in art
- **↓** Identify negative *space* as the area outside shapes and forms
- Understand and use of terms, foreground, middle ground, and background
- ♣ Recognize and use overlapping foreground and background
- ♣ Create a design with overlapping moving shapes in space

7) Form

Student Learning Expectations:

- Recognize *form* as three-dimensional having length, width and depth
- Explore form in art
- ♣ Create form by modeling, assembling, constructing
- **↓** Identify and name geometric *forms* (sphere, pyramid, cone, cube, etc.)
- ♣ Create *forms* by making shapes three-dimensional
- **↓** Identify and use *form* as being one element in art

B) Principles of Art Design

1) Unity

Student Learning Expectations:

- Explore *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the principles and elements of art
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.

The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks



2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting those parts of an artwork are most important (where the accent is placed)
- ♣ Design a composition *emphasizing* by color and position in the painting those things that are most important

3) Balance

Student Learning Expectations:

- Create balance in an art work by the careful arrangement of colors, shapes, and all other elements so that no one part of the work overpowers, or seems heavier than any other part
- Understand the three types of *balance* in art: **formal balance** (one half of the work is a mirror image of the other half), **Informal balance** (one side of the work is heavier than the other but the color or visual shapes balance each other out), and **Radial balance** (shapes and forms are arranged around a central point
- **♣** Emphasize the meaning and need for *balance* in an art composition
- **♣** Explore the meaning of symmetry and asymmetry in art
- **♣** Explore symmetrical and asymmetrical in relation to *balance* in art
- Create an art composition using formal balance

4) Variety

Student Learning Expectations:

- ♣ Create an art composition using *variety* in design
- Lidentify *variety* as a means of adding interest to artwork by combining one or more elements of art to create interest
- ♣ Recognize *variety* in texture of artwork
- ♣ Recognize *variety* in size and shape in artworks
- Lidentify variety of color, line, use of space, etc. in works of art

5) Pattern

Student Learning Expectations:

- **★** Explore *pattern* in art
- ♣ Identify *pattern* as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork
- **↓** Use *pattern* in a simple composition





6) Rhythm/Movement

Student Learning Expectations:

- **Lesson** Explore *rhythm* and *movement* in art
- Identify *rhythm* as being achieved by the repetition of lines, shapes, colors, patterns, textures in a work of art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.
- Identify *rhythm/movement* in art as the principle that leads the viewer to sense action in a work, or it can be the path the viewer's eye follows through the work
- ♣ Recognize visually *rhythm/movement* in works of art

7) Proportion/Harmony

Student Learning Expectations:

- **♣** Define *proportion* in art
- ♣ Observe *proportion* in the human body and the human face (how the parts relate to each other and to the whole)
- ♣ Draw the human face proportionately
- ♣ Note the importance of *proportion* in art works
- ♣ Understand harmony as combining the elements of art to accent their similarities

C) Recognize Visual Characteristics

Common Curriculum Goal: Respond to works of art, giving reasons for

preferences.

Content Standard: Respond to works of art, giving reasons for

preferences.

Benchmark 2: Identify personal preferences and their

relationship to artistic elements.

1) Observe

Student Learning Expectations:

- ♣ Note the play of light and shadow on objects
- Recognize works of art in your community and identify principles of art



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The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks



2) Interpret

Student Learning Expectations:

- ♣ State impressions of works of art, nature, and objects in the environment
- ♣ Name your preference in art and identify their relationship to artistic elements and principles of art
- ♣ Identify ideas or feelings that works of art create in you
- ♣ Identify how a work of art inspired you to create a piece of yourself

II. ART PRODUCTION

Creative expression using Elements and Principles of Art

Common Curriculum Goal: Apply artistic elements and technical skills to

create, present and/or perform works of art for a

variety of audiences and purposes.

Content Standard: Apply artistic elements and technical skills to

create, present and/or perform works of art for a

variety of audiences and purposes.

Benchmark 2: Create, present and/or perform a work of art,

using experiences, imagination, observations, artistic elements and technical skills to achieve

desired effect.

A) Composition

(1) Painting/Drawing

Student Learning Expectations:

- ♣ Use a variety of materials (pencils, crayons, crayon resist, charcoal, ink, water-based felt pens, chalk)) for drawing
- ♣ Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- ♣ Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- Create a two-dimensional drawing/painting
- Create a three-dimensional drawing/painting
- Draw the human figure
- Draw a human figure in action
- Draw the human figure in correct proportion



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- ♣ Draw a picture of overlapping figures
- ♣ Recognize and apply the principle of shading when drawing/painting
- Create a composition about still life
- Create a composition about animals
- ♣ Create a design with variation in lines
- Create a design with variation of color
- ♣ Create a design with variation in texture
- **♣** Design a composition emphasizing repetition
- ♣ Draw a picture of self, or friends, of family
- ♣ Draw buildings, landscape, seascape
- ♣ Draw using two-point perspective
- Create a scribble drawing
- Create a marker drawing
- ♣ Create a painting that includes people shaded to give depth
- Create a drawing that includes seasons
- Create a drawing that includes actions
- ♣ Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary, secondary, complementary and tertiary colors
- ♣ Name and paint with warm/cool colors
- ♣ Name and paint with cool, warm colors
- Finger-paint
- ♣ Paint using watercolors, string, brushes, sponges, objects

2) Printmaking

Student Learning Expectations:

- Compose design prints emphasizing lines
- **♣** Compose design *prints* emphasizing repetition
- Create and use stencils, tissue paper, etc.
- Produce box, leaf, vegetable prints
- Experience, produce: *prints* using styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- ♣ Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce *prints* using brayers
- Create collographs





3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- **Explain** the difference between *sculpture* and two-dimensional art
- **♣** *Sculpt* with modeling clay
- **4** *Sculpt* with wire
- Hand model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- Express individual ideas, thoughts, feelings through sculpture
- **♣** Sculpt using sop, wax, plaster, wood

4) Building and Constructing

Student Learning Expectations:

- Construct with modeling clay, wire, fibers
- **↓** Construct with paper by cutting, tearing, pinching bending, rolling
- **♣** Construct with paper by cutting basic shapes
- Construct with paper maché
- Build complex mobiles
- ♣ Weave with strips of fabric
- Create puppets and a puppet stage
- Express individual ideas, thoughts, feelings through creating collage and mosaic
- Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- **♣** Demonstrate care for all art materials
- ♣ Construct from textiles (embroidery, stitchery, crocheting, macramé)





III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

Common Curriculum Goal: Identify both common and unique characteristics

found in works of art from various time periods

and cultures.

Content Standard: Relate works of art from various time periods and

cultures to each other.

Benchmark 2: Identify distinguishing features of works of art

and their historical and cultural contexts.

A) Art as Record of History

Student Learning Expectations:

- ♣ Identify art expressions around holidays/festivals
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- **↓** Identify contributions of Ancient Greece and Rome to art and architecture
- ♣ Identify contributions of early Catholic Church
- ♣ Identify contributions of Da Vinci, Michaelangel, El Greco, Raphael

B) Art as Cultural Expression

Student Learning Expectations:

- ♣ Identify pictures, art objects from different cultures
- Identify common and unique characteristics found in works of art from various cultures and time periods
- ♣ Share art objects from one's own heritage with class
- ♣ Integrate style of art with personal choice



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IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

Common Curriculum Goal: Communicate verbally and in writing, using

knowledge of the arts to describe and/or evaluate

one's own artwork.

Content Standard: Communicate verbally and in writing about one's

own artwork.

Benchmark 2: Communicate, using an extended vocabulary

related to various art forms.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Observe art elements in natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- Critique artwork from a variety of cultures
- Critique artwork from a selection of artists
- Compare and select artwork preferences of one's own work and the work of one's peers
- **Explore** careers in the field of art

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- ♣ Discuss impressions of works of art with others
- Point out art design principle in artworks and in everyday life exposure to nature and one's community
- ♣ Critique art works in one's community



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C) Judgment

Student Learning Expectations:

- Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- ♣ Evaluate art pictures at school and explain the use of line, color, etc.
- ♣ Evaluate events and works of art
- Respond to works of art and give reasons for your preferences
- ♣ Use knowledge of the arts to describe and evaluate one's own works of art
- ♣ Display one's works of art and explain verbally and in writing your artwork





I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous) used in drawings and paintings, and the environment
- ♣ Draw simple pictures using a variety of types of *lines*
- **♣** Identify *hidden lines* in art
- ♣ Draw different types of *lines* and combination of *lines* using various media and tools
- Identify *line* quality (smoothness, roughness, thickness, thinness) in art each created by the tool used and the pressure of the hand pressing down upon the tool.
- Create shapes and forms with different types of *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- ♣ Identify *lines* that create strength and stability in a work of art
- Lidentify *lines* in works of art that create a flowing movement
- Create patterns and textures using a variety of lines and materials
- ♣ Use *lines* to create action overlapping figures
- **↓** Use *lines* to create rhythm in a composition

2) Color

Student Learning Expectations:

- ♣ Identify the primary, secondary and tertiary *color*s, tints, shades, warm, cool, and complementary *color*s, and expressive qualities of *color*.
- Create a simple web-page using primary colors, secondary *colors* and complementary *colors*
- 4 Use the primary, secondary *color*s, tints, shades, warm and cool complementary *color*s, and expressive qualities of *color* to create mood in simple compositions
- Light dentify the use of *color* over lines to express feelings and create a mood
- Recognize, name and identify the use of neutral *colors*
- **Examine the use of** *color* **(including value) and emphasis in artworks**
- ♣ Identify and use *color* harmonies (schemes) in a composition
- ♣ Demonstrate how the use of line and *color* creates sense of harmony and unity in art works.
- Identify *colors* in works of art and explain the mood these *colors* help to create





- ♣ Identify *colors*, shades, tints, etc., in works of art
- ♣ Contrast primary *color*s with secondary *color*s against a white background
- ♣ Create a composition that emphasizes hue and intensity of *color*
- Create a simple painting and use white spaces for highlight

3) Value

Student Learning Expectations:

- **Explain** the meaning of *value* of color
- Explore color *values* by mixing tempera paints
- ♣ Create a composition with touches of tint (light values) by adding color to white
- Add black to colors to create a composition with shades of color
- ♣ Describe the use of light and shadow for effect in works of art
- Recognize, name and use warm/cool colors in a composition
- Explain the use of color, line, and arrangement in a work of art to create mood
- **♣** Explore the use of color *value* in a variety of art pieces

4) Shape/Form

Student Learning Expectations:

- ♣ Name organic and geometric shapes
- ♣ Draw basic geometric *shapes* of square, rectangle, triangle, polygon, circle, organic *shapes*, and oval *shapes*
- **♣** Explain the difference between *shape* and *form*
- ♣ Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- Recognize *shape* as two-dimension having length and width but no depth
- Arrange shapes to create a composition
- **↓** Identify and use *shape* as being one element of art design
- Create a two-dimensional drawing/painting

5) Texture

Student Learning Expectations:

- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- **↓** Identify *textures* by look and feel of a surface
- ♣ Differentiate between tactile and visual texture
- **♣** Differentiate between simulated and invented *textures*
- Recognize and use a variety of *textures* in a composition
- Examine and use *texture*, form, formal balance, and pattern in an art composition using a variety of materials and tools
- Examine mosaic composition for *texture*, pattern, symmetrical/asymmetrical design, color, etc.





