

# Kindergarten:

## Elements and Principles of Art - Skill Guide

<b>Line</b>	Basic Lines: zig-zag, curvy, straight, dotted, wavy, thick, thin, spiral, long, short, dashed, curly
<b>Shape</b>	Basic Geometric Shapes: circle, square, rectangle, oval, crescent, rhombus, trapezoid, octagon, star, heart, triangle
<b>Form</b>	Practice modeling clay or paper into various 3D forms
<b>Space</b>	Recognize spatial terms in artwork: top/bottom, front/back, over/under, above/below, beside/overlapping, close/far
<b>Texture</b>	Experiment and be able to use descriptive words about actual texture in art: rough, smooth, soft, hard, etc.
<b>Color</b>	Learn and name basic colors: red, blue, yellow, orange, green, violet; distinguish the difference between light and dark colors; experiment mixing primary colors to make secondary colors.
<b>Pattern/Repetition</b>	Basic recognition of Pattern/Repetition in art: color, shape, letter, number, or symbols - or a combination of those mentioned (i.e. color and line pattern, or color and letter pattern)
<b>Techniques/Skills:</b>	<ul style="list-style-type: none"> <li>} Appropriate safe scissor use and control</li> <li>} Appropriate use of glue application (dots)</li> <li>} Basic paper folding: side to side, corner to corner, and accordion fold</li> <li>} Basic control of painting and printing tools: brushes, vegetables, and gadgets.</li> <li>} Create artwork inspired by personal experiences, environment, imagination and visualization, and careful observation of real objects.</li> <li>} Be able to find clues in artwork and determine time and place</li> <li>} Express a preference for one artwork over others and offer reason</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> </ul>

## Visual Art Core:

<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Engage in imaginative play with materials; work collaboratively to create an art-making project.
Investigate:	identify safe & non-toxic art materials, tools, and equipment; create art that represents natural and constructed environments.
Reflect, Refine:	Explain the process of making art while creating.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	select projects for portfolio and explain why
Analyze:	explain purpose of portfolio/collection
Share:	understand and explain what an art museum is and how it is diff. from other buildings
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	identify uses of art in personal environment; describe what artwork can represent & interpret intent
Analyze:	interpret art by identifying subject matter & describe relevant details
Interpret:	explain reasons for selecting a preferred artwork
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	relate knowledge/personal experiences when making art; create art that tells a story about a life experience; relate to societal, cultural, and historical context to deepen understanding; identify purpose of an artwork

# 1st Grade

## Elements and Principles of Art - Skill Guide

Line	Recognize and draw Lines: zig-zag, curvy, straight, dotted, wavy, thick, thin, spiral, long, short, dashed, curly and how lines convey feelings. Line design, patterns, or repetition in form.
Shape	Recognize and draw geometric and organic shapes: square, rectangle, circle, oval, triangle, etc. and leaves, rocks, and other natural found objects.
Form	Practice modeling clay or paper into various 3D forms
Space	Recognize spatial terms in artwork: top/bottom, front/back, over/under, above/below, beside/overlapping, close/far; be able to find and draw examples
Texture	Experiment and be able to use descriptive words about actual surface qualities and implied texture in art mainly by touch: rough, smooth, soft, hard, etc.
Color	Identify Primary colors and be able to mix Secondary colors; distinguish the difference between light/dark colors and warm/cold colors.
Pattern/Repetition	Basic recognition of Pattern/Repetition in art: color, shape, letter, number, or symbols - or a combination of those mentioned (i.e. color and line pattern, or color and letter pattern)
Techniques/Skills:	<ul style="list-style-type: none"> <li>} Appropriate safe scissor use and control</li> <li>} Appropriate use of glue application (dots)</li> <li>} Basic paper folding: side to side, corner to corner, and accordion fold</li> <li>} Basic control of painting and printing tools: brushes, vegetables, and gadgets.</li> <li>} Create artwork inspired by personal experiences, environment, imagination and visualization, and careful observation of real objects.</li> <li>} Be able to find clues in artwork and determine time and place, similarities, and differences in pairs of artwork.</li> <li>} Express a preference for one artwork over others and offer reason</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> </ul>

## Visual Art Core:

<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Engage collaboratively in exploration and imaginative play with materials; investigate the preparation for making a work of art.
Investigate:	Explore uses of materials and tools to create works of art; demonstrate safe and proper procedures for using materials, tools, and equipment; identify and classify uses of everyday objects through the process of art making.
Reflect, Refine:	Use art vocabulary to describe choices while creating art.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Explain why some objects, artifacts, and artworks are valued over others.
Analyze:	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
Share:	Identify the roles and responsibilities of people who work in and visit museums and other art venues.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Select and describe works of art that illustrate daily life experiences of one's self and others. Compare images that represent the same subject.
Analyze:	Interpret art by categorizing subject matter and identifying the characteristics of form.
Interpret:	Classify artwork based on different reasons for preferences.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Identify times, places, and reasons by which student make art outside of school. Understand that people from different places and times have made art for a variety of reasons.

