

**W a s h i n g t o n   S t a t e**

**K - 12**

# **The Arts**

**Options for Implementing the  
Arts Standards through  
Visual Arts by Grade Level**



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Public Instruction

**Version 1.2**  
**August 2014**

*Washington State K-12 Options for Implementing The Arts Standards through Visual Arts by Grade Level* Version 1.2 (August 2014) provides updates to Version 1, published in 2011. The updates were made to include the arts elements within the Grade Level Expectations (GLEs). Version 1.2 reflects the following:

- Adjustments include adding the elements of visual arts within the GLEs.
- Minor grammatical and punctuation edits were also made.

No new content has been added.

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# **Options for Implementing the Arts Standards through Visual Arts by Grade Level**

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## ***Visual Arts—Table of Contents***

Options for Implementing the Arts Standards through Visual Arts by Grade Level .....	1
Arts Education in Washington State.....	1
The Arts Learning Standards—Overview and Development.....	1
Support and Resources for Implementation.....	2
What Are the Arts Disciplines? .....	4
K-12 Arts Learning Standards.....	5
Arts Elements and Principles Chart.....	9
Visual Arts Overview, Grades K-4.....	10
Visual Arts Overview, Grades 5-12.....	11
Options for Implementing the Arts Standards through Visual Arts by Grade Level .....	12
Navigating the Document: “Options for Implementing the Arts Standards through Visual Arts by Grade Level” Navigation Template.....	13
Visual Arts—Kindergarten .....	15
Visual Arts—First Grade.....	27
Visual Arts—Second Grade .....	39
Visual Arts—Third Grade.....	55
Visual Arts—Fourth Grade .....	71
Visual Arts—Fifth Grade.....	87
Visual Arts—Sixth Grade .....	107
Visual Arts—Seventh and Eighth Grades .....	126
Visual Arts—High School Proficiency .....	146
Visual Arts—High School Advanced Proficiency.....	166
Visual Arts Glossary.....	187

# ***Options for Implementing the Arts Standards through Visual Arts by Grade Level***

## ***Arts Education in Washington State***

The mission of OSPI is to “prepare Washington students to live, learn, and work as productive citizens in the 21st century.” The OSPI vision for arts education complements this mission: “The arts, which include dance, music, theatre, and visual arts, will be effectively integrated into student educational experiences in all Washington State schools. Our belief is that quality instruction in the arts shall be provided by arts specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the arts. This partnered instruction will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities. It will also support student preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas to create learning opportunities for all learners that communicate achievement, respect, freedom, and fun.”

***OSPI Arts Mission***  
*“The Arts: communicating and integrating life, literacy, and learning through experience for all learners.”*

To achieve this vision, work began in fall 2006 to develop, design, and create this set of K–12 arts learning standards and *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level* in order to offer and support a comprehensive, sequential, standards-based K–12 arts program in dance, music, theatre, and visual arts.

## ***The Arts Learning Standards—Overview and Development***

The four Washington State learning goals and Washington State’s Basic Education Act of 1993 (RCW 28A.655.070) have provided a strong foundation for the development of academic learning standards in all subject areas in the state of Washington. Educators have access to a series of arts standards documents and resources that build upon the original Washington State Arts Essential Academic Learning Requirements (EALRs) and foundational arts frameworks, by grade and by arts discipline, from 2002, and that provide more detailed recommendations and guidance for K–12 arts education. These documents include:

1. Washington State K–12 Arts Learning Standards (one document encompassing all four arts disciplines—dance, music, theatre and visual arts).
2. Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level (four documents total, one for each arts discipline).

The standards are organized around the four EALRs that specify what students should know and be able to do over the course of their K–12 school experience in the arts. The *Options for Implementing the Arts Standards by Grade Level* documents provide

recommendations and support for school districts that provide instructional opportunities in one or more of the arts disciplines: dance, music, theatre and visual arts. These support documents include grade level expectations and provide guidance, specificity, and examples for implementing the arts standards.

The *K–12 Arts Learning Standards* and the grade level expectations contained within the *Options for Implementing of the Arts Standards by Grade Level* for each arts discipline were developed by representative teams of practicing arts educators from across the state. The development teams (one each for dance, music, theatre, and visual arts) consisted of arts educators and leaders representing all nine regional Educational Service Districts (ESDs). The arts development process followed the same process used in other academic subject areas, and included review by state and national arts subject area experts, a bias and sensitivity review, and widespread public input.

The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards through Visual Arts by Grade Level* provide guidance and support through standards, evidence of learning, examples, and performance assessments that, through strong classroom instruction, will lead to success for all learners. The design of the standards provides every teacher with validation for the teaching and learning opportunities they are already providing, as well as resources and support for more.

### ***Support and Resources for Implementation***

Depending on the focus of arts education in a given district or school, one or more of the *Options for Implementing the Arts Standards by Grade Level* documents for dance, music, theatre, and visual arts can be used to assist in guiding instruction and developing competency in the arts standards. There is one *Options for Implementing the Arts Standards by Grade Level* document for each arts discipline that includes grade level expectations (GLEs), evidence of learning statements, examples, and a glossary of terms specific to that discipline. In their entirety, coupled with the *K–12 Arts Learning Standards* document, the *Options for Implementing the Arts Standards by Grade Level* documents provide a new level of specificity for learning in the arts, along with multiple examples of learning opportunities that can be offered to support and deepen arts educational experiences.

The *K–12 Arts Learning Standards*, the *Options for Implementing the Arts Standards by Grade Level*, and aligned resources are available on the OSPI Grade Level Standards & Resources Web site at: <http://standards.ospi.k12.wa.us>. Additionally, these documents can be downloaded from the Arts Web site at: [www.k12.wa.us/Arts](http://www.k12.wa.us/Arts).

The chart that follows provides a picture of the organization of the *Options for Implementing the Arts Standards through Visual Arts by Grade Level* document to assist with implementation:

## K–12 Arts Learning Standards

### K–12 EALR Statements—Essential Academic Learning Requirements

A broad statement of the learning that applies to Grades K–12. These are common to all four arts disciplines. There are four arts EALRs.

### K–12 Components

A statement that further defines and provides more specific information about the EALR. There are three to five components for each EALR. These are common to all four arts disciplines.

## Options for Implementing the Arts Standards by Grade Level

### Visual Arts

#### Grade Level Expectations (GLEs)

This is grade-specific information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.

K	1	2	3	4	5	6	7/8	HS Proficiency	HS Advanced Proficiency
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- **Evidence of Learning (EOLs)**

A bulleted list of ways students can demonstrate essential learnings. The EOLs are not exhaustive; however, they provide a “springboard” for educators to encourage and to find multiple ways by which learners can demonstrate what they know and are able to do through visual arts.

- **Examples**

An example statement may be included to provide samples of possible student demonstrations to give educators additional illustrations of the learning.

- **OSPI-Developed Arts Performance Assessments**

In addition, each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a detailed glossary that provides a specific vocabulary for that arts discipline. Each glossary has been created from the original Arts Frameworks glossary (2001) and includes additions from the OSPI-developed arts performance assessment glossaries in dance, music, theatre and visual arts (2006).

The bibliography of each document lists the foundational research documents that informed development of the standards—from past practice to best practice—and provides vision for the 21<sup>st</sup> century learner.

Administrators are encouraged to provide all teachers with access to the *Washington State K–12 Arts Learning Standards* documents and to provide teachers who teach each arts discipline with access to the *Options for Implementing the Arts Standards through Dance, Music, Theatre and Visual Arts by Grade Level*. Teachers are encouraged to utilize the documents for validation, guidance, and support. Parents are encouraged to utilize the documents to further support the arts education experiences of their children.

## ***What Are the Arts Disciplines?***

The arts in Washington State have been defined by OSPI and the State Board of Education as dance, music, theatre, and visual arts. The K–12 arts learning standards describe a connected series, or a continuum, of essential learnings necessary to create students who are proficient in dance, music, theatre, and visual arts. The descriptions that follow for each arts discipline have provided the foundation for the development of the *K–12 Arts Learning Standards* and their supporting grade level expectations and examples contained within the *Options for Implementing the Arts Standards by Grade Level* documents. This document focuses on visual arts.

**Dance:** A student’s dance-education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.



**Music:** A student’s music-education experience may include, but is not limited to, general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.



**Theatre:** A student’s theatre-education experience may include, but is not limited to, acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) Theatre.



**Visual Arts:** A student’s visual arts-education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) Visual Arts.



## ***K–12 Arts Learning Standards***

The Washington State K–12 arts standards include:

- Essential Academic Learning Requirements (EALRs)
- Components
- Learning Standards by grade band (elementary, middle/junior high, and high school)
- Arts Elements and Principles Chart
- K–12 overviews for the each of the four arts disciplines—dance, music, theatre and visual arts.

Each of the *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level* documents provides further specificity and support for implementation for each discipline. The structure of these documents is described in the navigation template provided on page 13.

**EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.**

<b>Elementary School</b>	<b>Middle/Junior High School</b>	<b>High School</b>
<b>Component 1.1: Understands and applies arts concepts and vocabulary.</b>		
Creates and experiences artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, and analyzes artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.
<b>Component 1.2: Develops arts skills and techniques.</b>		
Applies, experiences, and practices basic arts skills and techniques in dance, music, theatre, and visual arts.	Applies, experiences, practices, and analyzes arts skills and techniques in dance, music, theatre, and visual arts.	Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts.
<b>Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.</b>		
Creates, experiences, and examines artworks and/or performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, and analyzes artworks and performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures, and times.
<b>Component 1.4: Understands and applies audience conventions in a variety of arts settings and performances of the arts.</b>		
Applies and practices audience conventions in a variety of arts settings and performances.	Applies, practices, and analyzes the relationship and the interactive responsibilities of the artist and/or performer and audience in a variety of arts settings and performances.	Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.

**EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.**

Elementary School	Middle/Junior High School	High School
<p><b>Component 2.1: Applies a creative process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose.</li> <li>• Explores, gathers, and interprets information from diverse sources.</li> <li>• Uses ideas, foundations, skills, and techniques to develop dance, music, theatre, and visual arts.</li> <li>• Implements choices of the elements, principles, foundations, skills, and techniques of the arts in a creative work.</li> <li>• Reflects for the purpose of self-evaluation and improvement of the creative work.</li> <li>• Refines work based on feedback, self-reflection, and aesthetic criteria.</li> <li>• Presents work to others in a performance, exhibition, and/or production.</li> <li>• Performs work for others in a performance and/or production.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.
<p><b>Component 2.2: Applies a performance and/or presentation process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose of the work and/or performance.</li> <li>• Selects resources, materials, and/or repertoire to create, perform, and present.</li> <li>• Analyzes the structure, context, and/or aesthetics of the work.</li> <li>• Interprets meaning through personal understanding of the work and/or performance.</li> <li>• Rehearses, adjusts, and refines through evaluation, reflection, and problem solving.</li> <li>• Presents, exhibits, and produces work and/or performance for others.</li> <li>• Reflects upon work and/or performance and self-evaluates to set goals.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the performance process structure.
<p><b>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.</b></p> <ul style="list-style-type: none"> <li>• Engages the senses actively and purposefully in perceiving the work.</li> <li>• Describes what is seen, felt, and/or heard (perceived/experienced).</li> <li>• Analyzes the use and organization of elements, principles, foundations, skills, and techniques.</li> <li>• Interprets meaning based on personal experiences and knowledge.</li> <li>• Evaluates and justifies using supportive evidence and aesthetic criteria.</li> </ul>		
Experiences, practices, and applies a responding process structure to an arts performance and/or presentation.	Experiences, practices, analyzes, and applies a responding process structure to an arts performance and/or presentation.	Experiences, practices, analyzes, evaluates, and applies a responding process structure to an arts performance and/or presentation.

**EALR 3: The student communicates through the arts (*dance, music, theatre, and visual arts*).**

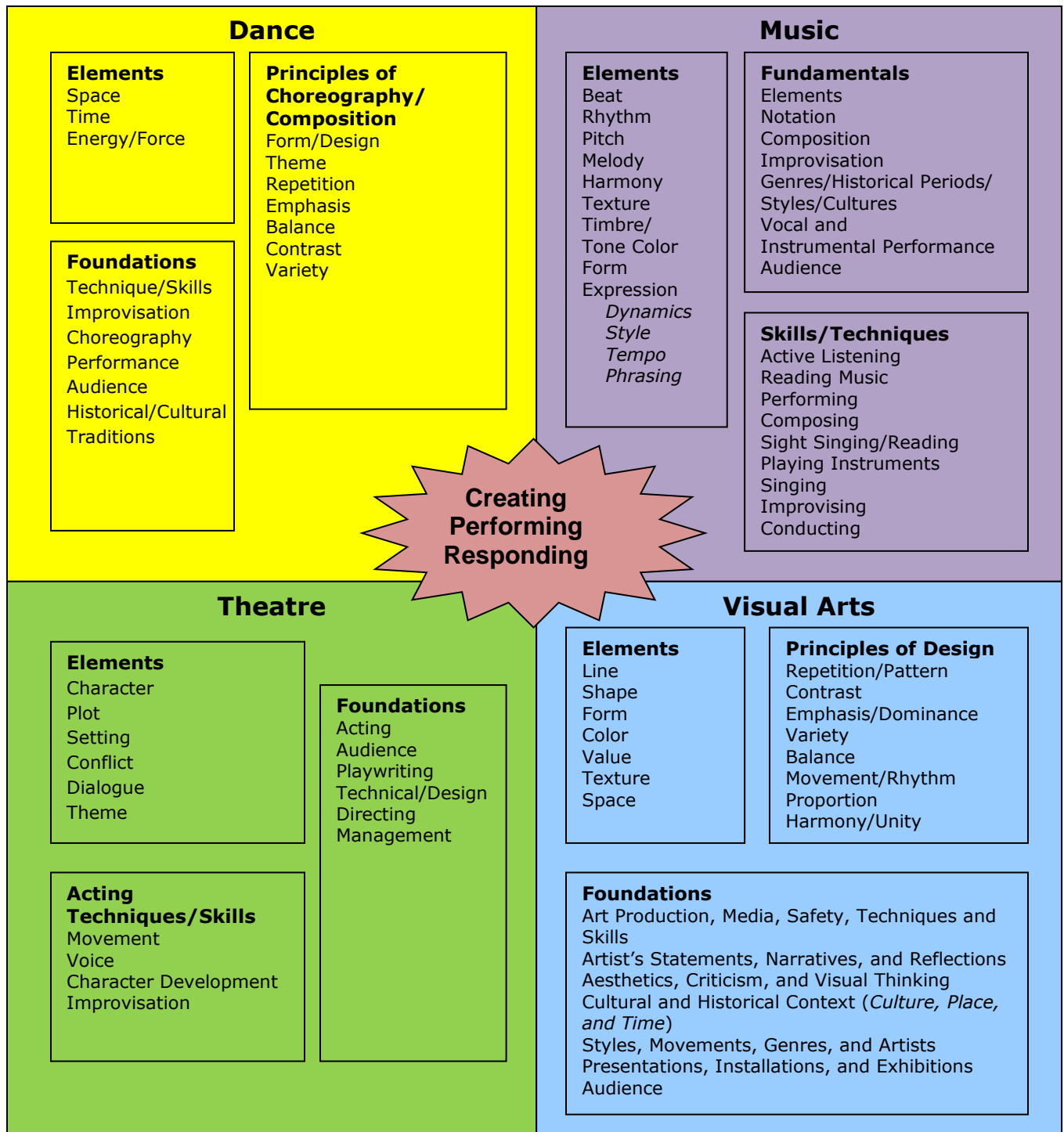
Elementary School	Middle/Junior High School	High School
<b>Component 3.1: Uses the arts to express feelings and present ideas in dance, music, theatre, and visual arts.</b>		
Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at intermediate levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.
<b>Component 3.2: Uses the arts to communicate for a specific purpose in dance, music, theatre, and visual arts.</b>		
Creates and/or performs an artwork to communicate for a given purpose in dance, music, theatre and visual arts.	Creates, performs, and analyzes an artwork to communicate for a selected purpose in dance, music, theatre, and visual arts.	Creates, performs, analyzes, and evaluates how the deliberate use of artistic elements and principles communicates for a specific purpose in dance, music, theatre, and visual arts.
<b>Component 3.3: Develops personal aesthetic criteria to communicate artistic choices in dance, music, theatre, and visual arts.</b>		
Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Examines, demonstrates, and justifies how individual and personal aesthetic choices are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.

**EALR 4: The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.**

Elementary School	Middle/Junior High School	High School
<b>Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (<i>dance, music, theatre, and visual arts</i>).</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.	Applies and analyzes the attributes of personal artworks, presentations, and/or performances with other arts disciplines (dance, music, theatre, and visual arts) at intermediate levels.	Analyzes and evaluates arts presentations and performances that integrate two or more arts disciplines (dance, music, theatre, and visual arts) at proficient and advanced levels.
<b>Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.	Applies and analyzes the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at intermediate levels.	Analyzes and evaluates the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at proficient and advanced levels.
<b>Component 4.3: Understands how the arts impact and reflect personal choices throughout life.</b>		
Shares and applies how the arts impact personal and community choices.	Shares, applies, and analyzes how the arts impact choices in natural and constructed environments.	Analyzes, evaluates, and reflects upon how the arts impact social and economic choices.
<b>Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.</b>		
Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.	Compares and analyzes how the specific attributes of artworks, presentations, and performances reflect cultures, traditions, and history.	Compares, analyzes, and evaluates how the specific attributes of artworks, presentations, and performances shape/influence and reflect cultures, traditions, place, and history.
<b>Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</b>		
Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.	Examines, applies, and demonstrates how arts knowledge, skills, and work habits are needed and used in the world of work.	Analyzes, demonstrates, and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.

## Arts Elements and Principles Chart

The chart below provides a visual representation of the four arts disciplines and how they may be demonstrated within a comprehensive and sequential K–12 arts program. The K–12 arts learning standards are demonstrated through this chart. The grade level expectations and examples contained in the Options for Implementing the Arts Standards by Grade Level documents for each discipline provide additional specificity and resources for instruction in one or more of the arts disciplines.



## ***Visual Arts Overview***

Each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a K–12 overview specific to the arts discipline. The overview describes the journey students would expect to experience along the pathways of dance, music, theatre, and visual arts education.

### ***Visual Arts Overview, Grades K–4***

The visual arts overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, principles of design, and foundations of visual arts through their visual arts-education experience.

In Grades K–4, students acquire age-appropriate skills and safety practices as they learn to use media tools, techniques, and equipment. They develop perceptual and technical art skills over the years to communicate ideas that are personally important.

The continuum below provides additional detail about the progression of visual arts-related skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students begin to explore and participate in creative art-making processes and learn to use a step-by-step process to create artwork. They begin to develop observational skills, fine motor skills, and sensory connections. Using basic art-making techniques, students begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.	Students begin to develop an understanding of the elements of art and principles of design by exploring a variety of materials and techniques. They continue to develop their skills, including observational skills, fine motor skills, and sensory connections, by using step-by-step processes to create artwork. They create and respond to visual arts experiences that are meaningful in their lives. Through their experiences with the visual arts, they develop an awareness of their own community and environment.	Students continue to develop an understanding of the elements of art and principles of design by exploring and using a variety of media, genres, styles, and techniques. They create and respond to multiple visual arts experiences that are meaningful in their lives. Students develop visual thinking strategies. Through the visual arts, they develop an awareness of cultures and environments.	Students build on their previous understanding of the elements of art and principles of design to create artworks. To do this, they use a variety of media, genres, styles, and techniques. They use established guidelines to reflect upon and explain their artwork to others. They develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time.	Students build on their previous understanding of the elements of art and principles of design to create artworks. To do this, they use a variety of media, genres, styles, and techniques. They use established guidelines to reflect upon and explain their artwork to others. They develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time.