6) Space

Student Learning Expectations:

- Recognize and identify background in art
- **↓** Identify positive *space* as the area within *shapes* and forms
- **↓** Identify negative *space* as the area outside shapes and forms
- Examine rhythms created by repeating positive shapes separated by negative space
- Understand and use of the terms, foreground, middle ground, and background
- Recognize and use overlapping foreground and background
- ♣ Create a design with overlapping moving shapes in space

7) Form

Student Learning Expectations:

- Recognize *form* as three-dimensional having length, width and depth
- Explore form in art
- Create form by modeling, assembling, constructing
- **Explain** the difference between geometric *form* and free-*form forms*
- Lidentify and name geometric *forms* (sphere, pyramid, cone, cube, etc.)
- **♣** Identify and explain free-form *forms*
- Create forms by making shapes three-dimensional
- **♣** Identify and use *form* as being one element in art

B) Principles of Art Design

1) Unity

Student Learning Expectations:

- Explore *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the principles and elements of art to create a feeling of completeness
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design
- Identify and use *unity* in artworks and create a composition emphasizing *unity* as one principle of art design
- Explain the relationship between *unity* and harmony in an art work
- **Examine** art works for *unity*





2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting those parts of an artwork that are most important (where the accent is placed)
- ♣ Design a composition *emphasizing* by color and position in the painting those things that are most important
- **Examine** and identify the use of *emphasis* in works of art
- ♣ Identify ways in which artists create *emphasis* in paintings

3) Balance

Student Learning Expectations:

- ♣ Create balance in an art work by the careful arrangement of colors, shapes, and all other elements so that no one part of the work overpowers, or seems heavier than any other part
- ♣ Understand the three types of balance in art: formal balance (one half of the work is a mirror image of the other half), Informal balance (one side of the work is heavier than the other but the color or visual shapes balance each other out), and Radial balance (shapes and forms are arranged around a central point
- **Lesson** Emphasize the meaning and need for *balance* in art composition
- **Explain** the meaning of *symmetry* and *asymmetry* in art
- **Explore** *symmetrical* and *asymmetrical* in relation to *balance* in art

4) Variety

Student Learning Expectations:

- Create an art composition using variety in design
- ♣ Identify variety as a means of adding interest to artwork by combining one or more elements of art to create interest
- Recognize variety in texture of artwork
- Recognize *variety* in size and shape of objects/people in works of art
- Lidentify variety of color, line, use of space, etc. in works of art
- Recognize that using *variety* in art heightens its appeal

5) Pattern

Student Learning Expectations:

- Explore pattern in art
- Identify *pattern* as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork
- Explain how the use of *pattern* contributes to interest of a work of art





6) Rhythm/Movement

Student Learning Expectations:

- **Lesson** Explore *rhythm* and *movement* in art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.
- Identify *movement* in art as the principle that leads the viewer to sense action in a work, or it can be the path the viewer's eye follows through the work
- **♣** Explain how pattern and *rhythm* differ

7) Proportion/Harmony

Student Learning Expectations:

- **♣** Define *proportion* in art
- ♣ Observe *proportion* in the human body and the human face (how the parts relate to each other and to the whole)
- **♣** Draw the human face *proportionately*
- ♣ Note the importance of *proportion* in art works
- ♣ Understand harmony as combining the elements of art to accent their similarities
- **↓** Identify the use of *proportion/harmony* in artworks

C) Recognize Visual Characteristics

1) Observe

Student Learning Expectations:

- ♣ Note the play of light and shadow on objects
- Recognize works of art in your community and identify principles of art
- Recognize that artists use different sizes and shapes to emphasize important objects

2) Interpret

Student Learning Expectations:

- Explain impressions of works of art, nature, and objects in the environment
- Identify ideas and feelings that art work evoke in you
- Explain how a work of art inspired you to create a piece of art yourself





II. ART PRODUCTION

Creative expression using Elements and Principles of Art.

A) Composition

(1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, crayon resist, charcoal, ink, water-based felt pens, chalk)) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- Explore acrylic paints
- ♣ Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- Create a two-dimensional drawing/painting
- Create a three-dimensional drawing/painting
- Draw the human figure
- ♣ Draw the human figure in action
- Draw the human figure in correct proportion
- ♣ Draw a picture of overlapping figures
- Recognize and apply the principle of shading when drawing/painting
- Create a drawing shaded for depth
- **♣** Explore the use of symbolism in art
- ♣ Create a drawing that uses color in a symbolic way
- Create a composition about still life
- **♣** Create a composition about animals
- Create a design with variation in lines
- Create a design with variation of color
- ♣ Create a drawing using two-point perspective
- Create a design with variation in texture
- Design a composition emphasizing repetition
- ♣ Draw a picture of self, or friends, of family
- ♣ Draw buildings, landscape, seascape
- Create a scribble drawing
- Create a marker drawing
- Create a painting that includes people
- Create a drawing that includes animals
- Create a drawing that includes seasons





- Create a drawing that includes actions
- Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary, secondary, complementary and tertiary colors
- ♣ Name and paint with warm/cool colors
- ♣ Name and paint with cool, warm colors
- Finger-paint
- ♣ Paint using watercolors, string, brushes, sponges, objects
- ♣ Create computer images using the art elements and principles of art

2) Printmaking

Student Learning Expectations:

- **♣** Compose design *prints* emphasizing lines
- Compose design prints emphasizing repetition
- **♣** Create and use stencils, tissue paper, etc.
- Produce box, leaf, vegetable prints
- ♣ Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- ♣ Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce *prints* using brayers
- Create collographs

3) Sculpturing

Student Learning Expectations:

- Understand the meaning of sculpturing
- **Explain** the difference between *sculpture* and two-dimensional art
- **♣** Sculpt with modeling clay
- **Sculpt** with wire
- Hand model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- Express individual ideas, thoughts, feelings through sculpture
- ♣ Sculpt using non-traditional materials (e.g., found objects material from nature)
- **♣** *Sculpt* using soap, wax, plaster, wood, etc.

4) Building and Constructing

Student Learning Expectations:

- Construct with modeling clay, wire, fibers
- Construct with paper by cutting, tearing, pinching bending, rolling
- ♣ Construct with paper by cutting basic shapes



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- **♣** Construct with paper maché
- Build complex mobiles
- ♣ Use computer to create pictures
- Weave with strips of fabric
- Create puppets and puppet stage
- ♣ Express individual ideas, thoughts, feelings through creating collage and mosaic
- Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- Demonstrate care for all art materials
- ♣ Construct from textiles (embroidery, stitchery, crocheting, macramé)

5) Photography

Student Learning Expectations:

- Identify *photography* as an artistic medium judged in relation to the elements and principles of art
- ♣ Recognize that *photographs* can be images of life's special moments
- Create a *photo* essay using simple cameras and **Power-Point** shows where possible

III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts

A) Art as Record of History

Student Learning Expectations:

- Examine art expressions around holidays/festivals using art elements and principles of art as the basis for assessment
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- **♣** Identify contributions of Ancient Egypt
- ♣ Identify contributions of Ancient Greece and Rome to art and architecture
- **↓** Identify contributions of early Catholic Church
- **↓** Identify contributions of famous artists from these historic times
- **♣** Identify Romanesque and Gothic cathedrals
- ♣ Identify contributions of Renaissance artists, esp. Fra Angelico



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B) Art as Cultural Expression

Student Learning Expectations:

- ♣ Identify pictures, art objects from different cultures
- **♣** Identify types of art with the culture
- Understand the people of an early era in civilization through the prehistoric cave paintings and other artifacts left by the people of that time
- ♣ Share art objects from one's own heritage with class
- ♣ Integrate style of art with personal choice

IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Identify art elements of natural forms (trees, flowers, leaves, etc.)
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- ♣ Critique artwork from a variety of cultures
- **♣** Critique artwork from a selection of artists
- Compare and select artwork preferences of one's own work and the work of one's peers
- **Explore** careers in the field of art

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- ♣ Discuss impressions of works of art with others
- ♣ Point out art design principles in artworks and in everyday life exposure to nature and one's community
- ♣ Critique art works in one's community



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C) Judgment

Student Learning Expectations:

- ♣ Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- ♣ Evaluate art pictures at school and explain the use of line, color, etc.
- ♣ Evaluate events and works of art
- ♣ Respond to works of art and give reasons for your preferences
- ♣ Use knowledge of art to describe and evaluate one's own works of art
- ♣ Display one's works of art and explain verbally and in writing your artwork





I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling.

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous, contour) used in drawings and paintings, and the environment
- ♣ Draw simple pictures using a variety of types of *lines*
- ♣ Identify hidden *lines* in art
- ♣ Draw different types of *lines* and combination of *lines* using various media and tools
- Identify *line* quality (smoothness, roughness, thickness, thinness) in art each created by the tool used and the pressure of the hand pressing down upon the tool.
- Create shapes and forms with different types of *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- ♣ Identify *lines* that create strength and stability in a work of art
- ♣ Identify *lines* in works of art that create a flowing movement
- **↓** Identify types of *lines* that express dignity and poise
- Create patterns and textures using a variety of lines and materials
- Use *lines* to create action overlapping figures
- Use *lines* to create rhythm in a composition
- Explain how *lines* are drawn that show gesture
- **Explain** how *lines* are drawn to suggest distance

2) Color

Student Learning Expectations:

- Identify the primary, secondary and tertiary *color*s, tints, shades, warm, cool, and complementary *color*s, and expressive qualities of *color*.
- Explain what happens when light passes through a prism
- Create a simple web-page using primary colors, secondary colors and tertiary colors
- Use the primary, secondary *colors*, tints, shades, warm and cool complementary *colors*, and expressive qualities of *color* to create mood in simple compositions
- ♣ Identify the use of *color* over lines to express feelings and create a mood
- Recognize, name and identify the use of *neutral colors*
- Examine the use of *color* (including value) and emphasis in artworks



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- ♣ Identify and use *color* harmonies (schemes) in a composition
- ♣ Demonstrate how the use of line and *color* creates sense of harmony and unity in art works.
- ♣ Identify *colors* in works of art and explain the mood these *colors* help to create
- ♣ Identify *colors*, shades, tints, etc., in works of art
- Contrast primary colors with secondary colors against a white background
- Create a composition that emphasizes hue and intensity of color
- ♣ Create a simple painting and use white spaces for highlight
- **Explain** how *color* can be used to show movement
- Create a simple painting using color to show movement

3) Value

Student Learning Expectations:

- **Explain** the meaning of *value* of color
- **↓** Identify *value* in color in art works
- **Lesson** Explore color *values* by mixing tempera paints
- ♣ Create a composition with touches of tint (light *values*) by adding color to white
- Add black to colors to create a composition with shades of color
- ♣ Describe the use of light and shadow for effect in works of art
- Recognize, name and use warm/cool colors in a composition
- Explain the use of color, line, and arrangement in a work of art to create mood
- **Explore** the use of color *value* in a variety of art pieces
- ♣ Create a gray color *value* scale from 1-6 beginning with the lightest *value* of gray to the darkest *value* of gray

4) Shape/Form

Student Learning Expectations:

- **♣** Name organic and geometric *shapes*
- ♣ Draw basic geometric *shapes* of square, rectangle, triangle, polygon, circle, organic *shapes*, and oval *shapes*
- Explain the difference between *shape* and *form*
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- Recognize *shape* as two-dimension having length and width but no depth
- Arrange shapes to create a composition
- ♣ Identify and use *shape* as being one element of art design
- Create a two-dimensional drawing/painting
- ♣ Explain how artists create a sense of distance using perspective size, and placement of objects in their artworks





5) Texture

Student Learning Expectations:

- ♣ Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, etc.)
- ♣ Name textures by look and feel of a surface
- ♣ Differentiate between tactile and visual *texture*
- ♣ Differentiate between simulated and invented *textures*
- Recognize and use a variety of *textures* in a composition
- Examine and use *texture*, form, formal balance, and pattern in an art composition using a variety of materials and tools
- Examine mosaic composition for *texture*, pattern, symmetrical/asymmetrical design, color, etc.