## 2nd Grade

### Elements and Principles of Art - Skill Guide

<b>Line</b>	Recognize and draw Lines: zig-zag, curvy, straight, dotted, wavy, thick, thin, spiral, long, short, dashed, curly and how lines convey feelings. Line design, patterns, or repetition in form.
<b>Shape</b>	Recognize be able to draw basic 2D shapes and 3D shapes. Geometric shapes, uneven organic shapes.
<b>Value</b>	Experiment with various materials to create tints and shades in artwork.
<b>Form</b>	Practice modeling clay, paper, or cardboard into various 3D forms
<b>Space</b>	Recognize spatial terms in artwork: top/bottom, front/back, over/under, above/below, beside/overlapping, close/far; be able to draw examples using basic 1point perspective: foreground, middle ground, background, and horizon line.
<b>Texture</b>	Experiment, use descriptive words, and create actual and implied texture in art: rough, smooth, soft, hard, etc.
<b>Color</b>	Identify Primary colors and be able to mix Secondary colors; distinguish the difference between light/dark colors, warm/cold colors and neutral colors.
<b>Emphasis</b>	Understand and create artwork that has a theme, subject, or main idea.
<b>Pattern/Repetition</b>	Recognize and be able to create Pattern/Repetition in art: color, shape, letter, number, or symbols - or a combination of those mentioned (i.e. color and line pattern, or color and letter pattern)
<b>Techniques/Skills:</b>	<ul style="list-style-type: none"> <li>} Appropriate safe scissor use and control</li> <li>} Appropriate use of glue application (dots)</li> <li>} Basic paper folding: side to side, corner to corner, and accordion fold</li> <li>} Basic control of painting and printing tools: brushes, vegetables, and gadgets.</li> <li>} Create artwork inspired by personal experiences, environment, imagination and visualization, and careful observation of real objects.</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> </ul>
<b>Visual Art Core:</b>	
<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Brainstorm collaboratively multiple approaches to an art or design problem. Make art or design with various materials and tools to explore personal interests, questions, and curiosities.
Investigate:	Experiment with various materials and tools to explore personal interests in a work of art or design. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. Repurpose objects to make something new.
Reflect, Refine:	Discuss and reflect with peers about choices made in creating art work.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Categorize artwork based on a theme or concept for an exhibit.
Analyze:	Distinguish between different materials or artistic techniques and work for presentation.
Share:	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, and virtual spaces) contributes to communities.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Perceive and describe aesthetic characteristics of one's natural world and constructed environments. Categorize images based on expressive properties.
Analyze:	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
Interpret:	Use learned art vocabulary to express preferences about artwork.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Create works of art about events in home, school, or community life. Compare and contrast cultural uses of artwork from different times and places.