## ***Visual Arts Overview, Grades 5–12***

The visual arts overview provides a description of the continuum by which students in Grades 5–12, extend, expand, and deepen their previous understanding of visual arts and make choices to create artwork using the elements, principles of design, and foundations of visual arts. They do this through the use of various media, genres, styles, and techniques. In addition, students continue to acquire age-appropriate skills and safety practices as they learn to use media, tools, techniques, and equipment; and they continue to develop perceptual and technical art skills over the years to communicate ideas that are personally important.

The continuum below provides additional detail about the progression of visual arts-related skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
<p>Students use established guidelines to present and reflect upon artwork. They develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students use aesthetic criteria to present and reflect upon artwork. They develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students use aesthetic criteria to present and reflect upon artwork. They become visually literate thinkers and creators as they analyze and respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students become visually literate thinkers and creators as they examine, produce, and present original work. They use aesthetic criteria to analyze and respond to art and make connections across disciplines, cultures, place, and time. They study career paths related to the visual arts.</p>	<p>Students synthesize visual arts elements and continue to use a variety of media, genres, styles, and techniques to communicate for specific purposes and audiences. They work independently and safely to develop a personal style in a body of work that exemplifies, and is evidence of, a deeper understanding of technical skill and perceptual mastery. They integrate personal experience and meaning. As visually literate thinkers, creators, and consumers of visual art, they examine, produce, exhibit, and justify a body of original work. They use a variety of aesthetic criteria to analyze, interpret, and respond to art and make connections across disciplines, cultures, place, and time. They study career paths related to the visual arts.</p>


# ***Options for Implementing the Arts Standards through Visual Arts by Grade Level***

Each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a navigation template that explains how to read and use the Essential Academic Learning Requirement (EALR), Component, Grade Level Expectation (GLE), Evidence of Learning (EOL), and specific arts discipline examples. The template also reveals which of the OSPI-developed arts performance assessments are aligned to the standard. Following is the navigation template specific for this visual arts document.

**OSPI Arts Education Motto**

**Arts Motto**  
**The Arts: CPR for Learning!**

**C = Creating**  
**P = Performing**  
**R = Responding**



The image contains four colorful icons arranged horizontally. From left to right: 1. 'Dance Music' with a silhouette of a dancer and a musical note. 2. 'Theatre' with a silhouette of a person on a stage. 3. 'Visual Arts' with a palette and a brush. 4. A fourth icon that is partially obscured but appears to be related to the arts.

# Navigating the Document: Options for Implementing the Arts Standards through Visual Arts by Grade Level Navigation Template

<p><b>Essential Academic Learning Requirement (EALR):</b> A broad statement of the learning that applies to Grades K–12.</p> <p><b>Component:</b> A statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.</p> <p><b>Numbering System:</b> This identifies the EALR, the component, and the GLE. In the example at right, the EALR is <b>1</b>; add the component = <b>1.2</b>; add the GLE = <b>1.2.1</b>.</p> <p><b>Grade Level Expectation (GLE):</b> This is <b>grade-specific</b> information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.</p> <p><b>Evidence of Learning:</b> This is a bulleted list of ways students can demonstrate learning considered essential. Educators are encouraged to identify additional ways in which the student can show proficiency.</p> <p><b>Examples:</b> Where examples are provided, they show ways in which students can demonstrate what they know and are able to do.</p> <p><b>OSPI-Developed Arts Performance Assessments:</b> Refers to the OSPI-developed performance assessments that could be used to assess students' abilities to meet this GLE. These are the performance assessments developed by the state of Washington for the arts and can be accessed at: <a href="http://www.k12.wa.us/Arts/PerformanceAssessments">www.k12.wa.us/Arts/PerformanceAssessments</a>.</p>	<p><b>EALR 1: Visual Arts—The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</b></p> <p><b>Seventh and Eighth Grades</b></p> <p><b>Component 1.2</b></p> <p><b>Develops visual arts skills and techniques.</b></p> <p><b>GLE: 1.2.1</b> Analyzes and applies the skills and techniques of visual arts to create original works of arts in two and/or three dimensions.</p> <ul style="list-style-type: none"> <li>• Develops and implements the skills, techniques, and processes of visual arts.</li> <li>• Uses the skills of drawing, painting, and forming to achieve specific purposes.</li> <li>• Uses a variety of techniques to create—for the purposes of expression—textures, qualities of lines, and values.</li> <li>• Uses perceptual skills to create imagery from observation and imagination.</li> <li>• Uses a variety of art media and techniques in two- and three-dimensions to achieve specific purposes.</li> <li>• Applies color theory and techniques to a variety of media to produce artworks.</li> <li>• Uses technology to create two-dimensional artworks.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>– Uses additive and/or subtractive techniques in a variety of media (such as wood, found objects, wire, paper, or clay-based materials) to construct a three-dimensional form.</li> <li>– Produces a range of values and textures to create the illusion of form and space in a composition.</li> <li>– Creates from observation a realistic “self-portrait” with expressive qualities.</li> <li>– Produces the illusion of space using one- or two-point perspective. Uses analogous and/or complimentary colors to create a paper or fabric batik.</li> </ul> <p><b>OSPI-Developed Arts Performance Assessments:</b> Endangered Nest, Sculptures in the Park, The Real You, Put the Life Back into Wildlife.</p>
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## *Visual Arts—Kindergarten*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component** Understands and applies the concepts and vocabulary of visual arts.

#### **1.1**

##### **GLE: 1.1.1**

Remembers, applies, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Identifies, uses, and produces a variety of line types to demonstrate the following features and functions of line:
  - Direction
  - Expression/emotion

##### **Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines.
- Expresses him/herself by using chalk, crayons, finger paints, pencils, paints, pens, markers, and a variety of materials to draw lines (in the air, on paper, on clay, etc.).
- Uses lines for emotional self-expression by drawing or finger painting while listening and responding to music.
- Recognizes and identifies lines found in objects and the environment.

##### **GLE: 1.1.2**

Remembers, applies, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, *Shape and Form*, Color, Value, Texture, Space

- Explores, identifies, uses, and produces shapes and forms in a variety of media and artworks to discover:
  - Geometric shapes and forms.
  - Organic shapes and forms.

**Examples:**

- Creates a repeating pattern by using paper that is cut, torn, or pre-cut to form geometric shapes (circle, square, triangle, oval, rectangle, rhombus, parallelogram, and trapezoid) in a variety of colors and sizes.
- Uses overlapping concentric and geometric shapes to create an Aztec-calendar design.
- Creates a mixed-media portrait using found materials (geometric shapes and other objects).
- Uses rubber, sponge, or potato stamps in ink or paint to create a repeating-pattern design.
- Creates a clay animal or pot by using methods of building by hand.
- Creates a design by using silhouettes of hands.

**GLE: 1.1.3**

Remembers, applies, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, **Value**, Texture, Space

- Discovers and identifies a range of three values in various environments and works of art in a variety of media, including:
  - Black-and-white/grayscale artwork
  - Black-and-white photography
  - Monochromatic color schemes (one color plus black and/or white)

**Examples:**

- Examines black-and-white photographs in the newspaper to locate and determine dark, light, and intermediate values.
- Examines a monochromatic painting, such as Picasso's *The Old Guitarist*, to identify dark, light, and intermediate values of a color.

**GLE: 1.1.4**

Remembers, applies, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Discovers, identifies, and produces a variety of textures in various environments, various works of two- and three-dimensional art, and a variety of media to demonstrate and portray:
  - Visual/implied texture
  - Actual texture

**Examples:**

- Locates and identifies a variety of actual textures in the classroom.
- Uses finger paints to generate a variety of textures.
- Uses printmaking techniques and assorted materials (such as potatoes, found objects, erasers, sponges, and/or other organic objects) to produce a variety of repeating patterns/implied textures.
- Uses fingers, combs, utensils, and other small tools to create actual textures on clay surfaces.
- Uses a texture box (including rough, smooth, bumpy, fuzzy, furry, soft, and hard) to describe how things feel.
- Constructs a collage from a variety of materials of differing texture: wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, etc.

**GLE: 1.1.5**

Remembers, applies, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape and Form, Color, Value, Texture, **Space**

- Explores, identifies, and uses the element space in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front

**Examples:**

- Uses a projected image to identify the location of objects in the image, such as above, below, and beside.
- Creates a collage of a favorite animal outside/inside its home.
- Draws a picture of a glass vase that contains flowers and water and sits on a tabletop.

**GLE: 1.1.6**

Remembers, applies, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Identifies and produces—in various artworks and working with a variety of media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).

**Examples:**

- Creates a painting of a night sky.
- Learns how to mix colors by experimenting with a variety of materials, such as colored tissue paper, translucent colored scarves, watercolor paints, crayons, colored pencils, and colored chalk.

**GLE: 1.1.7**

Remembers, applies, and creates repetition/pattern in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns by using the repetition of lines, shapes, and/or colors.

**Examples:**

- Uses color to create ABAB patterns.
- Creates a three-dimensional sculpture of an animal and uses patterns to enhance the design of the sculpture's surface.

**Component** Develops the skills and techniques of visual arts.

## 1.2

### **GLE: 1.2.1**

Remembers and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Explores the tools and processes of visual arts.
- Uses a step-by-step process to produce two- and/or three-dimensional objects and artworks.
- Uses a variety of tools to explore ways of making lines and textures.

#### **Examples:**

- Makes snowmen out of edible/non-toxic clay.
- Sorts and identifies shapes and colors.
- Uses a step-by-step process to make people/animals/things out of clay.
- Rubs and stamps multiple textures on a variety of surfaces and images.
- Uses clay, paint, and the tools of visual arts to create textures and patterns.

**Component** Understands and applies visual arts genres and styles of various artists, cultures, and times.

## 1.3

### **GLE: 1.3.1**

Remembers, applies, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Uses personal experience and/or knowledge of people, communities, events, and cultures to create an artwork.
- Recognizes arts styles of various cultures.
- Explains that people make art for many reasons.
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Eric Carle’s books
- Mondrian
- Quilt squares
- *Where the Wild Things Are*
- Beastly paintings
- Matisse’s faces
- Chihuly pinch bowls
- Anasazi bowls in the style of the Pueblo People
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

**GLE: 1.4.1**

Remembers the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Focuses attention, listens actively, and uses appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Demonstrates respect for artists and artworks in the community and in a variety of visual arts settings.

**Examples:**

- Responds appropriately in a discovery museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci’s *Mona Lisa* at the Louvre in Paris, France.

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Explores the elements of visual arts to create, experience, and discover multiple visual arts media.
  - Uses ideas, skills, foundations, and techniques to create works of art.
  - Presents works of visual art to others in the school and community.

#### Examples:

- Explores the elements of visual arts through multi-sensory experiences, such as finger painting, feet painting, tearing paper, gluing objects, cutting and curling paper and found objects, and making paper masks.
- Listens to music as he/she paints and creates a finger painting in response to the rhythm of the music (such as fast movements to fast music and slow movements to slow music).
- Creates a painting or drawing of a rainbow and depicts the correct scientific order of colors: red, orange, yellow, green, blue, indigo (blue violet), and violet.

**Component 2.2** Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

### GLE: 2.2.1

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates artworks through exploration and problem-solving.
  - Explores artistic resources and materials in order to create and present artworks.
  - Produces, presents, and shares an artwork that represents a personal experience.

**Example:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences, such as presenting individual artwork at a school art show, on a mural or bulletin board, in the classroom, and/or at the school’s annual “open house.”

**Component 2.3** **Applies a responding process to a presentation/exhibit of visual arts.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Uses developmentally appropriate elements and foundations of visual arts.

**Examples:**

- Identifies and describes the movements he/she saw in a live or recorded exhibit of visual arts.
- Draws a picture following a live or recorded visual arts exhibit.

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### GLE: 3.1.1

Remembers that visual arts are used to express feelings and present ideas and applies this understanding when creating and considering artworks.

- Recognizes and explains how feelings are expressed in his/her artworks and the artworks of others.
- Creates (with teacher’s support and direction) visual artworks in a variety of media to express and present personal feelings and ideas.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

#### Example:

- Identifies and describes his/her feelings after seeing various types of visual artworks, such as Chihuly’s “sea forms” glass pieces, Japanese landscape paintings, Degas’ dancer sculptures, and Maurice Sendak’s *Where the Wild Things Are*.

**Component** Uses visual arts to communicate for a specific purpose.

### 3.2

#### GLE: 3.2.1

Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.

- Describes and/or discusses (with teacher’s support and direction) visual artworks that communicate for a given purpose.
- Uses a variety of media to create (with teacher’s support and direction) visual artworks that communicate for a selected purpose.

#### Example:

- Uses visual arts to commemorate festivals and traditions from around the world, such as the Dia de los Muertos and festivals of light.

**Component 3.3** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

**GLE: 3.3.1**

Remembers how personal aesthetic choices are influenced by and reflected in visual artworks.

- Explores (with teacher’s direction) how personal aesthetic choices are reflected in visual artworks.
- Describes how the personal aesthetic choices reflected in visual artworks are influenced by family, culture, and community.

**Example:**

- Discovers how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

## **EALR 4—Visual Arts**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

**GLE: 4.1.1**

Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.

- Explores and discovers attributes of art in multiple arts disciplines.
- Uses common vocabulary to describe artworks in multiple arts disciplines.

**Examples:**

- Describes lines, shapes, and colors when interpreting musical sounds and rhythmic movements.
- Identifies the ways that various lines and shapes correspond to music.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**

Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Recognizes and explores the ways that arts concepts and attributes occur in other content areas.

**Examples:**

- Identifies the lines and shapes used in furniture.
- Identifies lines, shapes, and patterns used in illustrations, such as in Eric Carle's books.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Remembers how visual arts impact personal choices.

- Recognizes examples of visual arts in the:
  - Family/home
  - Classroom
  - School

**Example:**

- Discovers examples of activities and celebrations of traditional holidays and events, other traditions, etc.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Remembers specific attributes of a work of visual art that reflect its cultural and historical context.

- Recognizes and identifies attributes of:
  - A specific artwork in the classroom.
  - Artworks in the school.

**Examples:**

- Takes a walking fieldtrip around the school to discover artworks in the classroom and school.
- Creates a map that identifies where the artworks are.
- Takes pictures of classmates and creates a collage for the classroom.

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Remembers that the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student uses materials safely.
- Explores different careers in the arts and associated work habits.

**Examples:**

- Cleans up after projects.
- Puts artwork in appropriate places.
- Organizes materials.
- Shows respect for self and others while making and viewing art.

## *Visual Arts—First Grade*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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#### **Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

##### **GLE: 1.1.1**

Remembers, applies, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Identifies, uses, and produces a variety of types and qualities of line for a variety of artistic purposes and to demonstrate the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns

##### **Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines to create images, objects, pictures, textures, patterns, and shapes.
- Uses and produces lines for experimentation and exploration in multiple learning situations.
- Expresses him/herself and explores by using chalk, crayons, finger paints, pencils, paints, pens, markers, and a variety of materials to draw lines (in the air, on paper, on clay, etc.).
- Uses lines for emotional self-expression by drawing or finger painting while listening and responding to music.

**GLE: 1.1.2**

Remembers, applies, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Explores, identifies, uses, and produces shapes and forms in a variety of media, styles, and artworks to discover:
  - Geometric shapes and forms.
  - Organic shapes and forms.

**Examples:**

- Uses overlapping concentric and geometric shapes to create an Aztec-calendar design.
- Uses paper tubes and boxes to create a robot or a dinosaur.
- Creates a clay animal or container by using the pinch and/or coil methods of building by hand.
- Uses contrasting colors of paper to create a design from silhouettes of hands.
- Identifies and uses shapes and forms to create a design from tangram shapes.

**GLE: 1.1.3**

Remembers, applies, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, ***Value***, Texture, Space

- Discovers and identifies a range of three values in various environments and works of art in a variety of media, including:
  - Black-and-white/grayscale artwork.
  - Black-and-white photography.
  - Monochromatic color schemes (one color plus black and/or white).

**Examples:**

- Examines black-and-white photographs in the newspaper to locate and determine dark, light, and intermediate values.
- Examines a monochromatic painting, such as Picasso's *The Old Guitarist*, to identify dark, light, and intermediate values of a color.

**GLE: 1.1.4**

Remembers, applies, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Discovers, identifies, and produces a variety of textures in various environments, various works of two- and three-dimensional art, and a variety of media to demonstrate/portray:
  - Visual/implied texture
  - Actual texture
- Differentiates between visual/implied and actual texture.

**Examples:**

- Locates and identifies a variety of actual textures in the classroom.
- Uses finger paints to generate a variety of implied textures.
- Uses printmaking techniques and assorted materials (such as potatoes, found objects, erasers, sponges, and/or other organic objects) to produce a variety of repeating patterns/textures.
- Uses fingers, combs, utensils, or other small tools to create texture on clay surfaces.
- Produces a variety of crayon-rubbings to capture textures found in nature and in man-made environments.
- Constructs and uses a texture box (including rough, smooth, bumpy, fuzzy, furry, soft, and hard) to describe how things feel.
- Constructs a collage from a variety of materials of differing texture: wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, etc.

**GLE: 1.1.5**

Remembers, applies, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Describes and uses the element *space* in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below

- Beside
- Behind/in front

**Examples:**

- Draws or paints a picture of a house, including details and surroundings (such as clouds, birds, garden, fence, trees, flowers, and people) which he/she places in specific ordinate locations.
- Uses spatial devices to create a collaborative collage/mural of a neighborhood.
- Uses a projected image to identify the locations (above, below, beside, etc.) of objects in the image.
- Creates a collage of a favorite animal outside/inside its home.
- Draws a picture of a glass vase that contains flowers and water and sits on a tabletop.

**GLE: 1.1.6**

Remembers, applies, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Identifies, produces, and uses—in various artworks and working with a variety of media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing and using primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).

**Examples:**

- Creates a painting of the night sky that integrates ideas he/she learned in science.
- Learns how to mix colors by experimenting with a variety of materials, such as colored tissue paper, translucent colored scarves, watercolor paints, crayons, colored pencils, and colored chalk.

**GLE: 1.1.7**

Remembers, applies, and creates repetition/pattern in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional media and artworks.

**Examples:**

- Creates ABAB patterns using warm and cool colors.
- Creates a three-dimensional sculpture of an animal and uses patterns to enhance the design of the sculpture's surface.

**Component 1.2** Develops visual arts skills and techniques.

**1.2****GLE: 1.2.1**

Remembers and applies the skills and techniques of the visual arts to create original works of art in two and/or three dimensions.

- Explores the tools and processes of the visual arts.
- Uses a step-by-step process to produce two- and/or three-dimensional objects and artworks.
- Uses a variety of tools to explore ways of making lines and textures.

**Examples:**

- Makes snowmen out of edible/non-toxic clay.
- Sorts and identifies shapes and colors.
- Uses a step-by-step process to make people/animals/things out of clay.
- Rubs and stamps multiple textures on a variety of surfaces and images.
- Uses clay, paint, and the tools of the visual arts to create textures and patterns.

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

### **GLE: 1.3.1**

Remembers, applies, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Uses personal experience and/or knowledge of people, communities, events, and cultures to create an artwork.
- Recognizes arts styles of various cultures.
- Explains that people make art for many reasons.
- Uses visual thinking skills to discuss a variety of artworks.

#### **Examples:**

- Eric Carle’s books
- Anasazi bowls in the style of the Pueblo People
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Remembers the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Focuses attention, listens actively, and uses appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Demonstrates respect for artists and artworks in the community and in a variety of visual arts settings.

#### **Examples:**

- Responds appropriately in a discovery museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art..
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci’s *Mona Lisa* at the Louvre in Paris, France.

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to the visual arts.

- Demonstrates a creative process:
  - Explores the elements of visual arts to create works of art.
  - Uses information to create works of visual art.
  - Uses ideas, skills, foundations, and techniques to create works of art.
  - Implements choices of the elements of visual arts to create works of art.
  - Refines works of art through feedback.
  - Presents works of art to others in the school and community.

#### Examples:

- Uses the palette of eight watercolors to create a painting of a familiar setting or scene.
- Uses texture-rubbings of objects he/she finds (leaves, twigs, bark, etc.) to create works of art.
- Creates a line painting in black enhanced with primary colors and discusses which color stands out.
- Reflects on the ways that the lines in his/her individual paintings express different feelings, actions, emotions, and ideas.