6) Space

Student Learning Expectations:

- ♣ Identify size relationship in art
- ♣ Recognize and identify background in art
- **↓** Identify positive *space* as the area within shapes and forms
- **↓** Identify negative *space* as the area outside shapes and forms
- Examine rhythms created by repeating positive shapes separated by negative space
- ♣ Understand and use of the terms, foreground, middle ground, and background
- Recognize and use overlapping foreground and background
- ♣ Create a design with overlapping moving shapes in *space*

7) Form

Student Learning Expectations:

- Recognize *form* as three dimensional having length, width and depth
- Explore *form* in art
- **♣** Create *form* by modeling, assembling, constructing
- **Explain** the difference between geometric *form* and free-*form forms*
- **↓** Identify and name geometric *forms* (sphere, pyramid, cone, cube, etc.)
- **♣** Identify and explain free-form *forms*
- ♣ Create forms by making shapes three-dimensional
- **↓** Identify and use *form* as being one element in art





B) Principles of Art Design

1) Unity

Student Learning Expectations:

- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the principles and elements of art to create a feeling of completeness
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design
- **↓** Identify and use *unity* as one principle of art design
- **Explain** the relationship between *unity* and harmony in an art work
- **Examine art works for** *unity*

2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Understand *emphasis* as highlighting those parts of an artwork that are most important (where the accent is placed)
- ♣ Design a composition *emphasizing* by color and position in the painting those things that are most important
- Examine and identify the use of *emphasis* in works of art
- **↓** Identify ways in which artists create *emphasis* in paintings
- Explain how using tints, shades, and use of line and shapes can *emphasize* the mood of a composition

3) Balance

Student Learning Expectations:

- Create balance in an art work by the careful arrangement of colors, shapes, and all other elements so that no one part of the work overpowers, or seems heavier than any other part
- Understand the three types of *balance* in art: **formal balance** (one half of the work is a mirror image of the other half), **Informal balance** (one side of the work is heavier than the other but the color or visual shapes balance each other out), and **Radial balance** (shapes and forms are arranged around a central point
- Emphasize the meaning and need for *balance* in art composition
- Explain the meaning of symmetry and asymmetry in art
- **Explore** *symmetrical* and *asymmetrical* in relation to *balance* in art
- **↓** Identify formal *balance* in works of art
- Explain techniques artists use to create a sense of informal or formal balance
- Identify informal balance and radial balance in works of art





4) Variety

Student Learning Expectations:

- Create an art composition using variety in design
- Identify variety as a means of adding interest to artwork by combining one or more elements of art to create interest
- Recognize *variety* in texture of artwork
- ♣ Recognize *variety* in size and shape of objects/people in works of art
- **↓** Identify *variety* of color, line, use of space, etc. in works of art
- Recognize that using *variety* in art heightens its appeal

5) Pattern

Student Learning Expectations:

- **Explore** *pattern* in art
- ♣ Create a composition using *pattern* and variety in an appealing composition
- Explain how the use of *pattern* contributes to interest of a work of art

6) Rhythm/Movement

Student Learning Expectations:

- **Explore** *rhythm* and *movement* in art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.
- Lidentify *movement* in art as the principle that leads the viewer to sense action in a work, or it can be the path the viewer's eye follows through the work
- **Explain** how pattern and *rhythm* differ
- Create a rhythmic design using geometric shapes and color which together give a strong sense of movement

7) Proportion/Harmony

Student Learning Expectations:

- Define proportion in art
- Compose a design that shows that *proportion* is an art principle not limited to size but achievable through use of color, etc.
- ♣ Observe *proportion* in the human body and the human face (how the parts relate to each other and to the whole)
- **♣** Draw the human face *proportionately*





- ♣ Note the importance of *proportion* in art works
- **↓** Understand *harmony* as combining the elements of art to accent their similarities
- **Explain** the use of *proportion/harmony* in artworks

C) Recognize Visual Characteristics

1) Observe

Student Learning Expectations:

- **Explain** the play of light and shadow on objects
- Recognize works of art in your community and identify principles of art
- Recognize that artists use different sizes and shapes to emphasize important objects

2) Interpret

Student Learning Expectations:

- ♣ Explain impressions of works of art, nature, and objects in the environment
- ♣ Identify ideas and feelings works of art provoke in you
- Explain how a work of art inspired you to create a piece of art yourself

II. ART PRODUCTION

Creative expression using *Elements and Principles of Art*.

A) Composition

(1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, crayon resist, charcoal, ink, water-based felt pens, chalk)) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- Explore acrylic paints
- ♣ Draw/paint from memory, imagination, or observation
- Express individual ideas, thoughts, feelings through drawing/painting
- Create a two-dimensional drawing/painting
- ♣ Create a three-dimensional drawing/painting
- Draw the human figure
- **♣** Draw the human figure in action
- **♣** Draw the human figure in correct proportion
- ♣ Draw a picture of overlapping figures
- Recognize and apply the principle of shading when drawing/painting





- ♣ Create a drawing using shading to create a sense of depth
- **♣** Identify the use of symbolism in art
- Create a drawing that employs the use of symbolism
- Create a composition about still life
- Create a composition about animals
- ♣ Create a design with variation in lines
- Create a design with variation of color
- ♣ Create a painting that includes hue, value, and intensity of color
- Create a design with variation in texture
- ♣ Design a composition emphasizing repetition
- ♣ Draw a picture of self, or friends, of family
- ♣ Draw buildings, landscape, seascape
- Create a drawing using two-point perspective
- ♣ Create a painting that includes people
- Create a drawing that includes seasons
- Create a drawing that includes actions
- ♣ Create a drawing that includes moods
- Create a mural painting
- ♣ Name and paint with primary, secondary, complementary, and tertiary colors
- ♣ Name and paint with warm colors
- ♣ Name and paint with cool colors
- ♣ Paint using watercolors, string, brushes, sponges, objects
- Create computer images using the art elements and principles of art

2) Printmaking

Student Learning Expectations:

- Compose design prints emphasizing lines
- Lompose design *prints* emphasizing repetition
- Create and use stencils, tissue paper, etc.
- Produce box, leaf, vegetable prints
- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- Create *prints* using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce *prints* using brayers
- Create stamp prints





3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- **Explain** the difference between *sculpture* and two-dimensional art
- **♣** *Sculpt* with modeling clay
- **4** *Sculpt* with wire
- Hand model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- Express individual ideas, thoughts, feelings through *sculpture*
- ♣ *Sculpt* using non-traditional materials (e.g., found object, material from nature)
- **♣** Sculpt using soap, wax, plastic, wood

4) Building and Constructing

Student Learning Expectations:

- **♣** Construct with modeling clay, wire, fibers
- ♣ Construct with paper by cutting, tearing, pinching bending, rolling
- Construct with paper by cutting basic shapes
- Construct with paper maché
- Build complex mobiles
- **Explore** the three-point perspective
- Construct a three-dimensional cityscape
- Use computer to create a web-page using primary, secondary, complementary and tertiary colors
- Weave with strips of fabric
- Create puppets and puppet stage
- Express individual ideas, thoughts, feelings through creating collage and mosaic
- ♣ Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- **♣** Demonstrate care for all art materials
- Construct from textiles (embroidery, stitchery, crocheting, macramé)

5) Photography

Student Learning Expectations:

- Identify *photography* as an artistic medium judged in relation to the elements and principles of art
- Recognize that *photographs* can be images of life's special moments
- Create a photo essay using a variety of tools and media
- Trace the history of film-making to its present day recognition as an art form in relation to the elements and principles of art



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The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks.



III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

A) Art as Record of History

Student Learning Expectations:

- ♣ Examine art expressions around holidays/festivals using art elements and principles of art as the basis for assessment
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- ♣ Recognize symbols used for holidays, festivals, religious worship
- ♣ Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- ♣ Identify contributions of Ancient Egypt
- ♣ Identify contributions of Ancient Greece and Rome to art and architecture
- **♣** Identify contributions of early Catholic Church
- ♣ Identify contributions of famous artists from these historic times
- **♣** Identify Romanesque and Gothic cathedrals
- ♣ Identify contributions of Renaissance artists, esp. Fra Angelico
- Understand movements in art impressionism, abstractionist, expressionist, etc.
- ♣ Describe and explain American art movements: Pop non-objective; Modernism, Realism

B) Art as Cultural Expression

Student Learning Expectations:

- **↓** Identify pictures, art objects from different cultures
- ♣ Understand the people of an early era in civilization through the prehistoric cave paintings and other artifacts left by the people of that time
- ♣ Share art objects from one's own heritage with class
- ♣ Integrate style of art with personal choice





IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- ♣ Interpret art elements in natural forms (trees, flowers, leaves, etc.)
- ♣ Identify the use of similes and metaphors in works of art
- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- Critique artwork from a variety of cultures
- Critique artwork from a selection of artists
- Compare and select artwork preferences of one's own work and the work of one's peers
- ♣ Explore careers in the field of art

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- ♣ Discuss impressions of works of art with others
- ♣ Point out art design principles in artworks and in everyday life exposure to nature and one's community
- ♣ Critique art works in one's community

C) Judgment

Student Learning Expectations:

- Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- ♣ Evaluate art pictures at school and explain the use of line, color, etc.
- Evaluate events and works of art
- Respond to works of art and give reasons for your preferences
- ♣ Use knowledge of art to describe and evaluate one's own works of art
- ♣ Display one's works of art and explain verbally and in writing your artwork





I. AESTHETIC PERCEPTION

Awareness and sensitivity through seeing and feeling

Common Curriculum Goal: Use knowledge of technical, organizational and

aesthetic elements to describe and analyze one's

own art and the art of others

Content Standard: Explain and analyze works of art, applying

knowledge of technical, organizational and

aesthetic elements.

Benchmark 3: Recognize and describe how technical,

organizational and aesthetic elements contribute

to the ideas, emotions and overall impact

communicated by works of art.