# 3rd Grade

## Elements and Principles of Art - Skill Guide

<b>Line</b>	Demonstrate contour lines, line designs, organic lines, structural lines, and line repetition.
<b>Shape</b>	Recognize and be able to draw the difference between geometric and organic shapes 2D and 3D, geometric forms, 5 basic 3D forms
<b>Value</b>	Demonstrate the use of value to create realism in drawings.
<b>Form</b>	Know and be able to draw 5 basic 3D forms
<b>Space</b>	Recognize and create three layers of space in art: fore ground, middle ground, and background; Apply one point perspective techniques using horizon line, vanishing point, and ruler to make 1 point perspective boxes.
<b>Texture</b>	Identify and be able to recreated surface qualities and implied texture to mimic surface qualities.
<b>Color</b>	Be able to name primary and secondary colors and be able to name and create tertiary colors. Be able to identify warm and cool colors and complementary colors.
<b>Balance</b>	Demonstrate and recognize two kinds of balance; symmetry and asymmetry
<b>Emphasis</b>	Describe similarities and differences in pairs of artwork.
<b>Contrast</b>	Recognize positive and negative space as well as foreground and background.
<b>Pattern/Repetition</b>	Be able to recognize and reproduce patterns and repetition in art.
<b>Techniques/Skills:</b>	<ul style="list-style-type: none"> <li>} Demonstrate 3D paper construction using basic techniques</li> <li>} Apply basic control of printmaking skills to paper with relief printing</li> <li>} Improve control on various painting techniques: wet on wet, wet on dry, dry on dry; introduce various experimental painting techniques such as straw, feathers, etc.</li> <li>} Describe the use of line, shape, color, value, space, and texture in art.</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> <li>} Express a preference for one artwork over others and offer reason</li> </ul>
<b>Visual Art Core:</b>	
<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Elaborate on an imaginative idea. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Investigate:	Create personally satisfying artwork using a variety of artistic processes and materials/ Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
Reflect, Refine:	Elaborate visual information by adding details in an artwork to enhance emerging meaning.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Investigate and discuss possibilities and limitations of spaces, including electronic artwork.
Analyze:	Identify exhibit space and prepare works of art including artists' statements, for presentation.
Share:	Identify and explain how and where different cultures record and illustrate stories and history of life through art.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Speculate and processes an artist uses to create a work of art. Determine messages communicated by an image.
Analyze:	interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
Interpret:	Evaluate an artwork based on given criteria.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Develop a work of art based on observations of surroundings. Recognize that responses to art change depending on knowledge of the time and place in which it was made.

# 4th Grade

## Elements and Principles of Art - Skill Guide

Line	Introduce thin to thick letters and demonstrate basic graphic lettering. Be able to draw contour lines, gesture lines, explain characteristics of a line, and line designs.
Shape	Positive & Negative shapes
Value	Be able to do the beginnings of value, light side/dark side, cast shadows.
Space	Find examples of near=large and far-small relationships to depth perception. Demonstrate and apply one point perspective technique using horizon line, vanishing point, and ruler; 1 point perspective house or barn.
Texture	Be able to create implied texture.
Color	Experiment with various watercolor and painting brush techniques; Recognize and use complimentary and monochromatic color theory. Review and be able to recreate a 12 hue color wheel by mixing primary and secondary colors.
Balance	Demonstrate and recognize three kinds of balance: symmetry, asymmetry, and radial.
Emphasis	Be able to describe and create similarities and differences in pairs of artwork.
Contrast	Recognize positive and negative space as well as foreground and background. Create a positive/negative image.
Techniques/Skills:	<ul style="list-style-type: none"> <li>} Be able to describe the elements and principles of design used in prints and 3D forms from various cultures (line, shape, color, value, texture, and space)</li> <li>} Be able to recognize and label the use of design principles in art forms: balance, movement(rhythm), repetition(pattern), contrast, emphasis and unity.</li> <li>} Describe the use of line, shape, color, value, space, and texture in art.</li> <li>} Demonstrate proper facial proportions using line and shapes</li> <li>} Demonstrate basic printmaking skills using various mediums</li> <li>} Demonstrate the process of weaving through fiber arts: weaving</li> <li>} Express a preference for one artwork over others and offer reason.</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> <li>} Use art vocabulary to talk about art and share themes, subjects, or main ideas.</li> <li>} "Read" art and connects the process to reading text; main idea, characters, settings, events, sequences, retell import information in own words.</li> </ul>
<b>Visual Art Core:</b>	
<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Brainstorm multiple approaches to a creative art or design problem. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Investigate:	Explore and invent art-making techniques and approaches. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. Document, describe, and represent regional constructed environments.
Reflect, Refine:	Revise artwork in progress on the basis of insights gained through peer discussion.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
Analyze:	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
Share:	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Compare responses to a work of art before and after working in similar media. Analyze components in visual imagery that convey messages.
Analyze:	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
Interpret:	Apply one set of criteria to evaluate more than one work of art.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Create works of art that reflect community cultural traditions. Through observation, infer information about time, place, and culture in which a work of art was created.