**Component 2.2** Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates artworks through exploration and problem-solving.
  - Explores artistic resources and materials in order to create and present artworks.
  - Produces and presents an artwork that represents a personal experience.
  - Communicates the process used to make a visual artwork and/or presentation.

**Example:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences, such as presenting individual artwork at a school art show, on a mural or bulletin board, in the classroom, and/or at the school’s annual “open house.”

## **Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Uses developmentally appropriate elements and foundations of visual arts.

**Examples:**

- Identifies the characters and describes the story in narrative visual arts.
- Draws a picture following a live or recorded performance of a visual arts exhibit.
- Shares and communicates how a piece of artwork makes him/her feel (aesthetics).

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### **GLE: 3.1.1**

Remembers that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks.

- Recognizes and explains how feelings are expressed in his/her artworks and the artworks of others.
- Uses (with teacher’s support and direction) visual arts in a variety of media to express and present personal feelings and ideas.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

#### **Examples:**

- Identifies, discusses, and describes ideas and feelings after viewing a variety of visual arts, such as works by Eric Carle, Greme Base, Dr. Seuss, Richard Scarry, David Wiesner, and Gyo Fujikawa.

**Component** Uses visual arts to communicate for a specific purpose.

### 3.2

#### **GLE: 3.2.1**

Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.

- Describes and/or discusses (with teacher’s support and direction) visual artworks that communicate for a given purpose.
- Uses (with teacher’s support and direction) a variety of media to create visual artworks that communicate for a selected purpose.

#### **Examples:**

- Uses visual arts to celebrate festivals and traditions from around the world.

**Component 3.3** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

**GLE: 3.3.1**

Remembers how personal aesthetic choices are influenced by and reflected in visual artworks.

- Explores (with teacher’s direction) how personal aesthetic choices are reflected in visual artworks.
- Describes how the personal aesthetic choices reflected in visual artworks are influenced by family, culture, and community.

**Example:**

- Recognizes how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

## **EALR 4—Visual Arts**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

**GLE: 4.1.1**

Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.

- Explores, identifies, and demonstrates attributes that the arts disciplines have in common.
- Uses common vocabulary to describe artworks in multiple arts disciplines.

**Examples:**

- Describes lines, shapes, and colors when interpreting musical sounds and rhythmic movements.
- Identifies the ways that various lines and shapes correspond to music.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**

Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Explores and identifies concepts and attributes that are common to the arts and other content areas.

**Examples:**

- Identifies lines and shapes used in a grocery store.
- Identifies lines and shapes used in maps.
- Uses tempera paint to create an original portrait of a character from a favorite story.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Remembers how visual arts impact personal choices, including choices made at home and in school.

- Identifies examples of visual artworks:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.

**Example:**

- Explores examples of activities and celebrations of traditional holidays and events, other traditions, etc.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Remembers specific attributes of a work of visual art that reflect its cultural and historical context.

- Recognizes and identifies attributes of:

- A specific artwork in the classroom.
- Artworks in the school.

**Examples:**

- Brings family portraits, other pictures or artworks from home, and/or artifacts to share with classmates.
- Shares different cultures and diversity through personal artworks.

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Remembers and understands how the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Acquires good craftsmanship.
- Explores different careers in the arts and associated work habits.

**Examples:**

- Cleans up after projects.
- Puts artwork in appropriate places.
- Organizes materials.
- Shows respect for self and others while making and viewing art.

## *Visual Arts—Second Grade*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

**Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

#### **GLE: 1.1.1**

Understands, applies, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Describes, uses, and produces a variety of types and qualities of line for a variety of artistic purposes and to demonstrate/portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational drawing

#### **Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines to create images, objects, pictures, textures, patterns, and shapes.
- Expresses him/herself and explores a variety of environments by using chalk, crayons, finger paints, pencils, paints, pens, markers, and a variety of materials to draw lines (in the air, on paper, on clay, etc.).
- Uses lines for emotional self-expression by drawing and/or painting while listening and responding to music.
- Creates a drawing from observation by using photos of real objects as a reference.

**GLE: 1.1.2**

Understands, applies, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Describes, uses, and produces shapes and forms in a variety of media, styles, and artworks to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes.

**Examples:**

- Creates a repeating pattern by using paper that is cut, torn, or pre-cut to form geometric shapes (circle, square, triangle, oval, rectangle, rhombus, parallelogram, and trapezoid) in a variety of colors and sizes.
- Creates a clay container by using the pinch and/or coil methods of building by hand.
- Uses dark and light paper, chalk, or crayon to create a profile-portrait silhouette made of positive and negative shapes.
- Constructs a three-dimensional paper sculpture or mask.
- Selects and uses shapes and forms to create a design from tangram shapes.

**GLE: 1.1.3**

Understands, applies, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, ***Value***, Texture, Space

- Examines, uses, and produces a range of three values in various environments and works of art in a variety of media; demonstrates and produces:
  - A black-to-white value scale.
  - A one-color value scale.
  - Two- and three-dimensional artworks that incorporate three levels of value.

**Examples:**

- Examines a monochromatic value scale in a color sequence of black-to-color-to-white, including a range of two intermediate color values. (See the glossary for an example.)
- Examines black-and-white artworks, such as Whistler’s *Study in Black and White* (also known as *Whistler’s Mother*), to locate and determine dark, light, and intermediate values.
- Examines a monochromatic painting, such as a work from Picasso’s “blue period,” to identify dark, light, and intermediate values of a color.
- Decorates cookies with frosting to which drops of food coloring were added to create a range of three values.
- Uses tempera cake paints to create a value scale of black, white, and three intermediate shades of gray.
- Uses oil pastels to create a value scale by mixing one color in a sequential range of three colors plus white.
- Traces and overlaps one shape and paints each section with a different value.
- Uses intelligent white-board technology to manipulate monochromatic color tiles in a progressive sequence of color or shades of gray (black, red, red-orange, orange, yellow-orange, yellow, white).
- Creates a Mondrian-style painting (grids of vertical and horizontal lines in different colors) and fills each section with different tints or shades for a variety of color values.

**GLE: 1.1.4**

Understands, applies, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Examines, uses, and produces a variety of textures in various environments, various works of two- and three-dimensional art, and a variety of media to demonstrate/portray:
  - Visual/implied texture
  - Actual texture
- Differentiates between visual/implied and actual texture.

**Examples:**

- Locates and describes a variety of actual textures in his/her environment.
- Generates and uses a variety of implied textures in a crayon drawing of a house.
- Uses printmaking techniques and assorted materials (such as potatoes, found objects, erasers, sponges, and/or other organic objects) to produce a painting that has a variety of repeating patterns/textures.
- Uses fingers, combs, utensils, and other small tools to create texture on clay surfaces.
- Produces a variety of crayon rubbings to capture textures found in nature and in man-made environments.
- Constructs and uses a texture box (including rough, smooth, bumpy, fuzzy, furry, soft, hard, etc.) to describe how things feel.
- Uses collage techniques and a variety of textured materials (wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, etc.) to construct a paper person.
- Produces a tactile drawing or designs by applying liquid glue to create various textures.

**GLE: 1.1.5**

Understands, applies, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Describes and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size
  - Placement on a page

**Examples:**

- Draws or paints a picture of a house, including details and surroundings (such as clouds, birds, garden, fence, trees, flowers, and people) which he/she places in specific ordinate locations.
- Uses spatial devices to create a collaborative collage/mural of a classroom or neighborhood.
- Uses a projected image to identify the locations (above, below, beside, etc.) of objects on a picture plane in the image.
- Creates a composition of a jungle scene and uses spatial devices, such as foreground, middle ground, background, overlap, and size to create the illusion of depth.
- Creates a cut-paper collage of a location and enhances the collage with overdrawing.

**GLE: 1.1.6**

Understands, applies, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Identifies, produces, and uses—in various artworks and working with a variety of media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).

**Examples:**

- Compares paintings of the night sky by Vincent van Gogh, Munch, and Miro.
- Uses a warm and cool color scheme to paint a seascape, such as a sailboat on the water with a shoreline.
- Learns how to mix colors by experimenting with a variety of materials, such as colored tissue paper, translucent colored scarves, watercolor paints, crayons, colored pencils, and colored chalk.

**GLE: 1.1.7**

Understands, applies, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, and proportion in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies symmetrical balance in nature.
- Explores and creates works of art in a variety of two- and three-dimensional media by using:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical and asymmetrical)
  - Movement and rhythm

**Examples:**

- Identifies symmetry in nature.
- Creates—using geometric shapes and complimentary colors to create contrast—a collage animal that stands out from the environment.
- Uses cut or torn paper shapes in a variety of colors to create a flower-garden collage.
- Creates a line drawing that records the movement he/she heard in a selected piece of music.
- Uses warm and cool colors to create ABAB patterns.
- Creates a three-dimensional sculpture of an animal and uses patterns to enhance the design of the sculpture's surface.
- Uses symmetrical balance to create geometric patterns on representations of the wings of butterflies and insects.

**Component** Develops the skills and techniques of visual arts.

## 1.2

### **GLE: 1.2.1**

Understands and applies the skills and techniques of the visual arts to create original works of art in two and/or three dimensions.

- Identifies and uses the tools and processes of the visual arts.
- Uses a step-by-step process to produce two- and three-dimensional objects and artworks.
- Uses forming and stamping techniques to create functional clay vessels.
- Uses a variety of arts tools to explore ways of making lines and textures.

#### **Examples:**

- Makes snowmen out of edible/non-toxic clay.
- Sorts and identifies shapes and colors.
- Uses a step-by-step process to make people/animals/things out of clay.
- Uses textural techniques to create and decorate a clay object.
- Rubs and stamps multiple textures on a variety of surfaces and images.
- Uses clay, paint, and the tools of the visual arts to create textures and patterns.

**Component** Understands and applies visual arts genres and styles of various artists, cultures, and times.

## 1.3

### **GLE: 1.3.1**

Understands, applies, and creates artworks using visual arts styles and genres of various artists, cultures, places, and times.

- Uses personal experience and/or knowledge of people, communities, events, and cultures to create an artwork.
- Describes the attributes of artworks by specific artists or cultures.
- Explains that people make art for many reasons (tradition, ritual, social and personal reasons, and so on).
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Romare Bearden
- Vincent van Gogh’s *City Scape*
- Chihuly pinch bowls
- Anasazi bowls in the style of the Pueblo People
- \*Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

**GLE: 1.4.1**

Understands the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Focuses attention, listens actively, and uses appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Demonstrates respect for artists and artworks in the community and in a variety of visual arts settings.

**Examples:**

- Responds appropriately in a discovery museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci’s *Mona Lisa* at the Louvre in Paris, France.

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Explores the elements of visual arts to create works of art.
  - Uses information to create works of visual art.
  - Uses ideas, skills, foundations, and techniques to create works of art.
  - Implements choices of the elements of visual arts to create works of art.
  - Refines works of art through feedback.
  - Presents works of art to others in the school and community.

#### Examples:

- Works with a partner to create full-body or profile contour-silhouettes of the student for a group display at a school/community event.
- Creates a still-life collage inspired by Henri Matisse’s *Goldfish*.
- Uses pictures cut from a magazine to create a cut-paper collage about a topic of study.
- Creates a self-portrait square for a classroom, school, or digital display.

**Component 2.2** Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

### GLE: 2.2.1

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates and revises artworks through exploration and problem-solving.

- Selects artistic resources and materials in order to create and present artworks.
- Produces and presents an artwork that represents a personal experience.
- Communicates the process used to make a visual artwork and/or presentation.
- Identifies the audience and purpose of the artwork and presentation.

**Examples:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.

**Component 2.3** **Applies a responding process to a presentation/exhibit of visual arts.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Uses developmentally appropriate elements and foundations of visual arts.
  - Determines personal meaning based on personal experiences and background knowledge.

**Examples:**

- Creates and responds to multiple experiences of the visual arts.
- Identifies elements of visual arts in a live or recorded exhibit of visual arts.
- Draws a picture following a live or recorded performance of a visual arts exhibit.
- Shares and communicates how a particular artwork makes him/her feel (aesthetics).

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

---

**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### GLE: 3.1.1

Understands that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks.

- Demonstrates and explains how feelings are expressed in his/her artworks and the artworks of others.
- Uses (with teacher’s support and direction) visual arts in a variety of media to express and present personal feelings and ideas.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

#### Examples:

- Creates a spooky landscape in response to the melody of *Dance Macabe* by Camille Saint-Saëns.
- Explores and reflects upon the ideas and traditions presented in various works and styles of world visual arts.
- Creates and narrates a painting or drawing inspired by a happy/positive memory.
- Identifies, discusses, and describes his/her ideas and feelings after viewing a variety of visual arts, such as works by Eric Carle, Greme Base, Dr. Seuss, Richard Scarry, David Wiesner, and Gyo Fujikawa.

**Component** Uses visual arts to communicate for a specific purpose.

### 3.2

#### GLE: 3.2.1

Understands that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.

- Describes and/or discusses (with teacher’s support and direction) visual artworks that communicate for a given purpose.

- Works alone or in collaboration with others (and with the teacher's support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

**Examples:**

- Tells a story using visual arts.
- Creates multiple ways of communicating through the visual arts.

**Component 3.3** **Develops personal aesthetic criteria to communicate artistic choices in visual arts.****GLE: 3.3.1**

Understands how personal aesthetic choices are influenced by and reflected in visual artworks.

- Shares (with teacher's direction) how personal aesthetic choices are reflected in visual artworks.
- Describes how the personal aesthetic choices reflected in visual artworks are influenced by family, culture, and community.

**Example:**

- Identifies how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

### Component 4.1 Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

#### GLE: 4.1.1

Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.

- Identifies and demonstrates the compositional elements and attributers that the arts disciplines have in common.
- Demonstrates skills and processes that are common among arts disciplines, such as creating, practicing, performing, exhibiting, and collaborating.

#### Examples:

- Describes textures in response to sound and/or movement.
- Uses movements of the body to describe the emotional qualities of line or color.

### Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

#### GLE: 4.2.1

Remembers and understands skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Finds and identifies concepts and attributes that are common to the arts and other areas.

#### Examples:

- Identifies lines and shapes used in maps.
- Explores shapes and forms in pond habitats and recognizes them in *The Lily Pond* and other works by Claude Monet.
- Identifies and interprets the shapes and textures in the habitat of a given animal or insect.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Understands how visual arts impact personal choices, including choices made at home and in school.

- Identifies and compares examples of visual artworks:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.

**Examples:**

- Describes an arts event in the community.
- Identifies and compares examples of arts activities in the community.
- Attends a gallery opening, the installation of public art, etc.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Remembers specific attributes of a work of visual art that reflect its cultural and historical context.

- Identifies, describes, and explores attributes of:
  - A specific artwork in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.

**Examples:**

- Discovers and lists public artworks that are found in the local community.
- Discusses how and where public artworks are displayed in the community and what they communicate.

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Applies his/her understanding of how the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Acquires good craftsmanship.
- Explores different careers in the arts and associated work habits.

**Example:**

- Completes an artwork, such as a watercolor painting, within the time allotted in class.



## *Visual Arts—Third Grade*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

#### **GLE: 1.1.1**

Understands, applies, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape and Form, Color, Value, Texture, Space

- Describes, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks and to demonstrate/portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational drawing
  - Detail
  - Contours
  - Design

#### **Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines to create images, objects, pictures, textures, patterns, and shapes.
- Uses and produces thick/thin, rough/smooth, broken/continuous, dark/light, fuzzy, heavy, and prickly lines for the purposes of expression.
- Compares and uses a variety of types and qualities of lines in an artwork.
- Expresses him/herself and explores by using chalk, crayons, finger paints, pencils, paints, pens, markers, and a variety of materials to draw line (in the air, on paper, on clay, etc.).

- Uses lines for emotional self-expression by drawing and/or painting while listening and responding to music.
- Uses lines to create patterns, designs, and textures in artworks.

### **GLE: 1.1.2**

Understands, applies, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Describes, uses, and produces shapes and forms in a variety of media, styles, and artworks to demonstrate:
  - Geometric shapes and forms
  - Organic shapes and forms
  - Free-form shapes and forms
  - Positive and negative shapes

### **Examples:**

- Creates a repeating pattern by using paper that is cut, torn, or pre-cut to form geometric shapes (circle, square, triangle, oval, rectangle, rhombus, parallelogram, and trapezoid) in a variety of colors and sizes.
- Creates a clay container by using the pinch and/or coil methods of building by hand and uses found objects to create texture on the surface of the container.
- Uses dark and light paper, chalk, or crayon to create a profile-portrait silhouette made of positive and negative shapes.
- Constructs a three-dimensional paper sculpture or mask.
- Selects and uses shapes and forms to create a design from tangram shapes.
- Uses organic shapes to create a group mural of a natural environment.

### **GLE: 1.1.3**

Understands, applies, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, ***Value***, Texture, Space

- Examines, uses, and produces a range of three values in various environments and works of art in a variety of media; demonstrates and produces:
  - A black-to-white value scale.
  - A one-color value scale.
  - Two- and three-dimensional artworks that incorporate three levels of value.

**Examples:**

- Examines black-and-white artworks, such as *Whistler's Study in Black and White* (also known as *Whistler's Mother*) to locate and determine dark, light, and intermediate values.
- Examines a monochromatic painting, such as a work from Picasso's "blue period," to identify dark, light, and intermediate values of a color.
- Decorates cookies with frosting to which drops of food coloring were added to create a range of three values.
- Uses tempera cake paints to create a value scale of black, white, and three intermediate shades of gray.
- Uses oil pastels to create a value scale by mixing one color in a sequential range of three colors plus white.
- Traces and overlaps one shape and paints each section with a different value.
- Uses intelligent white-board technology to manipulate monochromatic color tiles in a progressive sequence of color or shades of gray (black, red, red-orange, orange, yellow-orange, yellow, white).
- Creates a Mondrian-style painting (grids of vertical and horizontal lines in different colors) and fills each section with different tints or shades for a variety of color values.
- Creates a two- or three-dimensional face from a collection of monochromatic or multi-cultural construction paper (same color family).

**GLE: 1.1.4**

Understands, applies, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Examines, uses, and produces a variety of textures in various environments, various works of two- and three-dimensional art, and a variety of media to demonstrate/portray:
  - Visual/implied texture
  - Actual texture
- Differentiates between visual/implied and actual texture.

**Examples:**

- Locates and describes a variety of actual textures in his/her environment.
- Generates a variety of implied textures in a crayon drawing of a house.
- Uses printmaking techniques, paint, and assorted materials (such as potatoes, found objects, erasers, sponges, and/or other organic objects) to produce a variety of repeating patterns/textures in a repeating grid-design.
- Uses fingers, combs, utensils, and other small tools to create texture on clay surfaces.
- Uses a variety of textured materials (wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, rubbings, etc.) to create a symmetrical paper-quilt-collage design.
- Differentiates and explains the differences between actual and visual texture in a story quilt by Faith Ringgold.
- Produces a tactile drawing or designs by applying liquid glue to create various textures.

**GLE: 1.1.5**

Understands, applies, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Describes and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size
  - Placement on a page

**Examples:**

- Creates and arranges simple shapes, such as geometric or animal shapes, in an artwork and includes diminishing size and overlap to demonstrate perspective.
- Draws an imaginary landscape in which he/she uses exaggerated size and overlap in the foreground and background to emphasize near and far space.
- Creates a drawing that includes a horizon line and three objects, such as three giraffes (one large, one medium, and one small), placed in the picture plane to illustrate near and far.
- Uses the crayon-resist technique to create a cityscape under a nighttime sky and includes objects in the background, middle ground, and foreground.

**GLE: 1.1.6**

Understands, applies, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Identifies, produces, and uses—in various artworks and working with a variety of media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).

**Examples:**

- Learns how to mix colors by experimenting with a variety of materials, such as colored tissue paper, translucent colored scarves, watercolor paints, crayons, colored pencils, and colored chalk.
- Uses primary and secondary colors to create a composition of a night sky.