A) Elements of Design

1) Line

Student Learning Expectations:

- Recognize and name types of *lines* (straight, curved, wavy, broken, vertical, horizontal, diagonal, broad, zigzag, thick, thin, continuous, contour) used in drawings and paintings, and the environment
- Left Draw simple pictures using a variety of types of *lines*
- ♣ Identify hidden lines in art
- ♣ Define and recognize open and closed shapes created by *lines*
- ♣ Draw different types of *lines* and combination of *lines* using various media and tools
- ♣ Identify *line* quality (smoothness, roughness, thickness, thinness) in art each created by the tool used and the pressure of the hand pressing down upon the tool.
- Create shapes and forms with different types of *lines* (circles, rectangles, squares, triangles, organic shapes into ovals and polygons)
- ♣ Identify *lines* in works of art that create a flowing movement
- ♣ Identify types of *lines* that express dignity, poise, rest, peace, quiet
- ♣ Identify *lines* that express stiffness and formality
- ♣ Identify types of *lines* that express dignity and poise





- ♣ Create patterns and textures using a variety of *lines* and materials
- ♣ Use *line*s to create action overlapping figures
- Use *lines* to create rhythm in a composition
- **Explain** how lines are drawn that show gesture
- Explain how lines are drawn to suggest distance

2) Color

Student Learning Expectations:

- **↓** Identify the primary, secondary, tertiary *color*s, tints, shades, warm, cool, and complementary *colors*, and expressive qualities of *color*.
- ♣ Explain what happens when light passes through a prism
- Create a simple web-page using primary colors, secondary colors, tertiary and complementary colors
- Use the primary, secondary *colors*, tints, shades, warm and cool complementary *colors*, and expressive qualities of *color* to create mood in simple compositions
- Lidentify the use of *color* over lines to express feelings and create a mood
- ♣ Recognize, name and identify the use of neutral *color*s
- **Examine** the use of *color* (including value) and emphasis in artworks
- ♣ Identify and use simple *color* harmonies (schemes) in a composition
- ♣ Demonstrate how the use of line and *color* creates sense of harmony and unity in art works.
- ♣ Identify *colors* in works of art and explain the mood these *colors* help to create
- Lidentify *color*s, shades, tints, etc., in works of art
- ♣ Contrast primary *color*s with secondary *color*s against a white background
- Create a composition that emphasizes hue and intensity of color
- Create a simple painting and use white spaces for highlight
- **Explain** how *color* can be used to show movement
- **↓** Identify artworks that show mass (shapes filled with *color*)

3) Value

Student Learning Expectations:

- **Explain** the meaning of *value* of color
- Observe the use of value of color (gradual change from dark to light) in works of art
- Understand that gradation in color is used to make objects appear threedimensional to have height, width and depth
- Understand that variety of shades used in drawings can be used to show roundness, depth and texture
- Explore color *values* by mixing tempera paints
- ♣ Create a composition with touches of tint (light *values*) by adding color to white
- Add black to colors to create a composition with shades of color





- ♣ Describe the use of light and shadow for effect in works of art
- Recognize, name and use warm/cool colors in a composition
- Explain the use of color, line, and arrangement in a work of art to create mood
- **Explore** the use of color *value* in a variety of art pieces
- Create a gray color value scale from 1-6 beginning with the lightest *value* of gray to the darkest *value* of gray

4) Shape/Form

Student Learning Expectations:

- ♣ Name organic and geometric *shapes*
- Draw basic geometric shapes of square, rectangle, triangle, polygon, circle, organic shapes, and oval shapes
- Explain the difference between shape and form
- Recognize and draw organic *shapes* (leaves, clouds, trees, etc.)
- ♣ Recognize *shape* as two-dimension having length and width but no depth
- ♣ Arrange *shapes* to create a composition
- ♣ Identify and use *shape* as being one element of art design
- Create a three-dimensional drawing/painting
- Explain how artists create a sense of distance using perspective size, and placement of objects in their artworks

5) Texture

Student Learning Expectations:

- Name and identify a variety of *textures* (rough, smooth, shiny, dull, natural, bumpy, fuzzy, gritty, slick, slippery, etc.))
- ♣ Name textures by look and feel of a surface
- ♣ Differentiate between tactile and visual *texture*
- **↓** Differentiate between simulated and invented *textures*
- ♣ Recognize and use a variety of *textures* in a composition
- Examine and use *texture*, form, formal balance, and pattern in an art composition using a variety of materials and tools
- Observe and identify patterns in fabric
- Create fabric patterns using a variety of textures
- ♣ Examine mosaic composition for *texture*, pattern, symmetrical/asymmetrical design, color, etc.
- Explore artists' techniques to portray texture in their works





6) Space

Student Learning Expectations:

- **♣** Identify size relationship in art
- Recognize and identify background in art
- ♣ Identify negative *space* as the area outside shapes and forms
- **Examine** rhythms created by repeating positive shapes separated by negative *space*

- ♣ Understand and use of the terms, foreground, middle ground, and background
- Recognize and use overlapping foreground and background
- ♣ Create a design with overlapping moving shapes in *space*
- ♣ Understand architecture as an art form consisting of shape, line, texture, and space
- ♣ Identify architectural forms in artworks from various periods of history

7) Form

Student Learning Expectations:

- Recognize *form* as three dimensional having length, width and depth
- Explore form in art
- ♣ Create *form* by modeling, assembling, constructing
- Explain the difference between geometric form and free-form forms
- **↓** Identify and name geometric *forms* (sphere, pyramid, cone, cube, etc.)
- **♣** Identify and explain free-form forms
- **♣** Create *forms* by making shapes three-dimensional
- **↓** Identify and use *form* as being one element in art
- ♣ Observe ways in which artists express their desire for world harmony through the use of symbolic *forms* (e.g., dove, hand-shake, olive branch, etc.)

B) Principles of Art Design

1) Unity

Student Learning Expectations:

- **Explore** *unity* in art
- Recognize that *unity* in composition results from a pleasing combination of all the principles and elements of art to create a feeling of completeness
- Recognize that *unity* is created by the successful use of color, shape, line, texture, and the other principles of design



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- ♣ Identify and use *unity* as one principle of art design
- Explain the relationship between *unity* and harmony in an art work
- **Examine** art works for *unity*

2) Emphasis

Student Learning Expectations:

- **Explore** *emphasis* in art
- ♣ Design a composition *emphasizing* by color and position in the painting those things that are most important
- **Lesson** Examine and identify the use of *emphasis* in works of art
- **↓** Identify ways in which artists create *emphasis* in paintings
- Explain how using tints, shades, and use of line and shapes can emphasize the mood of a composition

3) Balance

Student Learning Expectations:

- ♣ Create balance in an art work by the careful arrangement of colors, shapes, and all other elements so that no one part of the work overpowers, or seems heavier than any other part
- Understand the three types of *balance* in art: **formal balance** (one half of the work is a mirror image of the other half), **Informal balance** (one side of the work is heavier than the other but the color or visual shapes balance each other out), and **Radial balance** (shapes and forms are arranged around a central point
- Emphasize the meaning and need for *balance* in art composition
- Explain the meaning of symmetry and asymmetry in art
- Explore symmetrical and asymmetrical in relation to balance in art
- ♣ Identify formal *balance* in works of art
- **Explain** techniques artists use to create a sense of informal or formal balance
- **↓** Identify how *balance* and symmetry or asymmetry fit together
- Identify informal *balance* in works of art and point out why it is more difficult for an artist to create informal *balance* rather than formal *balance*

4) Variety

Student Learning Expectations:

- Create an art composition using variety in design
- Lidentify *variety* as a means of adding interest to artwork by combining one or more elements of art to create interest
- Recognize *variety* in texture of artwork
- Recognize *variety* in size and shape of objects/people in works of art
- Lidentify variety of color, line, use of space, etc. in works of art



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- ♣ Recognize that using *variety* in art heightens its appeal
- Light dentify in works of art how artists achieve appeal through use of variety

5) Pattern

Student Learning Expectations:

- **Explore** *pattern* in art
- ♣ Identify *pattern* as the regular repeat of line, texture, color, shape, or form (or any combination of these) to produce an artwork
- ♣ Create a composition using *pattern* and variety in an appealing composition
- Explain how the use of *pattern* contributes to interest of a work of art

6) Rhythm/Movement

Student Learning Expectations:

- **Explore** *rhythm* and *movement* in art
- ♣ Create a composition in which *rhythm* is achieved through repetition of lines, color, etc.
- Lidentify *movement* in art as the principle that leads the viewer to sense action in a work, or it can be the path the viewer's eye follows through the work
- Explain how pattern and *rhythm* differ
- Create a rhythmic design using geometric shapes and color which together give a strong sense of movement
- Explain the difference between flowing *rhythm* and alternating *rhythm* in works of art
- Create a design showing progressive rhythm

7) Proportion/Harmony

Student Learning Expectations:

- Define proportion in art
- Compose a design that shows that proportion is an art principle not limited to size but achievable through use of color, etc.
- Observe proportion in the human body and the human face (how the parts relate to each other and to the whole)
- **♣** Draw the human face *proportionately*
- ♣ Note the importance of *proportion* in art works
- **↓** Understand *harmony* as combining the elements of art to accent their similarities
- Explain the use of *proportion/harmony* in artworks



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C) Recognize Visual Characteristics

Common Curriculum Goal: Respond to works of art, giving reasons for

preferences

Content Standard: Respond to works of art, giving reasons for

preferences..

Benchmark 3: State preferences for works of art and reasons

for preferences based on key artistic elements and principles used in producing the art.

1) Observe

Student Learning Expectations:

♣ Explain the play of light and shadow on objects

- Recognize works of art in your community and identify principles of art
- Recognize that artists use different sizes and shapes to emphasize important objects

2) Interpret

Student Learning Expectations:

- Explain impressions of works of art, nature, and objects in the environment
- Explain how a work of art inspired you to create a piece of art yourself
- ♣ State your preferences for art and explain why



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II) ART PRODUCTION

Creative Expression using Elements and Principles of Art.

Common Curriculum Goal: Apply artistic elements and technical skills to

create, present and/or perform works of art for a

variety of audiences and purposes.

Content Standard: Apply artistic elements and technical skills to

create, present and/or perform works of art for a

variety of audiences and purposes.

Benchmark 3: Create, present and/or perform a work of art,

selecting and applying artistic elements and technical skills to achieve desired effect.

A) Composition

1) Painting/Drawing

Student Learning Expectations:

- Use a variety of materials (pencils, crayons, crayon resist, charcoal, ink, water-based felt pens, chalk)) for drawing
- Use a variety of basic tools (tempera, string, brushes, sponges, fingers, found objects) for painting
- Draw using acrylic paints
- **♣** Draw/paint from memory, imagination, or observation
- ♣ Express individual ideas, thoughts, feelings through drawing/painting
- ♣ Create a two-dimensional drawing/painting
- Create a three-dimensional drawing/painting
- Draw the human figure
- ♣ Draw the human figure in action
- ♣ Draw the human figure in correct proportion
- ♣ Draw a picture of overlapping figures
- Recognize and apply the principle of shading when drawing/painting
- Create a drawing using shading to create a sense of depth
- **Explore** the use of symbolism in art
- Create a drawing that employs the use of symbolism
- Create a composition about still life
- Create a composition about animals



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- ♣ Create a design with variation in lines
- Create a design with variation of color
- Create a drawing that includes hue, value, and intensity of color
- Create a design with variation in texture
- **♣** Design a composition emphasizing repetition
- ♣ Draw a picture of self, or friends, of family
- ♣ Draw buildings, landscape, seascape
- ♣ Create a painting that includes people
- Create a drawing that includes seasons
- Create a drawing that includes actions
- Create a drawing that includes moods
- ♣ Name and paint with primary, secondary, complementary and tertiary colors
- ♣ Name and paint with warm colors
- ♣ Name and paint with cool colors
- ♣ Paint using watercolors, string, brushes, sponges, objects
- ♣ Create two-point perspective drawing
- Create computer images using the art elements and principles of art

2) Printmaking

Student Learning Expectations:

- Compose design prints emphasizing lines
- ♣ Compose design *prints* emphasizing repetition
- Create and use stencils, tissue paper, etc.
- ♣ Produce box, leaf, vegetable prints
- Experience, produce: *prints* using Styrofoam, cardboard glued on a block, etchings, linoleum, kitchen gadgets
- Create prints using a variety of techniques: stencils, rubbings, cut rubber shapes, etc.
- ♣ Produce *prints* using brayers
- ♣ Create stamp *prints* using natural objects
- Create collographs

3) Sculpturing

Student Learning Expectations:

- **↓** Understand the meaning of *sculpturing*
- **Explain** the difference between *sculpture* and two-dimensional art
- ♣ *Sculpt* with modeling clay
- **♣** *Sculpt* with wire
- Hand model, carve, and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)



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- **↓** Express individual ideas, thoughts, feelings through *sculpture*
- ♣ Identify pieces of *freestanding sculpture* (surrounded on all sides by space)
- **↓** Identify examples of *relief sculpture* (forms and figures are projected from the front only) in the environment
- ♣ Sculpt using non-traditional materials (e.g. found object, materials from nature)
- ♣ Sculpt using soap, wax, plaster, wood

4) Building and Constructing

Student Learning Expectations:

- **♣** Construct with modeling clay, wire, fibers
- ♣ Construct with paper by cutting, tearing, pinching bending, rolling
- Construct with paper by cutting basic shapes
- **♣** Construct with paper maché
- Build complex mobiles
- **♣** Construct a three-dimensional cityscape
- Use computer to create a web-page using tertiary and complementary colors
- ♣ Weave with strips of fabric
- Create puppets and stage
- Express individual ideas, thoughts, feelings through creating collage and mosaic
- ♣ Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.)
- ♣ Arrange a mosaic composition using a variety of materials
- ♣ Demonstrate care for all art materials
- **♣** Construct from textiles (embroidery, stitchery, crocheting, macramé)

5) Photography

Student Learning Expectations:

- Recognize that *photographs* can be images of life's special moments
- Create a photo essay using a variety of tools and media
- Trace the history of film-making to its present day recognition as an art form in relation to the elements and principles of art
- Create a small collection of portraits (photos you take of people's faces whose expression tell a story)



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.