# 5th Grade

## Elements and Principles of Art - Skill Guide

Line	Be able to do a blind contour line, line design using repetitive organic & geometric lines, 1 point perspective.
Shape	Have a knowledge of Organic shapes, 3D geometric forms, positive & negative shapes, tessellations
Value	Demonstrate the use of value to create realism in drawings. Value scales at least 12 steps
Form	Demonstrate proper facial/body proportions using lines and shapes.
Space	Beginning Optical Illusions or Op Art. Recognize and create three layers of space in art: foreground, middle ground, and background. Have knowledge of positive and negative space.
Texture	Implied texture, Trompl'oeil
Color	Primary, secondary, Tertiary, monochromatic, tints and shades, complementary colors, and analogous colors
Balance	Demonstrate and recognize kinds of balance; symmetry, asymmetry, and radial.
Unity	Beginning knowledge of what unity is in an artwork.
Techniques/Skills:	<ul style="list-style-type: none"> <li>} apply basic control of printmaking skills to paper by effectively using stencils, monoprints, relief and brayers.</li> <li>} refine thin to thick letters and demonstrate basic graphic lettering</li> <li>} Describe the use of line, shape, color, value, space, and texture in art.</li> <li>} Demonstrate the process of weaving through fiber arts: weaving, looms, string art.</li> <li>} Demonstrate the ability to create a mosaic.</li> <li>} Be able to describe differences and similarities in pairs of artwork.</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> <li>} Use art vocabulary to talk about art and share themes, subjects, or main ideas.</li> <li>} "Read" art and connects the process to reading text; main idea, characters, settings, events, sequences, retell import information in own words.</li> </ul>

## Visual Art Core:

<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Combine ideas to generate an innovative idea for art-making. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
Investigate:	Experiment and develop skills in multiple art-making techniques and approaches through practice. Demonstrate quality craftsmanship through care for an use of materials, tools, and equipment. Identify, describe, and visually document places and/or objects of personal significance.
Reflect, Refine:	Create artist statements using art vocabulary to describe personal choices in art-making.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in <u>preserving, maintaining, and presenting</u> objects, artifacts, and artwork.
Analyze:	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
Share:	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Compare one's own interpretation of a work of art with the interpretation of others. Identify and <u>analyze cultural associations suggested by visual imagery.</u>
Analyze:	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
Interpret:	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Identify how art is used in inform or change beliefs, values, or behaviors of an individual or society.

# 6th Grade

## Elements and Principles of Art - Skill Guide

<b>Line</b>	Contour lines, structural lines, cross contour line, line design, 1pt perspective, 2 pt perspective
<b>Shape</b>	Geometric forms & shapes, blocking in.
<b>Value</b>	Demonstrate the use of value to create realism in drawings; form shading and cast shading.
<b>Space</b>	Recognize and create three layers of space in art: fore ground, middle ground, and background; positives and negative space;
<b>Texture</b>	shading using pen & ink techniques, visual texture,
<b>Color</b>	Primary, Secondary, Tertiary colors, monochromatic, complementary, analogous, hue, intensity, and color value.
<b>Balance</b>	Demonstrate and recognize kinds of balance; symmetry, asymmetry, and radial.
<b>Techniques/Skills:</b>	<ul style="list-style-type: none"> <li>} Use visual images and design principles to promote an idea and create a graphic poster or artwork.</li> <li>} Apply basic control of printmaking skills to paper by effectively using stencils, monoprints, relief and brayers.</li> <li>} Refine thin to thick letters and demonstrate basic graphic lettering skills and how to effectively use a ruler</li> <li>} Describe the use of line, shape, color, value, space, and texture in art.</li> <li>} Be able to describe differences and similarities in pairs of artwork.</li> <li>} Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.</li> <li>} Use art vocabulary to talk about art and share themes, subjects, or main ideas.</li> <li>} "Read" art and connects the process to reading text; main idea, characters, settings, events, sequences, retell import information in own words.</li> </ul>
<b>Visual Art Core:</b>	
<b>Create:</b>	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Combine concepts collaboratively to generate innovative ideas for creating art. Formulate an artistic investigation of personally relevant content for creating art.
Investigate:	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. Explain environmental implications of consecration, care, and clean-up of art materials, tools, and equipment. Design or redesign objects, places, or systems that meet the identified needs of diverse users.
Reflect, Refine:	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
<b>Presenting:</b>	Interpreting and sharing artistic work.
Select:	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
Analyze:	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
Share:	Assess, explain, and provide evidence of how museums or other venues reflect history and values of community.
<b>Responding:</b>	Understanding and evaluating how the arts convey meaning.
Perceive:	Identify and interpret works of art or design that reveal how people live around the world and what they value. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
Analyze:	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Interpret:	Develop and apply relevant criteria to evaluate a work of art.
<b>Connecting:</b>	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making. Analyze how art reflects changing times, traditions, resources, and cultural uses.