**GLE: 1.1.7**

Understands, applies, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, and proportion in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in natural organisms (such as butterflies and insects) and in man-made environments to create works of art.
- Explores and creates works of art in a variety of two- and three-dimensional media by using:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm

**Examples:**

- Identifies symmetry in nature and in man-made environments.
- Creates symmetrical designs using folded and cut paper to create reflected lines and images.
- Uses black and white geometric shapes to create imaginary creatures in an environment.
- Uses cut and torn paper in a variety of shapes and colors to create a cityscape-collage of buildings.
- Uses vivid non-realistic colors to paint a wild beast in a contrasting environment.

**Component 1.2** Develops the skills and techniques of visual arts.

**1.2****GLE: 1.2.1**

Understands and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Identifies and uses the tools and processes of visual arts.
- Uses construction techniques and skills to create a three-dimensional artwork.
- Uses forming and stamping techniques to create functional clay vessels.

**Examples:**

- Makes snowmen out of edible/non-toxic clay.
- Uses the techniques and skills required to perform the pinch and/or coil methods of building a clay vessel by hand.
- Sorts and identifies shapes and colors.
- Uses a step-by-step process to make people/animals/things out of clay.
- Rubs and stamps multiple textures on a variety of surfaces and images.
- Uses clay, paint, and the tools of visual arts to create textures and patterns.
- Uses a variety of colors and textures in an artwork.
- Uses construction techniques and skills to create a three-dimensional artwork, such as a paper sculpture, mask, or hat.

## **Component 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times.**

**GLE: 1.3.1**

Understands, applies, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Uses personal experience and/or knowledge of people, communities, events, cultures, and times to create an artwork.
- Examines a variety of artworks for historical and cultural information.
- Describes the attributes of artworks by specific artists or cultures.
- Explains that people make art for many reasons (tradition, ritual, social and personal reasons, and so on).
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Matisse’s cut-paper collages
- Southwest Native American pottery (pinch-pot)
- Vincent van Gogh’s *City Scape*
- Chihuly pinch bowls
- Anasazi bowls in the style of the Pueblo People
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

**GLE: 1.4.1**

Understands the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Focuses attention, listens actively, and uses appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Demonstrates respect for artists and artworks in the community and in a variety of visual arts settings.

**Examples:**

- Responds appropriately in a discovery museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci's *Mona Lisa* at the Louvre in Paris, France.

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Explores the elements of visual arts to create works of art.
  - Uses information to create works of art.
  - Uses ideas, skills, foundations, and techniques to create works of art.
  - Implements choices of the elements of visual arts to create works of art.
  - Refines works of art through feedback.
  - Presents works of art to others in the school and community.

#### Examples:

- Creates (with teacher’s guidance and direction) a collaborative project that features an ecosystem or solar system, that includes individual artworks in a variety of media (drawings, paintings, mobiles, collages, etc.), and that is presented for daily enjoyment and a school event.
- Creates a paper, fabric, or multi-media square for use in a collaborative project with a specific theme.

**Component 2.2** Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

### GLE: 2.2.1

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates and revises artworks through exploration, reflection, and problem-solving.
  - Selects artistic resources and materials in order to create and present artworks.

- Produces and presents an artwork that represents a personal experience.
- Communicates the process used to make a visual artwork and/or presentation.
- Identifies the audience and purpose of the artwork and presentation.
- Reflects upon the process used to create artworks and self-evaluates.

**Examples:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences.
- Selects and presents visual arts in accordance with given topics and ideas.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.
- Describes the sequence of the process used to create the artwork.

**Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Uses developmentally appropriate elements and foundations of visual arts.
  - Determines personal meaning based on personal experiences and background knowledge

**Examples:**

- Observes and identifies the elements of visual arts used in world and Western visual arts.
- Uses a learner-centered method to examine meaning in visual arts.
- Shares and communicates how a particular artwork makes him/her feel (aesthetics).

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### **GLE: 3.1.1**

Understands that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks.

- Demonstrates and explains how ideas are presented and feelings expressed in his/her artworks and the artworks of others.
- Uses (with teacher's support and direction) visual arts in a variety of media to express and present personal feelings and ideas.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

#### **Examples:**

- Creates a spooky landscape in response to the melody of *Dance Macabe* by Camille Saint-Saëns.
- Creates and narrates an artwork inspired by a happy/positive memory.
- Identifies, discusses, and describes ideas and feelings after viewing a variety of visual arts, such as works by Eric Carle, Greme Base, Dr. Seuss, Richard Scarry, David Wiesner, and Gyo Fujikawa.

**Component** Uses visual arts to communicate for a specific purpose.

## 3.2

### **GLE: 3.2.1**

Understands that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.

- Determines, identifies, and/or describes (with teacher's support and direction) multiple ways that visual artworks can communicate for a given purpose.
- Works alone or in collaboration with others (and with teacher's support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

#### **Example:**

- Shares chalk-art designs that represent three-dimensional illusions (but are in fact two-dimensional), like those created by artists such as Julian Beever.

**Component** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

## 3.3

### **GLE: 3.3.1**

Understands how personal aesthetic choices are influenced by and reflected in visual artworks.

- Identifies (with teacher's direction) how personal aesthetic choices are reflected in visual artworks.
- Describes how the personal aesthetic choices reflected in visual artworks are influenced by family, culture, and community.

#### **Examples:**

- Compares and contrasts the ways that the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Shares stereotypes in mass media, pop-cultural trends, style, prejudices, etc.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

### GLE: 4.1.1

Understands and applies skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.

- Identifies the compositional elements and attributes that the arts disciplines have in common.
- Demonstrates skills and processes that are common among arts disciplines, such as creating, practicing, performing, exhibiting, and collaborating.

#### Examples:

- Explains the compositional elements (such as beginning, middle, and end) that are common throughout the arts disciplines.
- Uses color to describe the thematic developments and patterns of music in a visual work of art.
- Uses movements of the body to describe the emotional qualities of line or color.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

### GLE: 4.2.1

Remembers and understands skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Finds and identifies concepts and attributes that are common to the arts and other areas.
- Applies arts knowledge and skills to reinforce what he/she learns in other content areas.

**Examples:**

- Uses visual perceptual skills in science.
- Draws (from observation) the habitat of a given animal or insect.
- Interprets or summarizes a literary reading by creating an artistic composition that illustrates details from the work.

## **Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Understands how visual arts impact personal choices, including choices made at school and in the community.

- Identifies, compares, and explains how the arts impact choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.

**Examples:**

- Describes how art is visible at specific events in the community.
- Identifies and compares examples of arts-related activities in the community.
- Attends a gallery opening, the installation of public art, etc.

## **Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Understands how specific attributes of visual artworks reflect their cultural and historical contexts.

- Explores, describes, and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture or time.
- Uses specific attributes in artworks to reflect a specific culture or time.

**Examples:**

- Discovers how and understands why the color yellow is a special color in other cultures and explores the color symbolism of various cultures.
- Examines and discusses how skeletons are symbolized in Mexican artworks associated with Dia de los Muertos.
- Creates skeletons using different arts materials and media, such as toothpicks, straws, and marshmallows.

## **Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Applies his/her understanding of how the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
- Explores different careers in the arts and associated work habits.

**Example:**

- Completes an artwork, such as a crayon-resist self-portrait, within the time allotted in class.



## *Visual Arts—Fourth Grade*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

**Component** Understands and applies the concepts and vocabulary of visual arts.

### **1.1**

#### **GLE: 1.1.1**

Applies, analyzes, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks and to demonstrate/portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational drawing
  - To indicate form
  - Detail
  - Contours
  - Design
  - Space
  - Value (light, medium, and dark)
  - Gesture
- Uses a variety of types and qualities of line to create an observational, gestural, and/or imaginative drawing.

#### **Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, and zigzag lines to create images, objects, textures, patterns, and shapes.
- Uses and produces thick/thin, rough/smooth, broken/continuous, dark/light, fuzzy, heavy, and prickly lines for the purposes of expression.

- Uses and produces lines to experiment and explore in multiple learning situations.
- Uses lines for emotional self-expression by drawing and/or painting while listening and responding to music.
- Uses lines to create contours, patterns, designs, textures, and values in two- and three-dimensional artworks.
- Uses real models and/or examples to create drawings from observation.

### **GLE: 1.1.2**

Applies, analyzes, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Describes, selects, and produces shapes and forms in a variety of media, styles, and artworks to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes.
  - The illusion of three-dimensional form on a two-dimensional surface.

### **Examples:**

- Creates the illusion of three-dimensional form in a simple still-life drawing/painting of fruit.
- Uses positive and negative shapes to create full-body silhouettes.
- Constructs a three-dimensional totem.
- Identifies and uses shapes and forms to create a tangram design.
- Uses shapes and forms in combination with other elements to produce a mask.
- Uses geometric or organic shapes to create a paper/tile mosaic or collage with a specific theme.
- Uses chalk, pastel, crayon, and paper and arranges positive and negative silhouettes to create a design.

**GLE: 1.1.3**

Applies, analyzes, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, **Value**, Texture, Space

- Describes, selects, and produces a range of four values in various environments and works of art in a variety of media; demonstrates and produces:
  - A black-to-white value scale with three intermediate levels of gray (see the glossary for an example).
  - A one-color value scale, including a range of two intermediate color values (see the glossary for an example).
  - Two- and three-dimensional artworks that incorporate three levels of value.
  - A value scale in which repeating lines and shapes are used to generate three levels of value.

**Examples:**

- Creates an oil-pastel contour drawing and uses a range of three light, medium, and dark color values to fill the contour shapes.
- Uses one hue of tempera paint mixed with black and white to produce a monochromatic seascape.
- Creates a two- or three-dimensional face from a collection of monochromatic or multi-cultural construction paper (same color family).
- Decorates cookies with frosting to which drops of food coloring were added to create a range of values.
- Creates a landscape with three levels of value gradation to differentiate the background, middle ground, and foreground.
- Uses small tiles of ceramic or paper to construct a monochromatic pattern or design.

**GLE: 1.1.4**

Applies, analyzes, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Selects, examines, and produces a variety of textures in various environments, in various works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Visual/implied texture
  - Actual texture

- Differentiates between visual/implied and actual texture.

### **Examples:**

- Locates and describes a variety of actual textures in a coastal environment.
- Uses printmaking techniques and assorted materials (such as paint, potatoes, found objects, erasers, sponges, and/or other organic objects) to produce a variety of repeating patterns/textures in a cultural fabric design.
- Uses fingers, combs, utensils, and other small tools to create actual texture on the surfaces of clay tiles.
- Differentiates and explains the differences between actual and visual texture in a story quilt by Faith Ringgold.
- Uses a variety of textured materials (wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, rubbings, etc.) to create a paper-quilt-collage design.
- Produces a tactile drawing of a desert landscape by applying liquid glue to create various textures.
- Constructs a relief sculpture from clay, modeling compound, and/or papier-mâché and uses textures from the natural environment, such as bark, leaves, gravel, and sand.
- Uses scratch-art tools on scratchboard or scratch-art paper to draw a textural composition in bubble letters.
- Examines multiple textures of natural objects and draws them from observation.
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to create Native-American inspired “dream catchers.”

### **GLE: 1.1.5**

Applies, analyzes, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Plans, selects, and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground

- Middle ground
- Background
- Overlap
- Size
- Placement on a page
- Detail/diminishing detail
- Color/diminishing color

### Examples:

- Draws an imaginary landscape in which he/she uses overlap and exaggerated size in the foreground and background to emphasize near and far space.
- Creates a drawing that includes a horizon line and at least three objects, such as three giraffes (one large, one medium, and one small), placed in the picture plane to illustrate near and far.
- Uses variation of size and color when depicting near and far objects in relation to high and low placement on a picture frame.
- Uses the crayon-resist technique to create a cityscape with a sunset or nighttime sky.
- Uses a computer-based “paint program” to construct a landscape.

### GLE: 1.1.6

Applies, analyzes, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between, produces, mixes, and uses—in various artworks and using a variety of media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing and using primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).
  - Tints and shades (to show color value).
  - Complementary color pairs.
  - Language of color.

**Examples:**

- Learns how to mix colors by experimenting with a variety of materials, such as colored tissue paper, translucent colored scarves, watercolor paints, crayons, colored pencils, and colored chalk.
- Creates a composition of a night sky using only primary and secondary colors.
- Selects and uses secondary colors in a landscape.
- Uses a pair of complementary colors to create a drawing of a fantasy character.

**GLE: 1.1.7**

Applies, analyzes, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, and proportion in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Explores and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion
  - Contrast
- Uses and discusses the use of principles of design in his/her work and the work of others.

**Examples:**

- Examines the patterns, repetition, and balance found in the windows of a variety of cultures and architectural styles.
- Creates a drawing or painting or assemblage of a stained glass window by using the symmetrical balance, repetition, variety, and contrast inspired by the Rose Windows at the Cathedral of Notre Dame.
- Uses symmetrical balance and proportion to create a design in the style of a selected culture.
- Constructs a mask by using the symmetrical balance and proportion inspired by cultural masks, such as those of the Pacific Northwest coast, Africa, and Mexico.
- Produces observational drawings (such as color drawings of the Washington State flower inspired by Georgia O’Keeffe’s flower paintings) that emphasize contrast, proportion, rhythm/movement, and balance.
- Uses yarn, beads, feathers, leather strips, and flexible branches to weave Native-American inspired “dream catchers” and Mexican “Oyo de Dios.”
- Creates kaleidoscopes, tessellations (diagonal, vertical, horizontal, and radial: flip, turn, rotate), and stained glass windows.
- Uses contrast, repetition of shapes and colors, movement/rhythm, and balance to construct a paper collage that has as its focal point a musical instrument.

**Component** Develops the skills and techniques of visual arts.

**1.2****GLE: 1.2.1**

Applies and analyzes the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Develops and explores the skills, techniques, and processes of visual arts.
- Uses perceptual and technical skills to create two- and three-dimensional works of art.
- Uses a variety of types of line and/or textures in an artwork.
- Uses perceptual skills to create imagery from observation and imagination.
- Uses forming and stamping techniques to create functional clay vessels.

**Examples:**

- Draws a landscape with foreground, middle ground, and background.
- Uses wood, found objects, wire, paper, or clay-based materials to construct a three-dimensional form.
- Produces a range of values and textures to create the illusion of space or form in a composition.
- Creates from observation a “self-portrait” or figure drawing.
- Applies the techniques of hand-building, such as coiling, pinching, and joining, to make small clay vessels.
- Uses tools to construct artworks.

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Applies, analyzes, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Uses personal experience and/or knowledge of cultures and history to create an artwork.
- Examines a variety of artworks for historical and cultural information.
- Describes the attributes of artworks by specific artists or cultures.
- Determines and describes the many reasons that prompt people to make art (tradition, ritual, social and personal reasons, and so on).
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Constructs a “welcome pole” and incorporates the authentic images of the animals and the design qualities of the Native American style of the Pacific Northwest coast.
- Describes the attributes of Mayan relief sculptures and architecture, such as the pyramid in Chiapas, Mexico, or the ruins of Chichen Itza in Yucatan, Mexico.
- Uses scraps of wallpaper, painted paper, and construction paper to create—in the style of Romare Bearden’s *Piano Lesson*, 1983—a mixed-media collage about everyday life.
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Demonstrates active listening and appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Demonstrates respect for artists and artworks in the community and in a variety of visual arts settings.

#### **Examples:**

- Responds appropriately in an interactive museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci's *Mona Lisa* at the Louvre in Paris, France.

## **EALR 2—Visual Arts**

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

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## **Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### **GLE: 2.1.1**

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - **Explores** the elements of visual arts to create works of art.
  - **Gathers and uses** information to create works of visual art.
  - **Uses** ideas, skills, foundations, and techniques to create works of visual art.

- **Implements** choices of the elements of visual arts and principles of design to create works of art.
- **Reflects** for the purposes of self-evaluation and improvement.
- **Refines** works of art through feedback and self-reflection.
- **Presents** works of art to others in the school and community.

**Examples:**

- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Implements peers' or teacher's feedback about the visual arts.
- Explores choices that express individuality when creating and experiencing various styles of visual arts.
- Collaborates with a group of students to create a mural of children's activities in the park.

**Component 2.2** **Applies a performance and/or presentation process to visual arts.** (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - **Creates, revises, and evaluates** works of visual art through exploration, reflection, and problem-solving.
  - **Selects** artistic resources and materials in order to create and present artworks.
  - **Produces and presents** an artwork that represents a personal experience.
  - **Communicates** the process used to make a visual artwork and/or presentation.
  - **Identifies** the audience and purpose of the artwork and presentation.
  - **Reflects** upon the process used to create artworks and self-evaluates.

**Examples:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences.
- Revises and presents works of visual art to express individuality.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.
- Describes the sequence of the process used to create the artwork.

**Component 2.3** **Applies a responding process to a presentation/exhibit of visual arts.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to visual arts.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing visual arts.
  - **Describes and communicates** what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - **Uses** developmentally appropriate elements and foundations of visual arts.
  - **Determines** personal meaning based on personal experiences and background knowledge.

**Examples:**

- Compares the functions of recorded or live presentations of visual arts.
- Identifies and responds to the use of the elements of visual arts in compositions by peers.
- Compares and contrasts Western and world visual arts.
- Shares and communicates how a particular artwork makes him/her feel (aesthetics).

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### GLE 3.1.1

Analyzes the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.

- Expresses feelings and presents original ideas (with teacher's support and direction) by using symbols of visual arts in a variety of media.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
- Examines and explains artistic/design choices in works of art.
- Examines and describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

#### Examples:

- Compares and contrasts the different ideas and feelings that are expressed within two works of visual art, such as *The Bridge in the Rain*, which illustrates Van Gogh's interest in Japanese art, and a woodcut by Utagawa Hiroshige, which inspired Van Gogh's painting.
- Compares and contrasts Native American visual arts and folk visual arts, such as animal designs, weaving, quilting, pottery, and basket making.
- Creates and narrates an artwork inspired by a significant personal event.

**Component** Uses visual arts to communicate for a specific purpose.

## 3.2

### **GLE: 3.2.1**

Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Uses (with teacher’s support and direction) media, materials, and resources deliberately to communicate for a specific purpose.
- Determines and describes how visual artworks communicate specific ideas and for specific purposes.
- Works alone or in collaboration with others (and with a teacher’s support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

#### **Examples:**

- Shares traditions and ceremonies that involve the visual arts in communities.
- Shares and creates tribal art, such as aboriginal work.
- Shares and creates Northwest native art.

**Component** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

## 3.3

### **GLE: 3.3.1**

Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.

- Examines (with teacher’s direction) how personal aesthetic choices are reflected in visual artworks.
- Determines how the personal aesthetic choices reflected in visual artworks are influenced by geography, culture, and history.

#### **Examples:**

- Selects examples of how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Studies and copies stereotypes in mass media, pop-cultural trends, style, prejudices, etc.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

### Component 4.1 Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

#### GLE: 4.1.1

Understands and applies skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.

- Describes and demonstrates skills, processes, concepts, and vocabulary that are common among arts disciplines.
- Determines how the processes and attributes of one arts discipline are similar to those of another.

#### Examples:

- Identifies patterns, rhythm, and movement that connect to contemporary music.
- Uses color to describe thematic developments and patterns of music in a work of visual art.
- Uses body-movement to describe the emotional qualities of color.

### Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

#### GLE: 4.2.1

Understands and applies the skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Identifies concepts, attributes, steps, and processes that are common to the arts and other areas.
- Applies arts knowledge and skills to reinforce what he/she learns in other content areas.

#### Examples:

- Applies the creative process to creative writing.
- Compares the creative process to the scientific processes in order to make connections across the two disciplines.
- Creates a five-piece tessellation.
- Draws (from observation) the habitat of a given animal or insect.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Applies understanding of how visual arts impact personal choices, including choices made at school and in the community.