III. ART HERITAGE AND HISTORY

Understanding and valuing contributions in a variety of different historical and cultural contexts.

Common Curriculum Goal: Identify both common and unique characteristics

found in works of art from various time periods

and cultures.

Content Standard: Relate works of art from various time periods and

cultures to each other.

Benchmark 3: Describe and explain distinguishing features of

works of art and their historical and cultural

contexts.

Common Curriculum Goal: Understand that the arts have a historical

connection.

Content Standard: Describe how historical and cultural contexts

influence works of art.

Benchmark 3: Discuss and compare works of art from different

time periods and cultures emphasizing their

historical context.

A) Art as Record of History

Student Learning Expectations:

- Examine art expressions around holidays/festivals using art elements and principles of art as the basis for assessment
- Recognize religious art forms (stained glass windows, sculpture, clothing, paintings, statuary)
- ♣ Grow in awareness of art forms, line, color, patterns, etc., in natural and manufactured environments
- **♣** Identify contributions of Ancient Egypt
- ♣ Identify contributions of Ancient Greece and Rome to art and architecture



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.

The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks.



- ♣ Identify contributions of famous artists from these historic times
- ♣ Identify contributions of Renaissance artists, esp. Fra Angelico
- ♣ Understand movements in art impressionism, abstractionist, expressionist, neoclassicism, realism, cubism, regionalism and minimalism
- ♣ Explain art movements in relation to the history and culture of their time

B) Art as Cultural Expression

Student Learning Expectations:

- ♣ Identify cultural expressions/themes
- **↓** Identify pictures, art objects from different cultures
- ♣ Share type of art with the culture
- ♣ Understand the people of an early era in civilization through the prehistoric cave paintings and other artifacts left by the people of that time
- ♣ Share art objects from one's own heritage with class
- ♣ Integrate style of art with personal choice
- ♣ Identify artists within their particular historical settings and art movements of their day

IV. ART CRITICISM

Analysis, judgment, interpretation of art productions.

Common Curriculum Goal: Communicate verbally and in writing, using

knowledge of the arts to describe and/or evaluate

one's own artwork.

Content Standard: Communicate verbally and in writing about one's

own artwork.

Benchmark 3: Communicate verbally and in writing about one's

own artwork.

A) Analysis

Student Learning Expectations:

- Recognize art elements (line, shape, color, texture, pattern, size, space, form) in own and peer artworks
- **↓** Identify art elements of natural forms (trees, flowers, leaves, etc.)



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.

The Archdiocesan Art Education Framework meets National as well as current State Standards and Benchmarks.



- Recognize and describe art elements found in nature (line, shape, color, texture, pattern, size, space, form)
- ♣ Critique artwork from a variety of cultures
- **♣** Critique artwork from a selection of artists
- ♣ Compare and select artwork preferences of one's own work and the work of one's peers
- **♣** Explore careers in the field of art

B) Interpretation

Student Learning Expectations:

- Recognize art and artistic elements in daily experience (media, billboards, store displays, etc.)
- Discuss impressions of works of art with others
- Point out art design principles in artworks and in everyday life exposure to nature and one's community
- ♣ Critique art works in one's community
- Use metaphors and similes to describe works of art

C) Judgment

Student Learning Expectations:

- Evaluate design elements (line, shape, color, size, texture, pattern, space) in one's own work and the work of one's peers
- Evaluate art pictures at school and explain the use of line, color, etc.
- ♣ Evaluate events and works of art
- Respond to works of art and give reasons for your preferences
- ↓ Use knowledge of art to describe and evaluate one's own works of art
- Lisplay one's works of art and explain verbally and in writing your art work



Use of the internet is recommended as a valuable source for visiting museums, learning about artists and their works, observing a variety of cultural artistic expressions, including those of dance, song and celebrations, and for learning about history's influence upon works of art, architecture, and cultural expressions.

INDEX FOR ART EDUCATION CURRICULUM GUIDELINES

| Acknowledgements | Page 1 |
|---|----------|
| Philosophy | Page 2 |
| Goals and Objectives | Page 3 |
| The Four Disciplines | Page 5 |
| Framework | |
| Kindergarten | Page 6 |
| Grade 1 | Page 9 |
| Grade 2 | Page 15 |
| <i>Grade 3</i> | Page 21 |
| Grade 4 | Page 29 |
| Grade 5 | Page 37 |
| Grade 6 | Page 48 |
| Grade 7 | Page 58 |
| Grade 8 | Page 68 |
| Glossary | Page 81 |
| Chronology | Page 93 |
| Archdiocesan Approved Instruction Materials | Page 101 |
| Teacher Resources | Page 102 |

CHRONOLOGY

THE ART OF ANTIQUITY

Prehistory

The Early Stone Age

The Middle Stone Age

The Late Stone Age

The Bronze Age

The Iron Age

Mesopotamia

Sumerian

Babylonian

Assyrian

Medes

Persion

Sassanian

Egypt

Old Kingdom (2850-2052 B.C.)

Middle Kingdom (2052-1750 B.C.)

New Kingdom (1570- 715 B.C.)

Late Period (0715- 332 B.C.)

Crete

Early Minoan

Middle Minoan

Late Minoan

CLASSICAL ART

Greek

| Bonze Age | | (ca. 3000-1100 B.C.) |
|-----------------|------|----------------------|
| Dark Age | | (ca. 1100- 800 B.C.) |
| Archaic | | (ca. 800- 500 B.C.) |
| Early Classical | | (ca. 500- 450 B.C.) |
| Classical | | (ca. 450- 430 B.C.) |
| Late Classical | | (ca. 430- 400 B.C.) |
| Post Classical | | (ca. 400- 330 B.C.) |
| Hellenistic | (ca. | 330 B.C 30 A.D.) |

Etruscan

Roman

The Republic (ca. 500- 27 B.C.)
The Empire (ca. 27- 476 A.D.)

MEDIEVAL ART

Early Christian Period

Byzantine Period

The Dark Ages

Carolingian Period

Romanesque Period

Gothic Period

| Cimabue | (ca. 1240-1302) |
|---------|-----------------|
| Duccio | (ca. 1250-1318) |
| Giotto | (ca. 1266-1336) |
| Martini | (ca. 1283-1344) |

| Van Eyck | (ca. 1365-1441) |
|----------------|-----------------|
| Van der Weyden | (ca. 1400-1464) |
| Memling | (ca. 1433-1464) |
| Van der Goes | (ca. 1440-1482) |
| Bosch | (ca. 1460-1516) |

RENAISSANCE

Early Renaissance

| Fra Angelico | (ca. 1387- 1447) |
|--------------|------------------|
| Uccello | (1397- 1475) |
| Bellini | (ca. 1400- 1470) |
| Masaccio | (ca. 1401- 1428) |
| Lippi, F. | (1406- 1469) |
| Francesca | (1416-1492) |
| Castagno | (1423-1457) |
| Mantegna | (1431-1506) |
| Durer | (1471-1528) |
| Cranach | (1472-1538) |
| Altdorfer | (ca. 1480-1538) |
| Holbein | (1497-1543) |
| | |

Middle Renaissance

| Pollaiuolo | (1429-1498) |
|-------------|-----------------|
| Bellini | (1429-1507) |
| Bellini | (1430-1516) |
| Verrocchoio | (1435-1488) |
| Botticelli | (1445-1510) |
| Signorelli | (ca. 1445-1523) |
| Perugino | (1446-1523) |
| Ghirlandaio | (1449-1494) |

| D | a Vinci | (1452-1519) |
|----------|---------------------|-----------------|
| C | arpaccio | (ca. 1455-1522) |
| L | ippi | (ca. 1457-1504) |
| High | Renaissance | |
| N | fichalangelo | (1475-1564) |
| G | iorgione | (1477-1510) |
| T | itian | (1477-1576) |
| R | aphael | (1483-1520) |
| D | el Sarto | (1486-1531) |
| C | orreggio | (ca. 1489-1534) |
| T | intoretto | (1518-1594) |
| V | eronese | (1528-1588) |
| Mann | erism | |
| P | ontormo | (1494-1557) |
| P | armigianino | (1503-1540) |
| В | ronzino | (1503-1573) |
| V | asari | (1512-1574) |
| BAROQUI | & ROCOCO | |
| C | arpaccio | (1569-1609 |
| C | aravaggio | (1578-1610) |
| T | iepolo | (1696-1770) |
| C | analetto | (1697-1768) |
| G | uardi | (1712-1793) |
| Flandors | 16th & 17th Contury | |

Flanders 16th & 17th Century

Bruegel (ca. 1525-1569)
Rubens (1577-1640)
Jordaens (1593-1678)
Van Dyck (1599-1641)

| Dutch | 17 th Century | | |
|--------------------|---|-----------------|--|
| | Hals | (ca. 1580-1666) | |
| | Rembrandt | (1606-1669) | |
| | Ruisdael | (ca. 1629-1682) | |
| | Vermeer | (1632-1675) | |
| Spain | 16 th & 17 th Century | | |
| | El Greco | (1541-1614) | |
| | Ribero | (1591-1652) | |
| | Zurbaran | (1598-1664) | |
| | Velasquez | (1599-1661) | |
| France | 16 th & 17 th Century | | |
| | Clouet | (1475-1540) | |
| | Poussin | (1593-1565) | |
| | De La Tour | (ca. 1600-1652) | |
| | Claude | (1600-1682) | |
| EIGHTEENTH CENTURY | | | |
| | Watteau | (1684-1721) | |
| | Hogarth | (1697-1764) | |
| | Chardin | (1699-1779) | |
| | Boucher | (1703-1770) | |
| | Reynolds | (1723-1792) | |
| | Greuze | (1725-1805) | |
| | Gainsborough | (1727-1788) | |
| | Fragonard | (1732-1806) | |

Romney

(1734-1802)

NINETEENTH CENTURY

Neoclassicism

David (1748-1825)

Ingres (1780-1867)

Romanticism

Blake (1757-1827)

Gericault (1791-1824)

Delacroix (1798-1863)

Realism

Goya (1746-1828)

Daumier (1808-1879)

Millet (1816-1875)

Courbet (1819-1877)

Landscape

Turner (1775-1851)