- Examines, compares, and explains how the arts impact choices made:
  - In the family/home
  - In the classroom
  - At school
  - As part of activities in the community
  - At other events outside of school
  - By advertisers
  - By consumers

**Examples:**

- Examines and describes how art is visible at specific events in the community.
- Researches examples of arts-related activities in the community.
- Attends a gallery opening, the installation of public art, etc.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Understands how specific attributes of visual artworks reflect their cultural and historical contexts.

- Explores, describes, and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture or place.
- Uses specific attributes in artworks to reflect a specific culture or place.

**Examples:**

- Creates an artwork that reflects the art and culture of the state of Washington.
- Uses attributes of Australian aboriginal art to create an artwork symbolizing a personal story or journey.
- Compares attributes of African Kente cloth artwork and Southwest American Indian weavings.

## **Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Applies his/her understanding of how the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
- Explores different careers in the arts and associated work habits.

**Example:**

- Locates business logos in the community and explores the visual arts skills and materials that were used to create these works.

## *Visual Arts—Fifth Grade*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

#### **GLE: 1.1.1**

Applies, analyzes, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks and to demonstrate/portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational drawing
  - Form
  - Detail
  - Contours
  - Design
  - Space
  - Value (light, medium, and dark)
  - Gesture
- Selects, uses, and constructs a variety of types and qualities of line to create texture in a two- or three-dimensional work of art.

**Examples:**

- Uses and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines to create images, objects, textures, patterns, and shapes in two- and three-dimensional artworks.
- Uses lines to create hatching, cross-hatching, and scribbling to demonstrate value in artworks.
- Uses and produces thick/thin, rough /smooth, broken/continuous, dark/light, fuzzy, heavy, and prickly lines for the purposes of expression.
- Uses lines for emotional self-expression by drawing and/or painting while listening and responding to music.
- Uses lines to create contours, patterns, designs, textures, and values in two- and three-dimensional artworks.
- Uses real models and/or examples to create drawings from observation.

**OSPI-Developed Arts Performance Assessments:** One of a Kind Shoe, You've Got it Covered, A Postcard View, All about Us, Aquarium Tiles

**GLE: 1.1.2**

Applies, analyzes, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Differentiates between, selects, and produces shapes and forms in a variety of styles, artworks, and media, including digital media, to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes.
  - The illusion of three-dimensional form on a two-dimensional surface.
  - Realism.

**Examples:**

- Creates the illusion of three-dimensional form in a simple drawing/painting of a landscape.
- Uses positive and negative shapes to create a nōtan design (Japanese symmetrical design).
- Constructs a three-dimensional creature that is expressive in form.
- Identifies and uses shapes and forms to create a motif in a tessellation or grid design.
- Produces a mask by using shapes and forms in combination with other elements of art.
- Uses geometric shapes to create a mosaic or collage of paper, tile, or glass.
- Uses chalk, pastel, crayon, and paper and arranges positive and negative silhouettes to create a design.

**OSPI-Developed Arts Performance Assessments:** A Postcard View, One of A Kind Shoe, All about Us, A New Mascot, You've Got it Covered, Aquarium Tiles

**GLE: 1.1.3**

Applies, analyzes, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, **Value**, Texture, Space

- Describes, selects, and produces a range of four values in various environments and works of art in a variety of media; demonstrates and produces:
  - A black-to-white value scale with three intermediate levels of gray (see the glossary for an example).
  - A one-color value scale, including a range of two intermediate color values (see the glossary for an example).
  - Two- and three-dimensional artworks that incorporate four levels of value.
  - A value scale in which repeating lines and shapes are used to generate four levels of value.

**Examples:**

- Creates an oil-pastel contour drawing and uses a range of four light, medium, and dark color values to fill the contour shapes.
- Uses one hue of tempera paint mixed with black and white to produce a monochromatic seascape.
- Creates a two- or three-dimensional animal mask from a collection of monochromatic or multi-cultural construction paper (same color family).
- Decorates cookies with frosting to which drops of food coloring were added to create a range of values.
- Creates a landscape with three levels of value gradation to differentiate the background, middle ground, and foreground.
- Uses small tiles of ceramic, fabric, or paper to construct a monochromatic pattern or design.
- Uses a monochromatic color scheme of underglazes or glazes to decorate a ceramic vessel.
- Uses ink or chalk to draw objects and applies repeating lines and shapes to the surfaces of the objects to create levels of value and the illusion of three-dimensional forms.

**OSPI-Developed Arts Performance Assessment:** One of Kind Shoe

**GLE: 1.1.4**

Applies, analyzes, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Selects, examines, and produces a variety of textures in various environments, in various works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Visual texture
  - Implied texture
- Differentiates between visual/implied and actual texture.

**Examples:**

- Locates and describes a variety of actual textures in a coastal environment.
- Uses a variety of textured materials (wallpaper, fabric, carpets, sandpaper, shells, pasta, yarn, and rubbings, etc.) to create a paper-quilt-collage design.
- Produces a tactile portrait drawing by applying liquid glue to create various hairstyles on the subject.
- Uses or mimics textures from the natural environment to construct a bas-relief sculpture from clay.
- Uses scratch-art tools on scratchboard or scratch-art paper to draw a textural still-life composition.
- Examines multiple textures of natural objects and draws them from observation.
- Uses tempera or block-printing ink and real or artificial sea-life forms to produce gyotaku (“fish rubbing”) prints. (In Japanese, geo = fish and taku = impression or rubbing.)
- Creates foil repoussé (the art of embossing metals) with cardboard, yarn, glue, foil, tin/aluminum foil, copper foil, burnish, stain, shoe polish, India ink, etc.
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to construct a coil basket or Native-American inspired “dream catcher.”
- Uses found materials to create a cooperative “group weaving” on a large classroom loom.

**OSPI-Developed Arts Performance Assessments:** One of Kind Shoe, A Postcard View, A New Mascot, Aquarium Tiles

**GLE: 1.1.5**

Applies, analyzes, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Plans, selects, and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size
  - Placement on a page
  - Detail/diminishing detail
  - Color/diminishing color
  - Positive and negative space/shape

**Examples:**

- Uses variation of size and color when depicting near and far objects in relation to high and low placement on a picture plane.
- Uses a computer-based “paint program” to construct a landscape.
- Creates a colored pencil drawing of a view through a window, such as a paper frame or actual window.
- Uses one-point perspective to draw a group of skyscrapers.
- Creates a drawing or painting of outer space and utilizes foreground, middle ground, background, horizon line, overlap, placement, size, detail, and color in the composition.
- Examines black-and-white op-art images that demonstrate the illusion of depth within the positive and negative spaces.

**OSPI-Developed Arts Performance Assessment: A Postcard View**

**GLE: 1.1.6**

Applies, analyzes, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between, produces, and uses—in various artworks and using a variety media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).
  - Tints and shades (to show color value).
  - Complementary color pairs.
  - Language of color.

**Examples:**

- Mixes the six tertiary/intermediate colors to create an imaginary cityscape or landscape, or still-life, ceramics, sculpture, etc.
- Uses complementary colors in oil pastel or tempera to create a composition of a night sky.
- Creates a color wheel by using the primary, secondary, and intermediate colors.
- Uses construction paper to construct a color wheel.
- Examines and differentiates between color schemes, such as primary, secondary, tertiary/intermediate, and complementary colors.
- Examines properties of light through a prism.

**OSPI-Developed Arts Performances Assessments:** A Postcard View, All about Us

**GLE: 1.1.7**

Applies, analyzes, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, and emphasis/dominance in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Examines, develops, and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion
  - Emphasis/dominance (developed through the use of contrast of color, size/placement, balance, proportion, and movement/rhythm)
- Uses and discusses the use of principles of design in his/her work and the work of others.

### **Examples:**

- Examines and produces patterns and balance and proportion by studying the doorways of a variety of cultures and architectural styles.
- Uses symmetrical balance and proportion to create a mask in the style of a selected culture.
- Creates a skateboard design by combining two principles of design and focusing on the use of emphasis/dominance.
- Identifies, uses, and produces proportion and balance in a work of art, such as cultural figures and self-portraits.
- Draws an animal in a winter environment and exaggerates the proportions of the animal to create emphasis.
- Uses emphasis, size/placement, proportion, and balance to show depth in a landscape.
- Applies “sighting techniques” to measure relative sizes of height and width for an observational drawing.
- Uses repetition/pattern and movement/rhythm to create a clay relief with aquatic symbols.

**OSPI-Developed Arts Performance Assessments:** A Postcard View, You’ve Got it Covered, All about Us, Aquarium Tiles

**Component** Develops the skills and techniques of visual arts.

## 1.2

### **GLE: 1.2.1**

Applies and analyzes the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Develops and explores the skills, techniques, and processes of visual arts.
- Uses perceptual and technical skills to create two- and three-dimensional works of art for specific purposes.
- Uses a variety of types of line and/or textures in an artwork.
- Uses perceptual skills to create imagery from observation and imagination.
- Uses the processes of hand-building to create functional clay vessels.

#### **Examples:**

- Draws a landscape with foreground, middle ground, and background.
- Uses wood, found objects, wire, paper, or clay-based materials to construct a three-dimensional form.
- Produces a range of values and textures to create the illusion of space or form in a composition.
- Creates from observation a “self-portrait” or figure drawing.
- Applies color theory in a variety of media to create artworks.
- Constructs a clay box or container out of slabs.

**OSPI-Developed Arts Performance Assessments:** You’ve Got it Covered, One of a Kind Shoe, A Postcard View, A New Mascot, All about Us, Aquarium Tiles

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

### **GLE: 1.3.1**

Applies, analyzes, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Examines, selects, and uses influences from a particular artist, style, culture, or time to create an original artwork.
- Examines a variety of artworks for historical and cultural information.
- Differentiates between a variety of arts styles and genres from Western and non-Western traditions.
- Uses arts vocabulary to describe specific attributes of the artworks of various artists, cultures, and times.
- Uses visual thinking strategies to discuss a variety of artworks.

#### **Examples:**

- Constructs an assemblage in the style of Louise Nevelson, such as abstract relief sculptures made from wood scraps and cardboard.
- Uses visual thinking strategies when describing and discussing art from various American historical periods, such as pre-Columbian, African American, and colonial American.
- Uses a pattern in the style of African Ashanti and Adinkra (using mud and resist dye methods or other simulated materials) or Kente cloth (colorful designs and patterns using African weaving methods) to create a fabric design on paper.
- Uses visual thinking skills to describe and discuss paintings, such as Emanuel Leutz’s *George Washington Crossing the Delaware*, Gilbert Stuart’s portrait of George Washington, and John Singleton Copley’s portrait of Henry Pelham (*Boy with a Squirrel*).
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**OSPI-Developed Arts Performance Assessments: A Postcard View**

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Demonstrates active listening and appropriate viewing skills in visual arts settings.
- Demonstrates appropriate audience conventions in a variety of arts settings.
- Describes and uses the relationships between and the interactive responsibilities of the audience, artist, artwork, and community in a variety of visual arts settings.

#### **Examples:**

- Responds appropriately in an interactive museum.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.
- Understands and discusses why one does not touch a famous piece of art in a museum exhibit, such as Leonardo da Vinci's *Mona Lisa* at the Louvre in Paris, France.

**OSPI-Developed Arts Performance Assessments:** You've Got it Covered, One of a Kind Shoe, A Postcard View, A New Mascot, All about Us

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - **Explores** the purpose of a visual arts composition.
  - **Gathers and uses** information from diverse sources to create works of art.
  - **Uses** ideas, skills, foundations, and techniques to create works of art.
  - **Implements** choices of the elements and techniques of visual arts and principles of design to create works of art.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** works of art through feedback and self-reflection.
  - **Presents** works of art to others in the school and community.

#### Examples:

- Creates a visual arts composition that combines texture and line.
- Uses pens and pencil to draw a still life of everyday objects.
- Models a shallow bas-relief in clay.
- Reflects upon the use of value and spatial devices in a drawing.
- Uses the vocabulary of visual arts to discuss with other students the success of a drawing and/or the changes and revisions needed.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Identifies and describes the elements of visual arts that he/she used in an artwork.

**OSPI-Developed Arts Performance Assessments:** One of a Kind Shoe, Aquarium Tiles

**Component 2.2** **Applies a performance and/or presentation process to visual arts.** (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - **Creates, revises, and evaluates** works of visual art through exploration, reflection, and problem-solving.
  - **Selects** artistic resources and materials in order to create and present artworks.
  - **Produces and presents** an artwork that represents a personal experience.
  - **Communicates** the process used to make a visual artwork and/or presentation.
  - **Identifies** the audience and purpose of the artwork and presentation.
  - **Reflects** upon the process used to create artworks and self-evaluates.
  - **Interprets** meaning through personal understanding of the work and/or presentation.

**Examples:**

- Practices using the elements of visual arts and applies them to multi-sensory experiences.
- Employs the vocabulary of visual arts as he/she uses a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, or portfolio review.
- Creates (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Engages—for the purpose of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Revises and presents works of visual art to express individuality.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.
- Describes the sequence of the process used to create the artwork.

**OSPI-Developed Arts Performance Assessment: Aquarium Tiles**

**Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing visual arts.
  - **Describes and communicates** what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - **Uses** developmentally appropriate elements and foundations of visual arts.
  - **Determines** personal meaning based on personal experiences and background knowledge.

**Examples:**

- Provides feedback to peers concerning the effective use of the elements of visual arts in visual arts compositions.
- Compares and contrasts Western and world visual arts.
- Discusses and compares the functions of recorded and live presentations of visual arts.
- Shares and communicates how a particular artwork makes him/her feel (aesthetics).

## **EALR 3—Visual Arts**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

**Component 3.1** Uses visual arts to express feelings and present ideas.

### **3.1**

**GLE: 3.1.1**

Analyzes the ways that visual arts express feelings and present ideas and applies his/her understanding when creating artworks.

- Expresses feelings and presents original ideas (with teacher's support and direction) by using visual arts symbols in a variety of media.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

- Examines and explains artistic/design choices in works of art.
- Examines and describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

**Examples:**

- Shapes lines with dynamics and tempo in the performance of visual arts compositions.
- Creates works of visual art to communicate ideas and feelings for a specific purpose (such as completing the OSPI-Developed Arts Performance Assessment “One of a Kind Shoe”).
- Creates and narrates an artwork inspired by a significant personal event.

**OSPI-Developed Arts Performance Assessment: One of a Kind Shoe**

**Component 3.2** Uses visual arts to communicate for a specific purpose.

**3.2****GLE: 3.2.1**

Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Uses (with teacher’s support and direction) media, materials, and resources deliberately to communicate for a specific purpose.
- Determines and describes how visual artworks communicate specific ideas and for specific purposes.
- Works alone or in collaboration with others (and with teacher’s support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

**Example:**

- Makes a mural commemorating “wonders of the world” or historical event(s) by using visual artworks from several periods in history; for example, the “Seven Wonders of the World,” which are the Pyramids of Egypt, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum of Halicarnassus, the Colossus of Rhodes, and the Pharos of Alexandria.

**OSPI-Developed Arts Performance Assessments:** One of a Kind Shoe, A New Mascot, Postcard View, All about Us, Aquarium Tiles, You’ve Got it Covered

## **Component 3.3** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

**GLE: 3.3.1**

Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.

- Examines (with teacher’s direction) how personal aesthetic choices are reflected in visual artworks.
- Determines how the personal aesthetic choices reflected in visual artworks are influenced by geography, culture, and history.

**Examples:**

- Selects examples of how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Studies and copies stereotypes in mass media, pop-cultural trends, style, prejudices, etc.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

### GLE: 4.1.1

Analyzes and applies skills, concepts, and vocabulary that the discipline of visual arts has in common with the other arts disciplines.

- Describes and demonstrates skills, processes, concepts and vocabulary that are common among arts disciplines.
- Determines how the processes and attributes of one arts discipline are similar to those of another.

#### Examples:

- Demonstrates how shapes are used in set designs or costumes.
- Creates a cover design for a CD or DVD to reflect the selection of music or film on the CD or DVD.
- Uses lines and shapes to create a 2D pattern in response to

**OSPI-Developed Arts Performance Assessment:** You've Got It Covered hearing a musical rhythmic pattern.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

### GLE: 4.2.1

Applies and analyzes skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.

- Identifies concepts, attributes, steps, and processes that are common to the arts and other content areas.
- Applies the knowledge, skills, and vocabulary of the arts to reinforce what he/she learns in other content areas.

**Examples:**

- Uses (from observation) rhythm and movement in artworks.
- Demonstrates creative writing, scientific processes, tessellations, and drawing from observation to make connections to other content areas, etc.
- Explores connections between an artwork of a given historical period and its political content.
- Demonstrates connections that other disciplines have to art, such as math (tessellations, polyhedrons), writing (illustration), and social studies (masks, puppets, costumes, artifacts).
- Illustrates a landscape based on a journal entry from the Lewis and Clark Expedition or Captain Vancouver.

**OSPI-Developed Arts Performance Assessments: A Postcard View**

## **Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Analyzes how visual arts impact personal choices, including choices made in the community.

- Examines and responds to the ways that the arts impact personal choices, including choices made in the community.
- Examines, responds to, and explains the ways that the arts impact choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.
  - By advertisers.
  - By consumers.
  - By members of the community.

**Examples:**

- Examines and describes the influence of art in the community.
- Researches examples of arts-related activities in the community.
- Attends a gallery opening, the installation of public art, etc.
- Describes what the community would look like without art.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Analyzes and applies his/her understanding of the ways that specific attributes of a visual artwork reflect its cultural and historical context.

- Explores, describes and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture, place, or time.
- Uses specific attributes in artworks to reflect a specific culture, place, or time.

**Examples:**

- Uses the attributes of folk art from New Zealand to create a paper mask or sculpture.
- Creates an artwork in American folk-art style that reflects the diversity of the United States.

**OSPI-Developed Arts Performance Assessment:** The New Mascot

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Applies his/her understanding of how the knowledge, skills, and work habits of visual arts are needed and used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
- Explores different careers in the arts and associated work habits.

**Examples:**

- Identifies and role-plays various occupations that involve artists.
- Analyzes and discusses how the skills and techniques of visual arts can be an enhancement to any choice of career.

## Visual Arts—Sixth Grade

### EALR 1—Visual Arts

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component** Understands and applies the concepts and vocabulary of visual arts.

#### 1.1

##### **GLE: 1.1.1**

Applies, analyzes, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks in a variety of media and to demonstrate and portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational/realistic drawing
  - Form
  - Detail
  - Outline
  - Contours
  - Design
  - Space
  - Value (four levels)
  - Gestural drawing

**Examples:**

- Develops, uses, and produces horizontal, vertical, diagonal, curved, dotted, dashed, and zigzag lines to create images, objects, textures, patterns, shapes, and forms.
- Develops and uses hatched, cross-hatched, and scribbled lines to produce values and textures in artworks.
- Uses lines to create patterns, designs, shapes, and textures in two- and three-dimensional artworks.
- Uses lines to produce a realistic contour drawing from observation.
- Draws a cityscape in one-point perspective.

**OSPI-Developed Arts Performance Assessments:** The Real You, Endangered Nest, Earth Day, Teenage Sandwich Hub, Sculptures in the Park

**GLE: 1.1.2**

Applies, analyzes, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Differentiates between, selects, and produces shapes and forms in a variety of styles, artworks, and media, including digital media, to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes and forms.
  - The illusion of three-dimensional form on a two-dimensional surface.
  - Realism.

**Examples:**

- Creates the illusion of three-dimensional form in a simple drawing of a still life and/or a geometric figure.
- Uses positive and negative shapes to create a nōtan design.
- Uses the expressive qualities of form to construct a three-dimensional animal.
- Identifies and uses shapes and forms to create a motif in a tessellation or grid design.
- Produces a mask by using shapes and forms in combination with other elements of art.
- Produces shape and form realistically in an animal drawing.
- Uses geometric shapes to create a paper/tile mosaic or collage.

**OSPI-Developed Arts Performance Assessments:** The Real You, Endangered Nest, Sculptures in the Park, Put the Life Back in Wildlife

**GLE: 1.1.3**

Applies, analyzes, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, **Value**, Texture, Space

- Examines, selects, and produces a range of four values in various environments and works of art in a variety of media; demonstrates and produces:
  - A value scale of black and white and four levels of gray (see the glossary for an example).
  - A monochromatic value scale, including a range of three intermediate color values (see the glossary for an example).
  - Two- and three-dimensional artworks that incorporate four levels of value.
  - A value scale in which repeating lines and shapes are used to generate four levels of value.
- Examines and produces a range of four values in two- and three-dimensional artworks in a variety of media to demonstrate/establish:
  - The illusion of form on a two-dimensional surface.
  - The illusion of depth/space (foreground, middle ground, and background).
  - Shadows and a source of illumination in artworks.
- Examines and discusses the use of value in a variety of artworks.

**Examples:**

- Creates an oil-pastel contour drawing and uses a range of four light, medium, and dark color values to fill the contour shapes.
- Uses one hue of tempera paint mixed with black and white to produce a monochromatic seascape.
- Creates a two- or three-dimensional animal mask from a collection of monochromatic or multi-cultural construction paper (same color family).
- Decorates cookies with frosting to which drops of food coloring were added to create a range of values.
- Creates a landscape with three levels of value gradation to differentiate the background, middle ground, and foreground.
- Uses small tiles of ceramic, fabric, or paper to construct a monochromatic pattern or design.
- Uses a monochromatic color scheme of underglazes or glazes to decorate a ceramic vessel.
- Uses ink or chalk to draw objects and applies repeating lines and shapes to the surfaces of the objects to create levels of value and the illusion of three-dimensional forms.
- Examines and discusses (through written reflection or oral discussion) the use of a range of values in an illustration from a graphic novel.
- Uses a range of values to create 3-D effects in stylized letters.

**OSPI-Developed Arts Performance Assessment: One of a Kind Shoe**

**GLE: 1.1.4**

Applies, analyzes, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Differentiates between, selects, and produces a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray:
  - Visual/implied texture
  - Actual texture
- Develops textures realistically and imaginatively in works of art in a variety of media, styles, and subject matter.

**Examples:**

- Examines and describes a variety of actual textures in a woodland environment.
- Produces a cardboard sculpture of a playground structure and applies liquid glue to create a variety of actual textures on the surface of the sculpture.
- Uses or mimics textures from the natural environment to construct a bas-relief sculpture from clay.
- Draws a landscape composition and uses pencil, ink, or scratch-art techniques, including a variety of textures, to create a range of values and emphasize the focal point.
- Examines multiple textures of natural objects and draws them from observation.
- Uses tempera or block-printing ink and real or artificial sea-life forms to produce gyotaku (“fish rubbing”) prints. (In Japanese, gyo = fish and taku = impression or rubbing.)
- Creates foil repoussé (the art of embossing metals) with cardboard, yarn, glue, foil, tin/aluminum foil, copper foil, burnish, stain, shoe polish, India ink, etc.
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to construct a coil basket or Native-American inspired “dream catcher.”
- Uses found materials to create a cooperative “group weaving” on a large classroom loom.
- Builds a clay shoe and uses a variety of actual textures on its surface.
- Constructs a functional clay container with incised and pressed textures on the exterior surface.

**GLE: 1.1.5**

Applies, analyzes, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Examines, selects, and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground

- Middle ground
- Background
- Overlap
- Size
- Placement on a page
- Detail/diminishing detail
- Color/diminishing color
- Positive and negative space/shape
- One-point perspective

**Examples:**

- Uses foreground, middle ground, and background in a drawing or painting and includes atmospheric perspective devices.
- Uses one-point perspective to draw a landscape or cityscape.
- Uses foreshortening techniques to draw an aerial view (“bird’s eye view”) of a cityscape.
- Draws a foreshortened object by placing it behind a glass picture frame/plane and tracing the image onto the clear surface.
- Constructs a landscape by using a computer-based “paint program.”
- Creates a drawing or painting of outer space and uses foreground, middle ground, background, horizon line, overlap, placement, size, detail, and color in the composition to give the illusion of objects traveling through space.
- Examines black-and-white op-art images that demonstrate the illusion of depth within the positive and negative spaces.

**OSPI-Developed Arts Performance Assessment: A Postcard View**

**GLE: 1.1.6**

Applies, analyzes, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between mixes, produces, and uses—in various artworks and using a variety media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).

- Tints and shades (to show color value).
- Complementary color pairs.
- Language of color.
- Uses the color wheel to examine relationships between color schemes, such as primary, secondary, tertiary/intermediate, and complementary color schemes.
- Uses color both realistically and expressively in a variety of two- and three-dimensional works of art to demonstrate mood.

### **Examples:**

- Uses intermediate colors, including tints and shades, to create the composition of a painting.
- Uses warm and cool colors to construct a paper mola.
- Constructs a rain stick in the Australian aboriginal style and applies red and yellow earth tones to create an analogous color scheme.
- Uses a complementary color scheme to paint a still life of a flower in the style of Georgia O’Keeffe.

### **GLE: 1.1.7**

Applies, analyzes, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Examines, develops, and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion
  - Emphasis/dominance (developed through the use of contrast of color, size/placement, balance, proportion, and

- movement/rhythm)
- Harmony and unity (developed through the use of similarities in compositions)
- Uses and discusses the use of principles of design in his/her work and the work of others.
- Focuses on the use of harmony and unity as he/she selects, uses, and produces artworks that combine the principles of design.

**Examples:**

- Creates a textile design on paper and uses repetition/pattern, harmony, and unity in such a way that the design reflects the student’s knowledge of a specific cultural design, such as a design based on Kente cloth, Japanese kimono patterns, Guatemalan weaving, or Aboriginal dreamtime designs.
- Produces a three-dimensional animal sculpture, such as an animal sculpture in the style of Oaxacan wood carvings, by using balance, proportion, and repetition/pattern to develop a unified design.

**Component** Develops the skills and techniques of visual arts.

## 1.2

**GLE: 1.2.1**

Analyzes and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Uses shading techniques and implements the skills, techniques, and processes of visual arts.
- Uses the skills of drawing, painting, and forming to create an artwork.
- Uses a variety of techniques to create textures, qualities of line, and values.
- Uses perceptual skills to create imagery from observation and imagination.
- Uses a variety of art media and techniques in two and three dimensions.
- Applies color theory and techniques in a variety of media to produce artworks.

**Examples:**

- Uses beginning watercolor skills and techniques to create a landscape.
- Uses hatching, cross-hatching, and stippling in a drawing of a shoe and/or still-life composition.
- Uses textures, colors, and special devices to draw an animal in its habitat.

**OSPI-Developed Arts Performance Assessments:** One of a Kind Shoe, Endangered Nest, Put the Life Back into Wildlife

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Applies, analyzes, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

- Examines the stylistic, thematic, and/or technical content of a variety of diverse artworks.
- Creates an artwork that reflects the influences of a particular artist, style, culture, or time.
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Recognizes and distinguishes between the works of impressionist artists by their styles, techniques, and subjects, such as the works of Mary Cassatt, Auguste Renoir, and John Singer Sargent.
- Creates a painted sculpture in the style of Mexico’s Oaxacan woodcarvers.
- Creates, in the style of Pablo Picasso’s *Guernica*, a small “group mural” about a current world event.
- Uses visual thinking skills to describe and discuss paintings, such as René Magritte’s *Time Transfixed* and *This is Not a Pipe (Leci n’est Pas Une Pipe)* and Marc Chagall’s *La Mariee (The Wedding)*.
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**OSPI-Developed Arts Performance Assessment:** Sculptures in the Park

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Demonstrates active listening and appropriate viewing skills in visual arts settings.
- Demonstrates the ability to adapt his/her behavior to suit the audience conventions of the venue and cultural context.
- Describes and uses the relationships between and interactive responsibilities of the audience, artist, artwork, and community in a variety of visual arts settings.

#### **Examples:**

- Understands that expectations of behavior differ according to venue and demonstrates appropriate behavior in a variety of settings, such as a gallery and an interactive museum.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.

**OSPI-Developed Arts Performance Assessments:** One of a Kind Shoe, Endangered Nest, Put the Life Back into Wildlife

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - **Identifies** the purpose of a visual arts composition.
  - **Explores and gathers** information from diverse sources to create visual artworks.
  - **Uses** ideas, skills, foundations, and techniques to create visual artworks through guided exploration and mentoring.
  - **Implements** the elements, skills, foundations, and techniques of visual arts and the principles of design to create visual artworks.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** visual artworks through feedback and self-reflection.
  - **Presents** artworks to others in the community by displaying his/her work in a variety of visual arts settings.

#### Examples:

- Creates a visual arts composition that combines the elements of visual arts.
- Draws a realistic cityscape and reflects upon the use of value and spatial devices in the drawing.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.

**OSPI-Developed Arts Performance Assessments:** Teen Sandwich Hub, Sculptures in the Park

**Component 2.2** **Applies a performance and/or presentation process to visual arts.** (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to the visual arts.

- Demonstrates a presentation process:
  - **Creates, revises, and evaluates** a body of original visual artworks through exploration, reflection, and problem-solving.
  - **Selects** artistic resources and materials in order to create and present artworks.
  - **Produces and presents** an artwork that represents a personal experience.
  - **Communicates** the process used to make a visual artwork and/or presentation.
  - **Identifies** the audience and purpose of the artwork and presentation.
  - **Reflects** upon the process used to create artworks and self-evaluates.
  - **Interprets** meaning through personal understanding of the work and/or presentation.
  - **Analyzes** the structure of the work.

**Examples:**

- Employs the vocabulary of visual arts as he/she uses a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, or portfolio review.
- Creates (with the assistance of the teacher/student peers) an appropriate rubric for self-evaluation and reflection.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.
- Describes the sequence of the process used to create the artwork.

**OSPI-Developed Arts Performance Assessments:** Put the Life Back in Wildlife, Endangered Nest, Sculptures in the Park, Earth Day

**Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing visual arts.
  - **Describes and communicates** what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - **Uses** developmentally appropriate elements and foundations of visual arts.
  - **Determines** personal meaning based on personal experiences and background knowledge.
  - **Examines** by using supportive evidence, background knowledge, and context.

**Examples:**

- Compares and contrasts various genres of visual arts by analyzing specific elements, such as the use of value in renaissance portraits (Leonardo da Vinci's *Mona Lisa*) and in baroque portrait paintings (Caravaggio's *David and Goliath*).
- Views and critiques his/her own artworks and artworks by peers or groups.
- Shares and communicates how a particular artwork makes him/her feel (aesthetics).

## EALR 3—Visual Arts

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component** Uses visual arts to express feelings and present ideas.

### 3.1

#### GLE: 3.1.1

Analyzes the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.

- Expresses feelings and presents original ideas (with teacher’s support and direction) by using visual arts symbols in a variety of genres, styles, and media.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
- Examines and explains artistic/design choices in a variety of media and/or styles.
- Examines and describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

#### Examples:

- Compares and contrasts the historical, traditional, geographical, cultural, and political information that forms the context of the visual arts that are being studied.
- Uses the elements of visual arts to create an abstract artwork that depicts a specific emotion.

**Component** Uses visual arts to communicate for a specific purpose.

### 3.2

#### GLE: 3.2.1

Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Uses (with teacher’s support and direction) media, materials, and resources deliberately to communicate for a specific purpose.
- Examines how visual arts styles and genres can communicate for a specific purpose.
- Determines how an artistic work communicates a specific purpose or idea.

- Works alone or in collaboration with others (and with teacher's support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

**Examples:**

- Examines, discusses, and copies the styles of historic artworks (such as Picasso's *Guernica*) and artists to communicate contemporary ideas.

**OSPI-Developed Arts Performance Assessments:** Endangered Nest, The Real You, Teen Sandwich Hub, Sculptures in the Park, Put the Life Back in Wildlife, Earth Day

**Component  
3.3**

**Develops personal aesthetic criteria to communicate artistic choices in visual arts.**

**GLE: 3.3.1**

Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.

- Determines (with teacher's direction and support) how the personal aesthetic choices reflected in visual artworks are influenced by geography, culture, and history.
- Examines and discusses how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

**Examples:**

- Selects examples of how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Compares and contrasts the ways that personal aesthetic choices in visual arts influence personal choices.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*)

### GLE: 4.1.1

Understands that visual artworks and artworks from other disciplines share common attributes and were created using similar artistic processes.

- Identifies the arts processes that are similar within all arts disciplines.
- Reflects upon, distinguishes between, and compares the attributes of visual arts and the attributes of other arts disciplines.
- Produces visual artworks that communicate connections between visual arts other arts disciplines.

#### Examples:

- Describes a musical piece by using rhythmic repetition of line on a surface.
- Responds to a theatrical piece by creating an artwork that represents characteristics of the play.
- Creates masks or scenery needed for a school play.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

### GLE: 4.2.1

Analyzes and evaluates relationships between visual arts and other content areas.

- Examines, differentiates between, and compares the concepts, attributes, steps, and processes that are common to the arts and other content areas.
- Interprets arts knowledge, skills, and vocabulary to reinforce what he/she learns in other content areas.

**Examples:**

- Examines how artists use spatial devices related to math and science, such as linear perspective and atmospheric perspective.
- Examines how concepts and skills of visual arts connect to, integrate with, and can be incorporated into all core academic subjects, electives, career and technical education, occupational education, and education of “life and living.”
- Uses rhythm and movement in artworks.
- Explores connections between an artwork of a given historical period and its political content.
- Demonstrates connections between art and social studies by creating soap carvings that are based on the carving work of early American colonists.
- Illustrates a landscape based on a journal entry from the Lewis and Clark Expedition or Captain Vancouver.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Analyzes and evaluates how visual arts impact local economic, political, and environmental choices.

- Examines, responds to, and explains how the arts impact and reflect choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.
  - By advertisers.
  - By consumers.
  - By individuals (personal choices: clothing, etc.).
- Investigates and discusses the short- and long-term effects of visual pollution.
- Assesses the personal and economic impacts of plagiarism and copyright infringement on visual artists.

**Examples:**

- Examines and describes the influence of art in a community.
- Researches examples of arts-related activities in the community.
- Attends a gallery opening, the installation of public art, etc.
- Describes what the community would look like or be like without art.
- Debates the short- and long-term effects of visual pollution, such as billboards on scenic roadsides, landfills, and highway signs.
- Examines the definition and effect of plagiarism and copyright infringement on visual artists.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Applies his/her understanding of how specific attributes of a visual artwork reflect and/or influence culture and history.

- Explores, describes, and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture, place, or time.
- Selects and uses specific attributes in artworks to reflect a specific culture, place, or time.

**Examples:**

- Identifies how the relief-carving and sculptures of Chichen Itza in the Yucatan of Mexico reflect the cultural practices of the ancient Mayan culture.
- Researches different artworks associated with a neighboring county, such as to the north, south, east, and/or west of the school's location.
- Investigates the significance of cultural icons, such as totem-pole characters, flag colors and designs, architectural ornaments, and money.
- Creates an artwork by using attributes of American folk art to reflect the diversity of the United States.
- Examines connections between the elements of pre-Columbian design and contemporary architecture.

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Analyzes and applies understanding of how the knowledge, skills, and work habits of visual arts are needed and used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
  - Prepares work for presentation.
  - Works with success in the work place.
- Examines and describes how arts knowledge, skills, and work habits are needed for careers in the arts and how arts skills transfer to various careers in the world of work.

**Examples:**

- Examines careers and identifies and role-plays various occupations that involve artists.
- Explores how the skills and techniques of visual arts can be an enhancement to any choice of career.
- Creates a grid of occupations in the arts and reports on a career that might interest him/her.
- Compares and contrasts the occupations and roles of visual arts teachers, professional artists, teaching artists, and arts enthusiasts.

## Visual Arts—Seventh and Eighth Grades

### EALR 1—Visual Arts

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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#### Component 1.1 Understands and applies the concepts and vocabulary of visual arts.

##### GLE: 1.1.1

Applies, analyzes, and creates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks in a variety of media and to demonstrate and portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement/dynamic line
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational/realistic drawing
  - Form
  - Detail
  - Outline
  - Contours/blind contours
  - Design
  - Space
  - Value (five levels)
  - Gesture
  - Sketch lines
  - Line personality
  - Converging lines in one-point perspective
- Uses converging lines in one-point linear perspective to create the illusion of space.
- Examines and discusses how line personality impacts the expressive qualities of an artwork.

**Examples:**

- Uses line to achieve realistic and/or expressive purposes in a portrait or self-portrait composition.
- Uses line to create value and the illusion of form in artworks.
- Uses converging lines to create an exterior/interior scene in one-point and/or two-point perspective.
- Uses line to produce/create (from observation) contour, gesture, and realistic drawings of everyday objects.
- Practices the techniques and the uses of sketch-lines to plan and lay out a composition.
- Uses a variety of lines to create patterns, designs, shapes, textures, and values in a “still-life” drawing, landscape, or sculpture.
- Examines and uses dynamic line in sculpture to suggest movement.
- Examines and discusses how line personality impacts the expressive qualities of a variety of specific artworks by Pablo Picasso, such as *Guernica*.

**OSPI-Developed Arts Performance Assessments:** The Real You, Endangered Nest, Earth Day, Teenage Sandwich Hub, Sculptures in the Park

**GLE: 1.1.2**

Applies, analyzes, and creates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, *Shape and Form*, Color, Value, Texture, Space

- Differentiates between, selects, and produces shapes and forms in a variety of styles, artworks, and media, including digital media, to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes and forms.
  - The illusion of three-dimensional form on a two-dimensional surface.
  - Realism.
- Selects and produces shapes and/or forms expressively in a variety of two- and three-dimensional artworks.
- Uses a variety of construction techniques and materials to create three-dimensional sculptures and functional forms for a specific purpose.
- Examines and discusses shapes and forms in a variety of artworks.

**Examples:**

- Creates the illusion of three-dimensional form in a still-life drawing of bones, shells, or flowers.
- Uses positive and negative shapes to create a nōtan design.
- Uses the expressive qualities of shape and form to construct a three-dimensional cultural mask.
- Identifies and uses shapes and forms to create a motif in a tessellation or grid design.
- Uses shape and form in combination with other elements to produce a sculptural relief of an imaginary creature or a realistic animal.
- Produces shape and form realistically in a self-portrait or landscape.
- Creates a bas-relief (sculptural relief) from a variety of materials, such as clay, cardboard, foam, and wood.
- Designs a building façade with three levels of relief, such as the design on the front of the Parthenon.
- Uses cardboard or other found materials to design a maquette (scale model) with a specific theme.

**OSPI-Developed Arts Performance Assessments:** The Real You, Endangered Nest, Earth Day, Teenage Sandwich Hub, Sculptures in the Park

**GLE: 1.1.3**

Applies, analyzes, and creates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape and Form, Color, **Value**, Texture, Space

- Examines, selects, and produces a range of four or more values in various environments and works of art in a variety of media; demonstrates and produces:
  - A value scale of black and white and four levels of gray (see the glossary for an example).
  - A monochromatic value scale, including a range of four intermediate color values (see the glossary for an example).
  - Two- and three-dimensional artworks that incorporate five levels of value.
  - A value scale in which repeating lines and shapes are used to generate five levels of value.
- Examines and produces a range of five values in two- and three-dimensional artworks in a variety of media to demonstrate/establish:

- The illusion of form on a two-dimensional surface.
- The illusion of depth/space (foreground, middle ground, and background).
- Shadows and a source of illumination in artworks.
- Emphasis.
- Focal point.
- Values in neutrals.
- Modeling techniques.
- Examines and discusses the use of value in a variety of artworks.

**Examples:**

- Creates a range of five values in a pencil drawing to enhance form and emphasize a focal point.
- Uses a range of values combined with other elements in a landscape to enhance the illusion of depth/space.
- Uses a range of values combined with other elements in a portrait or still-life drawing to enhance the illusion of form on a two-dimensional surface.
- Uses a monochromatic color scheme of underglazes or glazes to decorate a ceramic vessel.
- Creates a range of values on objects in a colored-pencil drawing or painting to indicate one light source, create shadows, and enhance the illusion of three-dimensional forms.
- Uses a range of values to create 3-D effects in stylized letters.
- Examines and discusses (through written reflection or oral discussion) the use of a range of values in an illustration from a graphic novel.
- Uses value to illustrate a night scene from a contemporary story, play, or video game.