Constable (1776-1837)

Corot (1796-1875)

Impressionism

Manet (1832-1883)

Monet (1840-1926)

Pissarro (1830-1983)

Degas (1834-1917)

Renoir (1841-1919)

Post Impressionism

Cezanne (1839-1906)

Redon (1840-1916)

Rousseau (1844-1910)

| Gauguin | (1848-1903) |
|------------------|-------------|
| Van Gogh | (1853-1890) |
| Seurat | (1859-1891) |
| Munch | (1863-1944) |
| Toulouse-Lautrec | (1864-1901) |

TWENTIETH CENTURY

A plethora of art movement – Fauve, Der Bruke, Non-Objective, Cubism, Surrealism, Regionalists, Abstract-Expressionsim, Pop, Op

| (1866-1944) |
|-------------|
| (1869-1954) |
| (1871-1958) |
| (1872-1944) |
| (1876-1958) |
| (1877-1953) |
| (1879-1940) |
| (1881-) |
| (1881-) |
| (1881-) |
| (1882-) |
| (1883-1955) |
| (1884-1920) |
| (1884-1950) |
| (1886-) |
| (1887-) |
| (1887-) |
| (1888-) |
| (1893-) |
| (1884-1943) |
| |

NORTH AMERICAN

United States

Rivera

Siqueiros

| Copl | ley | (1738-18 | 315) |
|--------|---------|----------|------|
| Peale | e, C.W. | (1741-18 | 327) |
| Stua | rt | (1755-18 | 328) |
| Bing | cham | (1811-18 | 379) |
| Whis | stler | (1834-19 | 03) |
| Hom | ner | (1836-19 | 10) |
| Eaki | ns | (1844-19 | 16) |
| Cass | sett | (1845-19 | 26) |
| Ryde | er | (1847-19 | 17) |
| Mari | in | (1870-19 | 953) |
| Feini | inger | (1871-19 | 956) |
| Web | er | (1881-19 | 61) |
| Bello | OWS | (1882-19 | 25) |
| Норр | per | (1882- |) |
| Albe | ers | (1888- |) |
| Bent | con | (1889- |) |
| Roth | ıko | (1903- |) |
| De K | Kooning | (1904- |) |
| Kline | e | (1910-19 | 952) |
| Pollo | ock | (1912-19 | 956) |
| Moth | herwell | (1915- |) |
| Wye | th | (1917- |) |
| Mexico |) | | |
| Oroz | ZCO | (1883-19 | 49) |
| | | | |

(1886-

(1893-

)

)

THE ARTS TEACHER RESOURCES

Oregon Department of Education

ONLINE:

ARTS EDGE

Arts Edge is a cooperative project of the Kennedy Center for the Performing Arts and the National Endowment for the Arts and includes a wide range of resources: from the National Standards for the Arts to a Curriculum Studio to assist teachers in arts lesson planning to a Web Spotlight, showcasing art by students. www.artsedge.kennedy-center.org

ARTSEDNET

Artsednet is sponsored by the Getty Education Institute for the Arts. It offers a wealth of classroom materials, research, and art-advocacy information. Classroom teachers share detailed plans for teaching visual art in a disciplined way. www.artsednet.getty.edu

ARTS EDUCATION ONLINE

Arts Education Online is sponsored by the California Arts Project (TCAP). It offers professional development resources for educators working in the visual and performing arts. Web site resources include references and research materials, discussion groups, and interactive arena, and links to other "hot spots." http://csmp.ucop.edu/tcap/aeol.html

ARTS EDUCATION PARTNERSHIP

This national coalition promotes the essential role of arts education, provides online links to member organizations and arts advocacy resources. www.aep-arts.org

ARTSOURCE

Artsource is a selective list of image collections. www.uky.edu/Artsource

THE COMMUNITY DISCOVERED

The Community Discovered is Nebraska project linking technology and the arts with other subject areas. The goals is to develop models of engaged student learning using technology and the resources of the internet. www.communitydisc.westside66.org

EDSITEMENT

Edsitement is a humanities-related education site created by the National Endowment for the Humanities, the Council of the Great City Schools, MCI WorldCom, and the National Trust for the Humanities, and includes resources for teaching English, history, art history and foreign languages. www.edsitement.neh.fed.us

EDUCATIONAL THEATRE ASSOCIATION

This national professional organization for teachers of theatre, offers online information about professional development and advocacy. www.edta.org

GROWING UP WITH ART

Growing Up with Art is a collaborative project developed by the Seattle Art Museum and several Seattle public schools. It includes a web site through which teachers can access the museum's collections of Asian, African, and native American art and obtain educational materials. Sequential unit plans appropriate for grades 2-6 weave art-making activities with writing and research projects. www.seattleartmuseum.org

MUSIC EDUCATORS NATIONAL CONFERENCE

Music Educators National Conference (MENC) offers links and resources for music educators. www.menc.org

NATIONAL ART EDUCATION ASSOCIATION

The National Art Education Association (NAEA) offers online resources for visual art educators. www.naea-reston.org

NATIONAL ASSEMBLY OF STATE ARTS AGENCIES

The National Assembly of State Arts Agencies works to increase participation in the arts in communities across the nation. This site includes links to state arts agencies, many of which are involved in innovative approaches to arts education and provide creative alternatives for at-risk youth. www.nasaa-arts.org

NATIONAL DANCE ASSOCIATION

This organization supports dance teachers and promotes national standards in the discipline of dance. www.aahperd.org

NEW HORIZONS FOR LEARNING

This Seattle-based, nonprofit network promotes the use of electronic technologies to expand learning opportunities, including The Art Studio which links to journal articles, electronic galleries, and artscentered school web sites. www.newhorizons.org/strategies/arts/front_arts.htm

NATIONAL PTA

The National PTA site offers links to parenting resources promoting arts education, including a "Be Smart, Include Art" library. www.pta.org

SUPPORT FOR TEACHERS IN ART (START)

Start is a part of the Oregon Public Education Network (OPEN) site. Developed for teachers by fellow teachers, artists, and arts specialists throughout Oregon. START is intended to be "a place to begin" to incorporate the arts into the classroom and help students meet arts standards. Detailed lesson plans for grades K-8 in the visual arts and music will eventually be expanded to include all the arts. www.open.k12.or.us/start/

THEATRELINK

Theatrelink is an educational project of the Manhattan Theatre Club and show how the web can bring students together for learning opportunities. www.ode.state.or.us/cifs/arts/teachres.htm

PUBLICATIONS:

Dance, Music, Theatre, Visual Arts: What Every Young American Should Know And Be Able To Do In The Arts National Standards For Arts Education.

This publication was created and developed by the Consortium of National Arts Education Associations: including American Alliance for Theatre & Education; Music Educators National Conference; National Art Education Association; and National Dance Association. This document lists the national standards for each of the four discipline arts organizations that worked collaboratively to create it.

Music Educators National Conference Publication Sales 1806 Robert Fulton Drive, Reston, Virginai 22091 1-800-828-0229

GLOSSARY FOR ART EDUCATION

ABSTRACT—A style that uses shapes, designs, textures, and colors to depict an object in a way that may not look real but that emphasizes moods or feelings. Abstract art often uses geometrical shapes and bold, bright colors.

ACCURACY—Correctness or exactness.

AESTHETICS—The philosophy or study of the nature of beauty, the value of the arts and the inquiry processes and human responses associated.

ALPHABET—A set of symbols or characters used to represent the sounds of a language.

ANALOGOUS COLORS—Colors that are closely related. For example, blue, blue-violet, and violet all have the color blue in common. Families of analogous colors include the warm colors (red, orange, and yellow) and the cool colors (blue, green, and violet).

ANALYSIS—In art criticism, the step in which you determine how the principles of art are used to organize the element of art. In art history, the step used to determine the style of the work.

APPLIQUÉ—A design made by stitching pieces of colored fabric onto a larger piece of cloth. Appliqué is used for wall hangings and as decoration on clothing, quilts and pillows.

ARCH—A curved or pointed shape in a building; makes an opening in the wall or holds up the roof.

ARCHAELOLOGISTS—People who learn about past civilization by digging up and studying the remains of their cultures, including tools, weapons, and pottery.

ARCHITECT—A person who designs and draws plans for buildings.

ARCHITECTURE—The area of designing and constructing buildings.

ARTISAN—A person skilled in creating hand-made objects.

ART CRITICISM—An organized approach for objectively studying a work of art consisting of four stages: description, analysis, interpretation and judgement.

ART MUSEUM—A building where artwork is shown and carefully saved.

ASSEMBLAGE SCULPTURE—Sculpture made by joining objects or parts of objects together.

ASSOCIATION—The act of linking an image in thought or memory with a person or thing. What idea do you associate with a particular sound, such as a cricket chirping?

ASYMMETRICAL—Having a kind of balance in which the two sides of an artwork are not exactly alike, but still look balanced.

BACKGROUND—Parts of an artwork that are in the distance. The background is located behind the foreground and middle ground.

BALANCE—The arrangement of the parts of an artwork, including color, sizes, and numbers of objects, to achieve a sense of equality. Balance may be symmetrical, asymmetrical, or radial. Balance is a principle of design.

BANNER—A flag or other piece of cloth that may have a sign, name, or slogan written on it. Banners often come before a marching band.

BARK CLOTH—A cloth made by taking the white inner fibers from tree bark and beating them together into a fine cloth. May be called *tapa*.

BAROQUE—The name of an art style that came after the Renaissance. Baroque is defined as meaning very fancy.

BAS-RELIEF—A French word meaning "low-raised work." This art is also called *relief sculpture*.

BIND—fasten together.

BLIND CONTOUR DRAWING—A kind of drawing done in one continuous line, in which the pencil is kept moving while the eyes remain on the object, never looking down at the paper. (*See also* contour drawing.)

BRAYER—A small roller used to spread printing ink evenly on a surface before printing.

CALLIGRAPHY—The art of writing letters and words in an ornamental style using brushes or pens.

CARTOON—A kind of drawing done to make people laugh or to entertain them with adventure. A cartoon usually has simple lines, uses basic colors, and tells a story in one picture or a series of pictures called frames.

CARTOONIST—An artist who draws cartoons or comic strips for newspapers, magazines, motion pictures, and so on.

CENTER—The middle point of anything. The center is the same distance from opposite edges.

CENTER OF INTEREST—The most important part in a work of art. All the other parts should center around, provide background for, or draw attention to the center of interest.

CERAMICS—The art of making objects of fired clay.

CIRCLE—A round, two-dimensional shape in which every point on the outside line is the same distance from the center.

CLOSED SHAPE—Space that is completely enclosed by a line. For example, a triangle is a closed shape. (*See also* open shape and empty shape.)

COILS—Long snake-like strips of clay that are used in making pottery.

COLLAGE—A work of art created by gluing bits of paper, fabric, scraps, photographs, or other materials to a flat surface.

COLOR—The hue, value, and intensity of an object. The primary colors are red, yellow, and blue; every color except white can be created by combining these three colors. Color is an element of design.

COLOR THEME—The colors an artist uses and the way they are combined in an artwork.

COLOR WHEEL—An artists tool of the color spectrum bent into a circle displaying primary, secondary and intermediate/tertiary colors and useful in organizing color schemes.

COLUMN—A slender round, upright pillar or post. Often used to hold up the roof or support part of a building.

COMIC STRIP—A group of simple drawings that tells a story or part of a story.

COMPASS—A mechanical tool that has two hinged, adjustable legs for drawing different sizes of circles and arcs. One of the legs has a sharp steel point that is placed on one spot on the paper. The other end holds a pencil that rotates around the pointed end, making a circle.

COMPLEMENTARY COLORS—Colors that are opposites on the color wheel and contrast with each other. For example, orange is the complement of blue, violet is the complement of yellow, and so on. When two complementary colors are mixed together, they make the neutral colors of brown or gray.

COMPOSE—To create, put together, or arrange.

COMPOSITION—The arrangement of shapes and colors of a painting or sculpture. The composition of a work should be pleasing, decorative or expressive, and well-designed. The term also refers to any work of art.

CONTENT—The message the work communicates. The content can relate to the subject matter or be an idea or emotion. Theme is another word for content.

CONTOUR—The outline or edge of a figure or object. In contour drawing, a single line is used to draw the outline of an object.

CONTOUR DRAWING—A drawing of an object using one continuous line to show the outer and inner outlines of an object.

CONTRAST—A large difference between two things; for example, hot and cold, yellow and purple, and light and shadow. Contrasting values, colors, and textures add excitement, emphasis, and interest to an artwork.

COOL COLORS—Colors that remind people of cool things; the family of related colors ranging from the greens through the blues and violets. (*See also* analogous colors)

COSTUME—Clothing characteristic of a particular time, place, or people.

CRAFTSWORKER—A highly skilled person who creates artwork by hand.

CREATIVE—Able to make things in a new or different way.

CREATIVITY—Using imagination rather than imitating something else. Generation of ideas, images and/or solutions.

CUBISM—A style of art developed primarily by Pablo Picasso. In this art style, the subject is viewed from all sides, then broken apart and reassembled in an abstract form to show all these parts at once, emphasizing geometric shapes.

CUTOUT—In art, a piece of paper cut into a shape and arranged with other cutouts to form designs and pictures.

DEPTH—The apparent distance from front to back or near to far in an artwork. Techniques of perspective are used to create the illusion of depth in paintings and drawings.

DESIGN—An organized and creative arrangement made of patterns, lines, textures, shapes, colors, and so on.

DETAIL—A distinctive feature of an object or scene which can be seen most clearly close up. Also, a small part of a work of art, enlarged to show a close-up of its features.

DISTORT—To change the way something looks to make it more interesting or meaningful, usually by twisting it out of its proper or natural form or by exaggerating some of its features.

DISTORTING—The process used to distort something.

DOME—A round roof shaped like half a ball, supported by a circular or many-sided base.

DOMINANT—The part of a design that is the most important, powerful, or has the most influence. A certain color can be dominant, and so can an object, line, shape, or texture.

DORIC ARCHITECTURE—A style of Greek architecture characterized by large, fluted columns.

DRAFTSMAN—An artist who draws plans and sketches of machinery and buildings.

EARTH COLORS—Colors found naturally in the environment, including brown, brownish-yellow, and brownish-red.

ELEMENTS OF DESIGN—Basic parts which are put together to compose an artwork. These include line, shape, space, texture, color, and value.

EMBOSS—To create a raised design or relief on a flat surface by pressing or hammering a design into the back side.

EMPHASIS—The use of opposing sizes or shapes, contrasting colors, or other means to draw attention to certain areas or objects in a work of art. Emphasis is a principle of design.

EMPTY SHAPE—In an artwork, a shape that is left bare instead of filled with lines or color.

EXPRESSIONISM—A style of artwork in which the main idea is to show definite mood or feeling.

EXTERIOR—Something that is outside. For example, an exterior wall is on the outside of a building.

FANTASY ART—Artwork that is meant to look unreal, strange or dream-like.

FIBER ART—Art using thread, yarn, or fabric, such as weaving.

FIBER ARTIST—Artists who use long, thin, thread-like materials to create artwork.

FILMSTRIP—A strip of film bearing a series of pictures for one-by-one projection on a screen.

FIRE—To bake shaped clay in a kiln to make hard pottery.

FIXATIVE—A thin liquid that is sprayed over pastels and drawings to keep them from smearing or rubbing off the paper.

FORMAL BALANCE—Artwork that has been planned so one half of it looks very much like the other half.

FLUTED—Having rounded grooves or channels.

FOIL RELIEF—An artwork made by rubbing a piece of foil over a built up or textured surface to create a raised design on the foil.

FOREGROUND—The part of a work of art that appears to be in front, nearest to the viewer. Usually, the objects that are on the lower part of a picture appear to be in the foreground.

FORM—An object that has depth as well as height and width. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form. Also, a style of creating art according to a certain standard or technique.

FORMAL BALANCE—Artwork that has been planned so one half of it looks very much like the other half.

FRAME—A boxed-in picture in a series of pictures, such as a comic strip, filmstrip, or set of illustrations.

FRIEZE—Decorative relief of figures carved in a horizontal band around a building. Popular in Greek architecture.

GALLERIES—Rooms where paintings or other art-works are displayed and sold.

GEOMETRIC—Refers to simple shapes such as triangles, squares, and circles.

GRADATED WASH—A wash that is light at the top, where little color has been applied, and that gradually becomes darker at the bottom, where more color has been applied.

GRADATION—A gradual, smooth change from light to dark, rough to smooth, or one color to another.

GRAPHIC DESIGN—Art for commercial purposes, including packages, advertisements, signs, books and magazines, and pamphlets.

GRAPHIC DESIGNER—A person who designs art for commercial purposes, such as for packages, advertisements, signs, books, and magazines.

GREETING CARD—A card with a message, usually sent or given on a special occasion, such as a birthday or holiday.

HAND PUPPET—A small, hollow cloth figure, usually of a person or animal, that fits over and is moved by the hand.

HARMONY—The related qualities of the visual elements of a composition. Harmony is achieved by repetition of characteristics that are the same or similar.

HARMONIOUS COLORS—Colors that look well together because they are complementary, analogous, or otherwise related.

HIGHLIGHT—To center attention on or emphasize through use of color.

HIGHLIGHTING—The process of emphasizing through use of color

HIGH RELIEF—In *relief sculpture*, a form that extends at least halfway out of the background. (*See also* middle relief, low relief.)

HORIZON—A level line where water or land seems to end and the sky begins.

HORIZONTAL—Straight and flat across, parallel to the horizon. A horizontal painting is wider than it is tall.

IDEOGRAM—A picture or symbol used in a writing system that represents a thing or idea instead of a letter or specific word, as in Chinese writing.

ILLUSION—A deceptive or misleading image or idea.

ILLUSTRATE—To create designs and pictures for books or magazines to make clear or explain the text or show what happens in a story.

ILLUSTRATION—A design or picture in a book or magazine that explains the text or shows what happens in the story.

ILLUSTRATOR—A person who creates designs and pictures for books and magazines.

IMAGE—A mental picture, idea, or impression of a person, thing, or idea that can be represented visually.

IMAGINATION—The process of creating a mental picture of something that is unlike things one has seen.

IMPRESSIONISM—An art movement which concentrated on showing the effects of light on things at different times of day. Impressionists use unblended dots and slashes of pure color placed close together to create a mood or *impression* of a scene.

INFORMAL BALANCE—Both sides are different but equally important or interesting.

INTENSITY—The brightness of dullness of a hue or color. For example, the intensity of the pure color blue is very bright. When a lighter or darker color is added to blue, the intensity is less bright, or subdued.

INTERMEDIATE COLORS—Colors that are made from a primary and a secondary color (re-orange, yellow-orange and the like).

KILN—A special oven or furnace that can reach very high temperatures and is used to bake, or *fire*, clay.

KINETIC—Expressing motion. In art, kinetic refers to sculpture that moves, such as a *mobile* or *stabile*.

LANDSCAPE—A scene or view on land, such as mountains, rivers, flowers, fields, or forests.

LETTERING—Drawing or creating letters used in a word or saying.

LINE—The outline or contour of an object. Line can be two-dimensional, three-dimensional, or implied. Line is an element of design.

LINEAR PERSPECTIVE—Showing depth and distance in a picture by making lines that are parallel in nature get closer together in the distance of an artwork, and by making objects smaller in the distance than in the foreground.

LINE DRAWING—A picture composed only of lines, having no shading or color.

LITHOGRAPH—A type of printing invented in 1798, in which a picture or design is drawn on a smooth stone with a special crayon. The stone is then treated with a chemical that allows the ink to stick only where the crayon was used. Finally, the surface is inked and the crayon design is printed on paper

LOGO—A visual symbol for a business, club or group.

LOW RELIEF—In relief sculpture, a very slight extension of a form out of the background. (See also *high relief* and *middle relief*.)

MARIONETTE—A small, complete figure, usually of a person or animal and made of wood, that is moved from above by strings that are attached to its jointed arms, legs, and body.

MASS—The area inside a shape.

MECHANICAL DRAWING—Drawing done with the help of mechanical tools or instruments, such as a compass and a T square.

MEDAL—A flat piece of metal that is embossed or engraved with a design and given to honor or remember a person or event. A medal is often coin-shaped.

MEDALLION—A large medal usually worn around the neck on a heavy chain, ribbon, or rope.

MEDIUM—In art, the material an artist uses – oil, watercolor, pen and ink, chalk, and so on. (The plural form is *media*.)

MIDDLE GROUND—The part of a work of art that lies between the foreground and the background.

MIDDLE RELIEF—In relief sculpture, a form that extends about one-quarter of the way out of the background. (See also high relief, low relief.)

MOBILE—A type of sculpture in which objects are hung and balanced so that they are moved by currents of air. The mobile as an art form was introduced by Alexander Calder in the 1930's.

MODEL—A person who poses for an artist. Also, a small-sized copy of something. For example, architects make small models of buildings with furnishings and landscaping to show clients how the finished product will look.

MOLAS—Appliqué designs made by the Cuna Indians in which several layers of cloth are sewn together and the top layers are cut and turned to show the colors underneath.

MONOCHROME—Having only a single color; may include its tints and shades.

MONUMENT—A building, statue, or other structure especially built to remember and honor a person or event.

MOOD—An overall feeling or emotion.

MOSAIC—A picture or design made by fitting into plaster or cement tiny pieces of colored paper, glass, tile, stone, or other similar materials.

MOVEMENT—The arrangement of the parts of a design to create a sense of motion by using lines that cause the eye to move over the work. Also, a tendency or trend by artists during a period to use certain techniques or methods.

MURAL—A very large painting that covers a wall. It can be painted right on the wall, r on paper, canvas, or wood to be attached to the wall.

MUSEUM—A building where objects of interest or value are collected and displayed.

NEGATIVE SPACE—Empty space in an artwork. The space surrounding a line, shape, or form. (*See also* positive space.)

NEUTRAL COLOR—A color not associated with a hue. Neutral colors include black, white, gray, and brown. A hue can be neutralized by adding some of its complement to it.

NONOBJECTIVE—A style of art in which the main ideas or feelings come fro the design created with colors, lines and the like. The artwork does not show objects or scenes.

ONE POINT PERSPECTIVE—A form of *linear* perspective in which all lines appear to meet at a single point on the horizon.

OBLONG—A shape stretched out from a circle or square so that is longer than it is wide.

OPAQUE—Something that cannot be seen through; the opposite of transparent.

OPEN SHAPE—Space that is not completely enclosed by a line. For example, a square with all or part of one side missing is an open shape. (*See also* closed shape.)

OPTICAL MIXING—The blending by the eyes of pure colors placed next to each other in a work of art. For example, if dots of yellow are placed next to dots of blue, the colors will appear to merge into a bright green color when viewed from a distance. Optical mixing is important in Impressionistic painting.