**OSPI-Developed Arts Performance Assessments:** The Real You, Earth Day, Endangered Nest

**GLE: 1.1.4**

Applies, analyzes, and creates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Differentiates between, selects, and produces a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray:

- Visual/IMPLIED texture
- Actual texture
- Develops textures realistically and imaginatively in works of art in a variety of media, styles, and subject matter.

**Examples:**

- Examines and describes a variety of actual textures in a woodland environment.
- Uses cardboard to produce a sculpted maquette and applies liquid glue to the surfaces of this sculpture to create a variety of actual textures.
- Uses or mimics textures from the natural environment to construct a bas-relief sculpture or container from clay.
- Uses pencil, ink, or scratch-art techniques to draw a landscape composition and includes a variety of textures to create a range of values and emphasize the focal point.
- Examines multiple textures of natural objects and draws them from observation.
- Uses tempera or block-printing ink and real or artificial sea-life forms to produce gyotaku (“fish rubbing”) prints. (In Japanese, gyo = fish and taku = impression or rubbing.)
- Uses materials such as cardboard, yarn, glue, foil, copper foil, tin/aluminum foil, burnish, stain, shoe polish, and India ink to construct a foil repoussé design on the surface of a box or tile. (Repoussé is the art of embossing metals.)
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to construct a coil basket or Native-American inspired “dream catcher.”
- Builds a shoe, figure, or functional object from clay and applies to the surface a variety of actual textures (incised and pressed or invented).
- Creates a button-blanket design in traditional Northwest Coastal style and uses felt, buttons, shells, and the like as textural elements.
- Builds a container from “found objects,” including textured materials such as twigs, sticks, raffia, wire, and natural organic matter.

**OSPI-Developed Arts Performance Assessments:** Endangered Nest, Put the Life Back in Wildlife

**GLE: 1.1.5**

Applies, analyzes, and creates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Examines, selects, and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size
  - Placement on a page
  - Detail/diminishing detail
  - Color/diminishing color
  - Positive and negative space/shape
  - One-point perspective
  - Advancing and receding colors
- Examines, practices, and uses the techniques of one-point perspective in various environments and works of two- and three-dimensional art to enhance the illusion of depth.
- Develops space realistically and expressively in works of art in a variety of media.

**Examples:**

- Distinguishes between one- and two-point perspective in a variety of artworks and photographs.
- Draws a foreshortened object by placing it behind a glass picture frame/pane and tracing the image onto the clear surface.
- Examines and creates black-and-white op-art images that demonstrate the illusion of depth within the positive and negative space.
- Uses pencil or a computer “paint program” to draw a landscape or cityscape in one-point perspective.
- Uses foreshortening techniques to draw an aerial view (“bird’s eye view”) of a cityscape.

- Draws a composition of geometric forms in one- and/or two-point perspective, including only one source of illumination.
- Uses space to reflect a particular style of art (such as cubism, surrealism, expressionism, and realism) or to break up the picture plane.
- Uses a combination of spatial devices, including foreground, middle ground and background, size, color, and value, to create a drawing or painting on a black surface.

**OSPI-Developed Arts Performance Assessments:** Teen Sandwich Hub, Call for Teen Architects, Endangered Nest

### **GLE: 1.1.6**

Applies, analyzes, and creates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between, mixes, produces, and uses—in various artworks and using a variety media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).
  - Tints and shades (to show color value, monochromatic color schemes).
  - Complementary color pairs.
  - Language of color.
  - Analogous colors.
  - Hue, value, and intensities of color.
  - Neutrals and semi-neutrals (such as red and green to produce browns; purple and yellow to produce earth tones and grays).
  - Advancing and receding color in space.
- Uses the color wheel to examine relationships between color schemes, such as primary, secondary, tertiary/intermediate, and complementary color schemes.
- Uses color both realistically and expressively in a variety of two- and three-dimensional works of art to demonstrate:
  - Mood.
  - Energy of color.
  - Pigment versus light.
  - Subtractive versus additive color.

**Examples:**

- Uses attributes of color to create depth in a drawing or painting.
- Designs a color wheel and uses repetition of a particular motif as the central design element.
- Creates a geometric design in which a complementary or analogous color scheme is used to communicate a particular action.
- Produces a monochromatic landscape.
- Creates a portrait in which unrealistic color is used to communicate a particular mood.

**GLE: 1.1.7**

Applies, analyzes, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Examines, develops, and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion
  - Emphasis/dominance (developed through the use of contrast of color, size/placement, balance, proportion, and movement/rhythm)
  - Harmony and unity (developed through the use of similarities in compositions)
- Examines and discusses how artists (including the student him/herself) use the principles of design to develop artistic compositions.
- Selects, uses, and produces artworks that combine the principles of design.

**Examples:**

- Uses contrast, proportion, repetition, and a variety of values and textures to create a portrait.
- Produces a close-up illustration of a natural object and uses emphasis/dominance and contrast to create a focal point.
- Produces a three-dimensional mask in which balance, proportion, a variety of textures, and patterns/repetition are used to develop a unified design.
- Creates designs and illustrates a composition in one-point perspective in which balance, proportion, and variety are emphasized.
- Assembles a free-standing abstract sculpture in which movement, balance, and repetition/pattern are emphasized.

**OSPI-Developed Arts Performance Assessments:** The Real You, Teen Sandwich Hub, Endangered Nest, Sculptures in the Park

**Component 1.2** Develops the skills and techniques of visual arts.

**1.2****GLE: 1.2.1**

Analyzes and applies the skills and techniques of visual arts to create original works of arts in two and/or three dimensions.

- Develops and implements the skills, techniques, and processes of visual arts.
- Uses the skills of drawing, painting, and forming to achieve specific purposes.
- Uses a variety of techniques to create—for the purposes of expression—textures, qualities of line, and values.
- Uses perceptual skills to create imagery from observation and imagination.
- Uses a variety of art media and techniques in two- and three-dimensions to achieve specific purposes.
- Applies color theory and techniques to a variety of media to produce artworks.
- Uses technology to create two-dimensional artworks.

**Examples:**

- Uses additive and/or subtractive techniques in a variety of media (such as wood, found objects, wire, paper, or clay-based materials) to construct a three-dimensional form.
- Produces a range of values and textures to create the illusion of form and space in a composition.
- Creates from observation a realistic “self-portrait” with expressive qualities.
- Produces the illusion of space using one- or two-point perspective.
- Uses analogous and/or complimentary colors to create a paper or fabric batik.

**OSPI-Developed Arts Performance Assessments:** Endangered Nest, Sculptures in the Park, The Real You, Put the Life Back into Wildlife

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Applies, analyzes, and creates artworks by using visual arts genres and styles of various artists, cultures, places, and times.

- Distinguishes between various artworks based upon the aesthetic, stylistic, thematic, and/or technical content of each work.
- Applies aesthetic theory to critique an artwork.
- Creates an artwork that reflects the influences of a particular artist, style, culture, or time.
- Uses visual thinking skills to discuss a variety of artworks.

**Examples:**

- Compares and contrasts the styles and/or themes of artworks by three pop artists: Roy Lichtenstein, Andy Warhol, and Wayne Thiebaud.
- Uses formalism to critique Wassily Kandinsky’s *Squares with Concentric Rings* and compare it to Chuck Close’s *Portrait of Emma*.
- Determines how cultural differences influenced the content/themes of American murals of the 1930s and ‘40s by examining murals of the Works Progress Administration (WPA) at Harlem Hospital and murals by Diego Rivera (*Detroit Industry*, south and north walls, 1932–33).

- Creates, in the style of Pablo Picasso’s *Guernica*, a small “group mural” about a current world event.
- Uses visual thinking skills to describe and discuss paintings, such as Frida Kahlo’s *The Two Fredas*, Rene Magritte’s *This is Not a Pipe (Leci n’est Pas Une Pipe)*, and Marc Chagall’s *La Mariee (The Wedding)*.
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**OSPI-Developed Arts Performance Assessment:** Sculptures in the Park

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate to the setting and culture.

- Demonstrates active listening and appropriate viewing skills in visual arts settings.
- Demonstrates the ability to adapt his/her behavior to suit the audience conventions of the venue and cultural context.
- Describes and uses the relationships between and interactive responsibilities of the audience, artist, artwork, and community in a variety of visual art settings.

### **Examples:**

- Demonstrates how one’s interactions with people such as a museum docent, gallery attendant, curator, or visiting artist should differ.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.

**OSPI-Developed Arts Performance Assessments:** Endangered Nest, Put the Life Back into Wildlife, Sculptures in the Park, The Real You

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Identifies the purpose of a visual arts composition.
  - Explores and gathers information from diverse sources to create visual artworks.
  - Uses ideas, skills, foundations, and techniques to create visual artworks through guided exploration and mentoring.
  - Implements the elements, skills, foundations, and techniques of visual arts and the principles of design to create visual artworks.
  - Reflects for the purposes of self-evaluation and improvement.
  - Refines visual artworks through feedback and self-reflection.
  - Presents artworks to others in the community by displaying his/her work in a variety of visual arts settings.

#### Examples:

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation of visual artworks.
- Uses (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Creates an acrylic or oil-pastel landscape in the style of impressionism (1872–early 1900s).
- Creates a free-standing abstract sculpture made from paper.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.

**OSPI-Developed Arts Performance Assessments:** Teen Sandwich Hub, Sculptures in the Park

**Component 2.2** **Applies a performance and/or presentation process to visual arts.** (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates, revises, and evaluates a body of original visual artworks through exploration, reflection, and problem-solving. Selects artistic resources and materials in order to create and present artworks.
  - Produces and presents an artwork that represents a personal experience.
  - Communicates the process used to make a visual artwork and/or presentation.
  - Identifies the audience and purpose of the artwork and presentation.
  - Reflects upon the process used to create artworks and self-evaluates.
  - Interprets meaning through personal understanding of the work and/or presentation.
  - Analyzes the structure, context, and/or aesthetics of the work.

**Examples:**

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, or portfolio review.
- Creates (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Creates and presents to the class a painting or drawing inspired by a favorite poem, piece of music, story, and/or song lyrics.
- Describes the sequence of the process used to create the artwork.

**OSPI-Developed Arts Performance Assessments:** Put the Life Back in Wildlife, Endangered Nest, Sculptures in the Park, Earth Day

**Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to a presentation/exhibit of visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Analyzes the use and organization of elements, principles of design, and foundations.
  - Determines personal meaning based on personal experiences and background knowledge.
  - Examines by using supportive evidence, background knowledge, context, and aesthetic criteria.

**Examples:**

- Evaluates the use of set designs, costumes, and visual arts to support the meaning of a live or recorded performance such as opera, period visual arts, and multicultural arts and genres.
- Provides feedback to peer-artists.
- Views and critiques his/her own artworks and the artworks of peers or groups.
- Shares and communicates how a piece of artwork makes him/her feel (aesthetics).

## **EALR 3—Visual Arts**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component 3.1** Uses visual arts to express feelings and present ideas.

**GLE: 3.1.1**

Analyzes the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.

- Expresses feelings and presents original ideas (with teacher's support and direction) by using visual arts symbols in a variety of genres, styles, and media.

- Expresses and/or represents what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard) in works of art/design.
- Examines and explains artistic/design choices in a variety of media and/or styles.
- Examines and describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

**Examples:**

- Responds to the historical, traditional, geographical, cultural and political information that forms the context of the visual arts that are being studied.
- Uses the elements of visual arts to create an abstract artwork that depicts a specific emotion.

**Component 3.2** Uses visual arts to communicate for a specific purpose.

**3.2**

**GLE: 3.2.1**

Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Uses (with teacher’s support and direction) media, materials, and resources deliberately to communicate for a specific purpose.
- Examines how visual arts styles and genres can communicate for a specific purpose.
- Determines how an artistic work communicates a specific purpose or idea.
- Works alone or in collaboration with others (and with the teacher’s support and direction) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

**Examples:**

- Examines *Guernica* by Pablo Picasso and discusses his/her interpretation of the work.
- Creates a group mural, using *Guernica* as a model, to illustrate a parallel world event of the past or present.

**OSPI-Developed Arts Performance Assessments:** Endangered Nest, The Real You, Teen Sandwich Hub, Sculptures in the Park, Put the Life Back in Wildlife, Earth Day

**Component 3.3** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

**GLE: 3.3.1**

Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.

- Determines (with teacher’s direction and support) how the personal aesthetic choices reflected in visual artworks are influenced by geography, culture and history.
- Examines and discusses how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

**Examples:**

- Selects examples of how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Compares and contrasts the ways that personal aesthetic choices in visual arts influence personal choices.

## **EALR 4—Visual Arts**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

**GLE: 4.1.1**

Analyzes and applies understanding of how artworks and/or performances of visual arts and of the other arts disciplines share common attributes.

- Identifies arts processes that are similar within all arts disciplines.
- Reflects upon, distinguishes between, and compares the attributes of visual arts and the attributes of other arts disciplines.
- Produces visual artworks that communicate connections between visual arts and other arts disciplines.

**Examples:**

- Describes a musical piece by using rhythmic repetition of line on a surface.
- Responds to a poem or theatrical work by creating an artwork that represents characteristics of the work.
- Creates costumes, masks, or scenery for a school play.
- Creates a photographic backdrop for a school dance with a specific theme.

**OSPI-Developed Arts Performance Assessment:** Sculptures in the Park

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**

Analyzes and evaluates relationships between visual arts and other content areas.

- Examines, differentiates between, and compares the concepts, attributes, steps, and processes that are common to the arts and that can be connected to, integrated with, and incorporated into other academic subjects, including career, technical, and occupational education.
- Interpret arts knowledge, skills, and vocabulary to reinforce learning in other content areas.

**Examples:**

- Explores patterns in science and math, such as fractals, floral patterns, crystals, and tessellations.
- Examines how rods and cones in the human eye interpret images.
- Examines the property of light and how it affects color.
- Examines the scientific principles involved in optical illusion/stimulation (such as op art, pop art, kinesthetic art, animation, and M.C. Escher's tessellations).
- Examines and compares how artists such as Andy Warhol and Chuck Close create artworks using an underlying grid.
- Uses a grid system to create or enlarge a work of art.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Analyzes and evaluates how visual arts impact state economic, political, and environmental choices.

- Examines, responds to, and explains how the arts impact and reflect choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.
  - By advertisers.
  - By consumers.
  - By individuals (personal choices: clothing, etc.).
  - By groups.
  - In relation to culture and society.
- Investigates and discusses the short- and long-term effects of visual pollution.
- Assesses the personal, economic, and legal impacts of plagiarism and copyright infringement on visual artists.
- Investigates how personal aesthetic choices are reflected in visual artworks.

**Examples:**

- Attends a gallery opening, the installation of public art, etc.
- Describes what the community would look like or be like without art.
- Debates the short- and long-term effects of visual pollution, such as billboards on scenic roadsides, landfills, and highway signs.
- Prepares an exhibition of art with a particular community-related theme.
- Describes the messages that various choices relating to personal appearance communicate to others.
- Examines the definition and effect of plagiarism and copyright infringement on visual artists.
- Researches a current event involving plagiarism or copyright infringement of visual artworks, such as the copying of Northwest Coast designs for sale without the express permission of the native artist or nation; or the use of a corporate logo without the permission of the owner.

## **Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

### **GLE: 4.4.1**

Analyzes and applies his/her understanding of how specific attributes of a visual artwork reflect and/or influence culture and history.

- Explores, describes, and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture, place, or time.
- Examines, selects, and uses specific attributes of artworks to reflect a specific culture, place, or time.
- Compares specific attributes of artworks from different cultures during the same time periods.
- Investigates how personal aesthetic choices in visual arts are influenced by culture and history.

#### **Examples:**

- Examines how the architecture of ancient Rome, such as the Pantheon and the Coliseum, reflects the political and social nature of the time period that produced it.
- Compares the architecture of ancient Greece with the architecture of government buildings in the United States of America and discusses what messages that architecture communicates to the public.
- Examines the work of Andy Warhol and creates in his style a painting of a contemporary icon.
- Investigates the significance and symbolism of cultural icons on a totem pole.
- Researches the meaning of symbols on the flag and money of the United States and of other countries.
- Creates an original individual or group artwork and uses cultural symbols to represent an individual or social group.

**Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Analyzes and applies understanding of how the knowledge, skills, and work habits of visual arts are needed and used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
  - Prepares work for presentation.
  - Works with success in the work place.
- Examines and discusses how arts knowledge, skills, and work habits are needed for careers in the arts and how arts skills transfer to various careers in the world of work.

**Examples:**

- Examines careers in the arts and how studying/instruction in the arts can enhance any occupation.
- Creates a grid of occupations in the arts and reports on a career that might interest him/her.
- Compares and contrasts the occupations and roles of visual arts teachers, professional artists, teaching artists, and arts enthusiasts.

## *Visual Arts—High School Proficiency*

### **EALR 1—Visual Arts**

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

#### **GLE: 1.1.1**

Creates, analyzes, and evaluates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks in a variety of media and to demonstrate and portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement/dynamic line
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational/realistic drawing
  - Form
  - Detail
  - Outline
  - Contours/blind contours
  - Design
  - Space
  - Value (five levels)
  - Gesture
  - Sketch lines
  - Implied line
  - Line personality
  - Line of site
  - Converging lines in one- and two-point perspective
- Creates artworks in one- and two-point linear perspective by using converging lines to create the illusion of space.
- Examines and discusses how line personality impacts the expressive qualities of a variety of artworks.

**Examples:**

- Critiques how the use of various line personalities impacts the expressive qualities of a variety of specific artworks by Alexander Calder.
- Uses line in combination with other elements of visual arts to achieve realistic and expressive purposes in a portrait or self-portrait composition.
- Practices the techniques and the uses of sketch-lines to plan and lay out a composition.
- Develops implied line in a drawing, graphic design, or photograph.
- Uses line in combination with other elements of visual arts to create a still-life drawing from observation.
- Creates one-point and two-point perspective by using converging lines in a drawing of a room interior or building exterior.
- Uses line to create gesture drawings from observation.

**OSPI-Developed Arts Performance Assessments:** A Vegetarian Palette, Earth Club Logo, Cartoon Comments, The Perfect Gift, Picture This

**GLE: 1.1.2**

Creates, analyzes, and evaluates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Selects and produces shapes and forms in a variety of styles, artworks, and media, including digital media, to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes and forms.
  - The illusion of three-dimensional form on a two-dimensional surface.
  - Realism.
  - Edges and implied edges.
- Selects and produces shapes and/or forms expressively in a variety of two- and three-dimensional artworks.
- Uses a variety of construction techniques and materials to create three-dimensional sculptures and functional forms for a specific purpose.
- Critiques and justifies the use of shapes and/or forms in a variety of artworks.

**Examples:**

- Creates the illusion of three-dimensional form in a still-life drawing.
- Creates a design by using positive and negative shapes.
- Creates a cubist style portrait by using shape and form in combination with other elements.
- Produces a sculpture of an imaginary creature by using shape and form in combination with other elements.
- Uses positive and negative shapes to produce a three-dimensional work of art.
- Produces shapes and forms both realistically and expressively in a two- or three-dimensional composition.
- Produces shapes and forms in portraits, landscapes, and/or still life portrayals.
- Produces shapes and forms in combination with other elements in a variety of artworks.
- Creates a series of artworks in which he/she designs shapes and forms around a theme that he/she selected for a portfolio and senior project.
- Justifies (through written reflection or oral presentation/critique) the use of shapes and/or forms in a variety of artworks.
- Develops a drawing, graphic design, or photograph that explores the use of implied line.