OVAL—An egg-like shape that looks like a circle that has been stretched to make it longer. The two ends of an oval may or may not be the same size and shape.

OVERLAP—To extend over or rest on top of something and partly cover it up.

PATTERN—The repetition of shapes, lines, or colors in a design. A pattern can also be a model or mold designed to be copied.

PENDANT—An ornamental piece worn around the neck on a light chain or ribbon.

PERCEPTION—The process of becoming aware through sight, sound, taste, smell, or touch.

PERSPECTIVE—Artwork in which the shapes of objects and distances between them look familiar or "real."

PHOTOGRAPHIC—Showing people and objects with the exactness of color, shape, and detail as they would appear in a photograph.

PIGMENT—Coloring matter, usually a powder, that mixes with water, oil, or other substances to make colored paints and dyes.

PLANE—Any flat surface.

POINTILLISM—A method of painting developed in France in the 1880's in which tiny dots of color are applied to a canvas. When viewed from a distance, the points of color appear to blend together to make other colors and to form shapes and outlines. (*See also* optical mixing.)

PORTRAIT—A painting, sculpture, drawing, photo, or other work of art showing a person, several people, or an animal. Portraits usually show only the face, but can include part or all of the body as well.

POSITIVE SPACE—Space in an artwork that is filled with something, such as lines, designs, color, or shapes. (*See also* negative space.)

POWER LOOM—A machine that weaves threads or yarn into fabric.

PRE-COLUMBIAN—Belonging to the time before the arrival of Columbus in the Americas.

PRESS PRINT—A print made by pressing an inked object onto paper to transfer a design.

PRIMARY COLORS—The hues red, yellow, and blue, which in different combinations produce all other colors except white. The primary colors cannot be produced by missing any other colors.

PRIMITIVE—Early or undeveloped; simple.

PRINCIPLES OF DESIGN—Guidelines that aid in arranging and composing attractive designs. These include balance, contrast, variety, pattern, rhythm, emphasis, and unity.

PRINT—A shape or mark made from a printing block or other object that is covered with wet/color and then pressed on a flat surface, such as paper or cloth. Most prints can be repeated over and over again by re-inking the printing block. Prints can be made in many ways, including using an engraved block or stone, transfer paper, or a film negative.

PROFILE—An outline of an object, usually a drawing or painting of the side view of a person's face.

PROPORTION—The relationship of the size of one part to another or to the whole. In painting and sculpture, for example, an artist tries to achieve the right relationship in size or proportion of a nose to a head, and a head to a body.

PYRAMID—A solid, three-dimensional shape that is square at the bottom and has four triangle-shaped sides that meet in a point at the top.

PURE COLORS—Colors seen in the rainbow or when light passes through a prism: red, orange, yellow, green blue, violet.

RADIAL—Lines or shapes that spread out from a center point.

RADIAL BALANCE—A type of balance based on a circle with lines extending from a central point. A wheel with spokes is an example of radial balance.

REALISM—A style of art in which artists try to show objects, scenes, and people as they actually appear.

REALISTIC—Looking like real people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and son on.

RECTANGLE—A two-dimensional shape with four sides and four right angles. The top and bottom may be longer or shorter than the sides, or they may be equal as in a square.

REFLECTION—An image given back by a reflecting surface, such as a mirror or a still lake.

RELATED COLORS—Colors that are next to each other on a color wheel.

RELIEF PRINT—A print made by a printing block with raised designs, which are inked and pressed onto a surface.

RELIEF SCULPTURE—An artwork in which forms rise up from a flat or hollowed out background.

RENAISSANCE—A period that began in Italy after the Middle Ages and lasted from about 1400-1600 A.D. The period was characterized by a renewed interest in ancient Greek and Roman design and included an emphasis on human beings, their environment, science and philosophy.

REPETITION—An art element repeated over and over that can produce visual rhythm.

REPRESENTATION—Having objects and people you can recognize, as opposed to *abstract*.

REVERSE APPLIQUÉ—A design made by stitching several layers of cloth together, then cutting away and turning under some of the top layers to show the colors underneath. (*See also* appliqué.)

RHYTHM—Regular repetition of lines, shapes, colors, or patterns in a work of art.

ROD PUPPET—A small, movable figure of a person or animal that is controlled by rods or sticks inserted from below. Rod puppets are popular in Japan, China and Russia.

ROMANTIC—A style of artwork in which the main ideas are to show adventures, imaginary events, faraway places or strong feelings.

RULE OF COMPENSATION—A guideline for balancing a composition that states that the bigger the mass, the more toward the center of an artwork it should be place. Similarly, the smaller the mass, the more toward the edge it is placed.

SCALE—When proportional relationships are created relative to a specific unit of measurement.

SCORING—To make scratches and creases in pieces of clay to be joined together. Scoring and applying slip to the roughened surfaces creates a bond that holds the pieces together.

SEASCAPE—A picture of a scene at sea or a scene including a portion of the sea.

SECONDARY COLORS—Colors which can be mixed from two primary colors; orange, green, violet.

SHADE—A color to which black or another dark hue has been added to make it darker. For example, black added to red produces a darker shade of red. (*See also* tint.)

SHADING—Showing gradual change from light to dark or dark to light in a picture by darkening areas that would be shadowed and leaving other areas light. Shading is used to create the illusions of *dimension* and *depth*.

SHAPE—A two-dimensional figure outlined by lines or a change in color or shading. A triangle is a shape. Shape is an element of design. (*See also* form.)

SILHOUETTE SHAPE—A dark outline of a solid shape without any details, like a shadow.

SLIP—A creamy mixture of clay and water used to cement two pieces of clay together, such as a handle and a cup. Slip can also be used for dipping on pottery as decoration.

SPACE—The distance, area, or depth shown in a work of art. Also the open parts between or inside shapes. Space is an element of design.

SPLIT COMPLEMENTS—One color plus the two colors that are on either side of its complement on the color wheel. For example, the complement of blue is orange, and the two colors on either side of orange are yellow-orange and red-orange. Therefore, the split complements of blue are yellow-orange and red-orange.

SQUARE—A two-dimensional shaped with four equal sides and four equal angles.

STABILE—An abstract sculpture that has movable parts similar to a *mobile*, but that is attached to a solid, unmovable base rather than suspended.

STILL LIFE—A drawing or painting of an arrangement of nonmoving, nonliving objects, such as fruit, flowers, or bottles. Usually, a still life is set indoors and contains at least one man-made object, such as a vase or bowl.

STITCHERY—Artwork which is made by using a needle and thread or yarn to create stitches on a cloth. A stitch is one in-and-out movement of a threaded needle.

STONE AGE—The first known period of prehistoric human culture, during which work was done with stone tools.

STORYBOARD—A series of simple pictures that depict the important changes of scene and action in a planned filmstrip, movie, or television show.

STYLE—An artist's particular way of expressing art using materials, constructing, or designing that is characteristic of a person, group, or culture.

SUBDUE—To make less intense.

SUBJECT MATTER—The topic or idea in an artwork; especially anything recognizable such as a landscape or animals.

SURFACE DESIGN—A design on the outside or top of something, especially long rolls of fabric, wallpaper and the like.

SURREALISM—A style of painting that emphasizes images from the unconscious mind, such as from dreams or fantasies. Surrealistic artists make unusual or impossible combinations of things and paint them in a realistic way.

SYMBOL—Something that stands for something else, especially a letter, figure or sign that represents a real object of idea. (For example: a red heart stands for love.)

SYMMETRICAL—Having a kind of balance in which things on each side of a center line are identical. For example, the two halves of a person's face are symmetrical.

TAPA—A coarse cloth made from pounded bark and decorated with geometric designs.

TAPESTRY—A heavy woven cloth picture or design, often used as wall hanging.

TECHNICAL DRAWING—Precise, exact drawing that is done without mechanical measuring instruments.

TECHNIQUE—Specific methods or approaches when working with materials in creating works of art.

TEMPERA—An opaque, water-soluble paint available in liquid or powder form also called poster paint.

TERTIARY COLOR—A color resulting from the mixture of two secondary colors.

TESSERAE—The individual pieces used in making a mosaic.

TEXT—The main body of words in a book, magazine, pamphlet, or other printed work.

TEXTURE—The way a surface looks and feels – rough, smooth, silky, and so on.

THREE-DIMENSIONAL—Artwork that can be measured in depth. A sculpture is three-dimensional, but a drawing is two-dimensional because it is flat and has only length and width, not depth.

TINT—A color to which white has been added. For example, white added to blue makes a lighter blue tint. (*See also* shade.)

TONE—The tint, shade, brightness, or value of a color.

TOPOGRAPHY—A description drawing, or model of mountains, valleys, hills, rivers, roads, bridges, and other things found on the surface of a place.

TOWER—A tall, vertical structure that either stands free or is part of a building.

TRADITIONAL SYMBOL—A symbol (as the heart shape) that is used in about the same way year after year because it is part of a tradition, custom or belief.

TRANSFORMATION—A change in shape or appearance.

TRANSPARENT—Allowing light to pass through so that objects can be clearly seen underneath; the opposite of opaque. Window glass, cellophane, and watercolors are *transparent*.

TRIAD—Three colors equally spaced on the color wheel. For example, yellow, blue and red form a triad, as do green, purple, and orange, and so on.

TRIANGLE—A figure with three sides and three angles.

T SQUARE—A long, flat ruler that is attached to a short piece that makes it look like a "T." The short piece slides along the edge of a drawing board to position the ruler so parallel lines can be drawn.

TURRET—A small tower, usually containing stairs, that is located on the top of a building.

TWO-DIMENSIONAL—Artwork that is flat and measured in two ways: height and width, such as a drawing. A sculpture, which has depth in addition to height and width, is *three-dimensional*.

UNITY—The appearance of oneness or wholeness achieved when all parts of an artwork look as though they belong together. This sense of harmony occurs when the parts are balanced, are related to each other, and produce a desired effort.

UNIVERSAL SYMBOLS—Seven symbols found in patterns created all over the world.

Universal Symbols



VALUE—The lightness or darkness of tones or colors. For example, white and yellow have a light value and black and purple have a dark value. Pink is a light value of red. Value is an element of design.

VALUE SCALE—A series of spaces filled with the tints and shades of one color, starting with the lightest tint on one end, and gradually changing into the darkest shade on the other.

VANISHING POINT—In linear perspective, the place on the horizon where parallel lines seem to meet.

VARIETY—Different types or an assortment of lines, shapes, colors, or textures in a work of art. Variety is a principle of design.

VERTICAL—Going straight up and down. A vertical painting is taller than it is wide.

VEXILLOGRAPHERS—Those who design and make flags.

VIEWFINDER—A small window cut in a piece of paper that shows what will be in a picture.

VISUALIZE—To see or form a mental picture of something.

VISUAL ELEMENTS OF DESIGN—The basic ingredients artists use to create works of art: line, shape, form, color, texture and space.

WARM COLORS—Colors that remind people of warm things. The family of related colors ranging from the reds through the oranges and yellows. (*See also* analogous colors.)

WARP—The vertical threads that are attached to the top and bottom of a loom, through which the weft is woven (*See also* weft.)

WASH—The background of a watercolor picture, prepared using thin, watery paint applied quickly with large, sweeping brushstrokes.

WATERCOLOR—A transparent paint made by mixing powdered colors with a binding agent and water. The term also refers to a painting done with watercolors.

WATERSCAPE—A painting of or including a body of water.

WEAVING—The interlacing of yarn or thread to make cloth.

WEFT—The threads or strands of yarn that are woven over and under the warp threads to make a solid weaving. (*See also* warp.)