**OSPI-Developed Arts Performance Assessments:** A Zoo Mug, A Vegetarian Palette, The Perfect Gift, Snack Time

**GLE: 1.1.3**

Creates, analyzes, and evaluates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape and Form, Color, **Value**, Texture, Space

- Examines, selects, and produces a range of five or more values in various environments and works of art in a variety of media; demonstrates and produces:
  - A value scale of black and white and five levels of gray (see the glossary for an example).
  - A monochromatic value scale, including a range of four or more intermediate color values (see the glossary for an example).
  - Two- and three-dimensional artworks that incorporate five levels of value.
  - A value scale in which repeating lines and shapes are used to generate five or more levels of value.

- Examines and produces an extensive range of five or more values in two- and three-dimensional artworks in a variety of styles, art forms, media, and subject matter to demonstrate/establish:
  - The illusion of form on a two-dimensional surface.
  - The illusion of depth/space (foreground, middle ground, and background).
  - Shadows and a source of illumination in artworks.
  - Emphasis.
  - Focal point.
  - Values in neutrals.
  - Modeling techniques.
  - Mood.
  - Specific ideas or concepts.
  - Tension.
  - Dynamic lighting.
  - High-key and low-key compositions.
- Examines and discusses the use of value in a variety of artworks.

**Examples:**

- Creates a range of five values in a still-life pencil drawing to enhance form and emphasize a focal point.
- Uses modeling techniques (hatching, cross-hatching, stippling, etc.) to create five levels of value in an inked cartoon.
- Uses value gradations to create the illusion of form in a chalk-pastel composition.
- Uses a range of values combined with other elements to convey emphasis or express an idea.
- Selects and produces value to render an object's local (realistic) color in a colored-pencil drawing or painting.
- Uses value in the manner of a specific style of art, such as cubism, to compose a painting.
- Examines, discusses, or reflects upon how cinematographers use value to create tension in specific scenes of a movie.
- Illustrates a night scene from a contemporary story or play.
- Creates a story board for a graphic novel.

**OSPI-Developed Arts Performance Assessments:** The Vegetarian Palette, Cartoon Comments, The Perfect Gift, Snack Time

**GLE: 1.1.4**

Creates, analyzes, and evaluates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, **Texture**, Space

- Differentiates between, selects, and produces a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray:
  - Visual/implied texture.
  - Actual texture.
- Develops textures realistically, imaginatively, expressively, and abstractly in works of art in a variety of media, styles, and subject matter.

**Examples:**

- Examines, describes, and produces a variety of actual textures to enhance the surface of a raku sculpture.
- Uses or mimics textures from the natural environment to construct a bas-relief sculpture or functional container from clay.
- Examines multiple textures of natural objects and draws them from observation.
- Uses pencil, ink, or scratch-art modeling techniques to draw a still-life composition and includes a variety of textures to create a range of values and emphasize the focal point.
- Uses tempera or block-printing ink and real or artificial sea-life forms to produce gyotaku (“fish rubbing”) prints. (In Japanese, gyo = fish and taku = impression or rubbing.)
- Uses a computer “paint program”—one that allows the user to texture-fill and edit—to create a realistic drawing of highly textured objects.
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to construct a coil basket or Native-American inspired “dream catcher.”
- Builds a shoe, figure, or functional object from clay and applies to the surface a variety of actual textures (incised and pressed or invented).
- Uses associated textures to produce a thematic collage.
- Uses a variety of materials to create mosaics.
- Uses found objects to create an assemblage in the style of Louise Nevelson.

**OSPI-Developed Arts Performance Assessments:** The Vegetarian Palette, A Zoo Mug

**GLE: 1.1.5**

Creates, analyzes, and evaluates the element space when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Examines, selects, and uses the element *space* and spatial devices in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size
  - Placement on a page
  - Detail/diminishing detail
  - Color/diminishing color
  - Positive and negative space/shape
  - One-point perspective
  - Advancing and receding colors
- Examines, practices, critiques, and uses one- and two-point perspective and spatial techniques in various environments and works of two- and three-dimensional art to enhance the illusion of depth.
- Develops space realistically, expressively, abstractly, and subjectively in works of art in a variety of media.

**Examples:**

- Uses a variety of spatial devices, including linear perspective, to create a still-life drawing.
- Produces a landscape or cityscape in which one-point perspective is used to create deep space.
- Creates a series of compositions of geometric forms in one- and two-point perspective and includes only one source of illumination.
- Creates space in an artwork to reflect a particular style of art or to break up the picture plane.
- Creates a drawing or painting in which he/she uses foreground, middle ground, and background along with exaggerated atmospheric perspective.

- Uses two-point perspective to draw a landscape or cityscape.
- Uses foreshortening techniques to draw an aerial view (“bird’s eye view”) of objects or figures.
- Draws a foreshortened hand by placing it behind a glass picture frame/pane and tracing the image onto the clear glass or acrylic sheet.
- Examines and discusses how artists use advancing and receding color to enhance the feeling of depth in a composition.
- Examines and determines that positive and negative spaces share edges.

**OSPI-Developed Arts Performance Assessments:** Sculptures in the Park, Cartoon Comments, A Vegetarian Palette, Snack Time, Endangered Nest

### **GLE: 1.1.6**

Creates, analyzes, and evaluates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between, mixes, produces, and uses—in various artworks and using a variety media—the following:
  - Primary colors (yellow, red, blue).
  - Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
  - Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
  - Intermediate (tertiary) colors; created by mixing primary and secondary colors (yellow + green = yellow-green).
  - Tints and shades (to show color value, monochromatic color schemes).
  - Complementary color pairs.
  - Language of color.
  - Analogous colors.
  - Hue, value, and intensities of color.
  - Color-tone scales (dark to light, orange to red, low to high intensity, etc.).
  - Neutrals and semi-neutrals (such as red and green to produce browns; purple and yellow to produce earth tones and grays).
  - Advancing and receding color in space.
  - High key (tints) and low-key (shades).
  - Psychology of color.
  - Chemistry of color.
  - Color in advertising and marketing.

- Uses the color wheel to examine relationships between color schemes, such as primary, secondary, tertiary/intermediate, and complementary color schemes.
- Intentionally uses color in a variety of artistic styles, art forms, media, and subject matter; uses color both realistically and expressively in a variety of two- and three-dimensional works of art to demonstrate:
  - Mood.
  - Energy of color.
  - Pigment versus light.
  - Subtractive versus additive color.
- Critiques the use of color in a variety of works of art.

**Examples:**

- Combines color (for the purposes of realism and expression) with other elements in a still-life painting.
- Creates a self-portrait and uses color for expressive purposes.
- Selects and produces specific color schemes in combination with other elements of visual arts to create works of art in a variety of styles, art forms, media, and subject matter.

**GLE: 1.1.7**

Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Examines, develops, and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion

- Emphasis/dominance (developed through the use of contrast of color, size/placement, balance, proportion, and movement/rhythm)
- Harmony and unity (developed through the use of similarities in compositions)
- Examines and discusses how artists (including the student him/herself) use the principles of design to develop artistic compositions.
- Selects, evaluates, and produces a body of artworks that combines the principles of design in a variety of media to achieve a specific purpose.

**Examples:**

- Assembles a free-standing abstract sculpture in which movement, balance, and repetition/pattern are emphasized.
- Uses the principles of design to create graphic and photographic compositions.
- Intentionally uses the principles of design to create a clay mug.

**OSPI-Developed Arts Performance Assessments:** A Vegetarian Palette, Earth Club Logo, Cartoon Comment, A Perfect Gift, Snack Time

**Component 1.2** Develops the skills and techniques of visual arts.

**1.2****GLE: 1.2.1**

Analyzes and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Examines, uses, and refines the skills, techniques, and processes of visual arts.
- Uses perceptual skills (to create imagery from observation), imagination, and forming skills to achieve specific purposes in drawing and painting.
- Selects and uses a variety of media and techniques in two- and three-dimensions to achieve specific purposes.
- Uses a variety of photographic and digital media techniques to develop compositions for the purposes of expression.

**Examples:**

- Uses additive and subtractive techniques based on the realistic human figure/form to construct a three-dimensional form.

- Produces a range of color values and gradations to create the illusion of form in a realistic still life or portrait.
- Uses color layering and blending techniques intentionally and purposefully within a composition to create depth, contrast, and/or emphasis.
- Plans a composition and uses “rule of thirds” in “image capture” when working with a camera.
- Uses a variety of techniques to create—for the purposes of expression—textures, qualities of line, and values.
- Uses technology to create two-dimensional artworks.

**OSPI-Developed Arts Performance Assessments:** Vegetarian Palette, Put the Life Back in Wildlife, Zoo Mug, Snack Time, The Perfect Gift

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

### **GLE: 1.3.1**

Analyzes, creates, and evaluates an artistic composition by using visual arts genres and styles of various artists, cultures, places, and times.

- Distinguishes between the artworks of a variety of artists, cultures, and/or times.
- Applies visual thinking strategies and aesthetic criteria to discuss a variety of artworks.
- Creates and interprets an artwork that reflects the influences of a particular artist, style, culture, or time.
- Uses visual thinking strategies to discuss and critique a variety of artworks.

### **Examples:**

- Researches Jackson Pollock’s work to create an homage that incorporates characteristics of the style called abstract expressionism.
- Examines similarities between the sculptural works of Debra Butterfield and Louise Nevelson and other works of that style or period.
- Creates and presents a digital museum with at least six artworks that are judged to be exemplary based on three aesthetic criteria/theories, such as formalism, emotionalism, and imitationalism.

- Uses visual thinking strategies to describe and discuss contemporary artworks, such as Kiki Smith’s sculptures, Kara Walker’s silhouette installations, and Josephine Baker’s *The Dinner Party Quilt*.
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**OSPI-Developed Arts Performance Assessment:** The Perfect Gift

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Demonstrates active listening and appropriate viewing skills in a variety of visual arts settings.
- Demonstrates the ability to adapt his/her behavior to suit the audience conventions of the venue and cultural context.
- Determines the relationships between and interactive responsibilities of the audience, artist, artwork, and community in a variety of visual arts settings.

### **Examples:**

- Demonstrates how one’s interactions with public sculptures differs according to the sculpture’s context and location, such as attaching things to *Waiting for the Interurban* by artist Richard Beyer (Freemont, WA), touching Maya Lin’s Vietnam Memorial (Washington, D.C.), climbing on the *Freemont Troll* by artists Steve Badanes, Will Martin, Donna Walter, and Ross Whitehead (Freemont, WA), and/or viewing sculptures in the sculpture park of one’s town/city.
- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.

**OSPI-Developed Arts Performance Assessments:** Vegetarian Palette, Zoo Mug, Snack Time, The Perfect Gift

## EALR 2—Visual Arts

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### GLE: 2.1.1

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Identifies the purpose of a visual arts composition.
  - Explores and gathers information from diverse sources to create visual artworks.
  - Uses ideas, skills, foundations, and techniques to create visual artworks through guided exploration and mentoring.
  - Implements the elements, skills, foundations, and techniques of visual arts and the principles of design to create visual artworks.
  - Reflects for the purposes of self-evaluation and improvement.
  - Refines visual artworks through feedback and self-reflection.
  - Presents artworks to others in the community by displaying his/her work in a variety of visual arts settings.

#### Examples:

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, portfolio review, conference presentation, project, or production.
- Implements (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Gathers a variety of found materials to create an original work of art around a theme, such as Debbie Butterfield’s horse sculptures.
- Creates a black-and-white photographic composition (with a range of values) in the style of Andre Kertész (*Still Life with Mirror, Pens and Key*, 1927) or Paul Strand (*Bowls and Apples, Twin Lakes*, 1916).
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.

**OSPI-Developed Arts Performance Assessments:** Snack Time

**Component 2.2** **Applies a performance and/or presentation process to visual arts.** (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates, revises, and evaluates a body of original visual artworks through exploration, reflection, and problem-solving.
  - Selects artistic resources and materials in order to create and present artworks.
  - Produces and presents an artwork that represents a personal experience.
  - Communicates the process used to make a visual artwork and/or presentation.
  - Identifies the audience and purpose of the artwork and presentation.
  - Reflects upon the process used to create artworks and self-evaluates.
  - Interprets meaning through personal understanding of the work and/or presentation.
  - Analyzes the structure, context, and/or aesthetics of the work.

**Examples:**

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, portfolio review, senior project, or production.
- Creates (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Creates a body or a series of original artworks that represent a theme (with variations) that he/she selected.
- Creates a body of design work for community-based clients.
- Engages—for the purpose of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Recognizes the need for intentional practice to acquire technical and perceptual skills and techniques.
- Describes the sequence of the process used to create the artwork.

**Component 2.3** Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
  - Analyzes the use and organization of elements, principles of design, and foundations.
  - Interprets meaning based on personal experiences, background knowledge, and research.
  - Evaluates and justifies by using supportive evidence and aesthetic criteria.

**Examples:**

- Evaluates the use of set designs, costumes, and visual arts to support the meaning of a live or recorded performance such as opera, period visual arts, and multicultural arts and genres.
- Views and critiques his/her own artworks and the artworks of peers or groups.

**EALR 3—Visual Arts**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component 3.1** Uses visual arts to express feelings and present ideas.

**3.1**

**GLE: 3.1.1**

Analyzes the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.

- Expresses, synthesizes, and presents original ideas and feelings (with teacher's guidance and mentoring) by using visual arts symbols in a variety of genres, styles, and media.

- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
- Articulates and justifies choices of artistic/design in a variety of media and/or styles.
- Discusses and/or describes representations (in a variety of styles) of original ideas and feelings and describes how the arts were used to create these representations.
- Describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

**Examples:**

- Incorporates, compares, and contrasts various expressive elements when developing an interpretation for a visual arts composition.
- Responds to the historical, traditional, geographical, cultural, and political context of visual artworks that he/she is studying.
- Uses the elements of visual arts to create a triptych that depicts a specific emotion.

**Component 3.2** Uses visual arts to communicate for a specific purpose.

**3.2**

**GLE: 3.2.1**

Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Uses (with teacher's guidance and mentoring) media, materials, and resources deliberately to communicate for a specific purpose.
- Evaluates and explains (with teacher's guidance and mentoring) how the deliberate use of the elements of visual arts communicates for a specific purpose.
- Determines how an artistic work communicates a specific purpose or idea.
- Examines (with teacher's guidance and mentoring) how visual arts styles and genres can communicate for a specific purpose.
- Works alone or in collaboration with others (and with the teacher's guidance and mentoring) to plan and create visual artworks in a variety of media to communicate for a specific purpose.

**Examples:**

- Compares *Guernica* to another artwork of similar subject matter.
- Creates a photograph or drawing for the school newspaper and uses rule of thirds for the location of a focal point and shallow depth of field.
- Creates a work of art that expresses his/her view on a social or cultural issue, such as homelessness and pollution.

OSPI-Developed Arts Performance Assessments: **Snack Time, A Zoo Mug, Picture This, Earth Club Logo, Cartoon Comics**

## Component 3.3

**Develops personal aesthetic criteria to communicate artistic choices in visual arts.**

**GLE: 3.3.1**

Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.

- Examines and justifies (with teacher’s direction and support) how personal aesthetic choices in visual arts are influenced by geography, culture, and history.
- Examines and discusses how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

**Examples:**

- Selects examples of how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.
- Differentiates between and distinguishes the ways that personal aesthetic choices in visual arts influence personal choices.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

### GLE: 4.1.1

Analyzes and applies understanding of how artworks and/or performances of visual arts and of the other arts disciplines share common attributes.

- Reflects upon, distinguishes between, and compares the attributes of visual arts and the attributes of other arts disciplines.
- Creates an arts presentation that integrates two or more arts disciplines.

#### Examples:

- Produces an artwork with a specific theme for use as a backdrop for a student photo shoot. Creates a set-design layout to be constructed for a school play.
- Creates sets, costumes, or scenery for a school performance.
- Creates a program-cover design or poster for a school event/production.

**OSPI-Developed Arts Performance Assessments:** Picture This, Vegetarian Palette , Snack Time (Photography)

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

### GLE: 4.2.1

Analyzes, evaluates, and applies understanding of how attributes of visual arts are used in other content areas.

- Examines, differentiates between, and compares the concepts, attributes, steps, and processes that are common to the arts and that can be connected to, integrated with, and incorporated into other academic subjects, including career, technical, and occupational education.
- Produces and analyzes (with teacher’s assistance/guidance) an arts presentation that integrates other content areas.

**Examples:**

- Analyzes how the impact of the American Revolution is reflected in artworks of that same period.
- Uses watercolor techniques to create scientific illustrations, such as botanical, zoological, or ecological illustrations for a research paper.
- Uses symbolic icons to illustrate a piece of narrative writing.
- Identifies styles, techniques, and materials used in American art.

## Component 4.3

**Understands how the arts impact and reflect personal choices throughout life.**

**GLE: 4.3.1**

- Examines, responds to, and explains how the arts impact and reflect choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of activities in the community.
  - At other events outside of school.
  - By advertisers.
  - By consumers.
  - By individuals (personal choices: clothing, etc.).
  - By groups.
  - In relation to culture and society.
  - In relation to architectural and environmental decisions.
- Investigates and discusses the short- and long-term effects of visual and environmental pollution.
- Investigates and discusses how visual appearances influence opinion and perceptions of people and places.
- Assesses the legal consequences of plagiarism and copyright infringement along with the personal, economic, and political impacts on visual artists.

**Examples:**

- Debates the short- and long-term effects of visual pollution, such as billboards on scenic roadsides, landfills, and highway signs.

- Examines the public-art selection process, determines how a specific public artwork in his/her community was selected, and analyzes its impact on the environment.
- Describes the messages that various choices relating to personal appearance communicate to others.
- Analyzes how an individual’s choice of clothing reflects the popular culture of the time as well as social and environmental influences.
- Researches a current event involving plagiarism or copyright infringement of visual artworks, such as the copying of Northwest Coast designs for sale without the express permission of the native artist or nation.
- Researches the Indian Arts and Craft Act of 2009-2010 regarding Native American art.

## **Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

### **GLE: 4.4.1**

Analyzes and evaluates how a visual artwork reflects and/or influences culture, place, and history.

- Explores, describes, and compares attributes of
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture, place, or time.
- Examines, selects, and uses specific attributes in artworks to reflect a specific culture, place, or time.
- Compares specific attributes of artworks from different cultures during the same time periods.
- Examines and interprets specific attributes of artworks that shape culture and/or history.
- Examines and compares specific works of art that have shaped cultures or history.

### **Examples:**

- Determines specific attributes of African masks that influenced the work of the cubist painter Pablo Picasso.
- Compares the use of surrealist techniques, such as juxtaposition, transformation, and levitation, in artworks by René Magritte, Giorgio de Chirico, and other surrealist artists.
- Uses surrealist techniques to create an artwork.

- Investigates the significance of cultural icons, such as totem pole figures, colors and designs of flags, architectural ornaments, and money.
- Creates an original individual or group artwork and uses cultural symbols to represent an individual or social group

## Component 4.5

**Understands how arts knowledge and skills are used in the world of work, including careers in the arts.**

### **GLE: 4.5.1**

Analyzes and applies understanding of how the knowledge, skills, and work habits of visual arts are needed and used in the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
  - Prepares work for presentation.
  - Works with success in the work place.
- Examines and discusses how arts knowledge, skills, and work habits are needed for careers in the arts and how arts skills transfer to various careers in the world of work.

### **Examples:**

- Creates and presents a career plan that integrates arts courses needed for a career in the arts.
- Examines careers in the arts by visiting local artist-professionals and describes how studying the arts can enhance any occupation.
- Compares and contrasts the occupations and roles of visual arts teachers, professional artists, teaching artists, and arts enthusiasts.

## Visual Arts—High School Advanced Proficiency

### EALR 1—Visual Arts

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

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**Component 1.1** Understands and applies the concepts and vocabulary of visual arts.

#### **GLE: 1.1.1**

Creates, analyzes, and evaluates the element *line* when producing a work of art.

**Elements of Visual Arts:** *Line*, Shape, Form, Color, Value, Texture, Space

- Selects, uses, and produces a variety of types and qualities of line for artistic purposes in two- and three-dimensional artworks in a variety of media and to demonstrate and portray the following features and functions of line:
  - Direction
  - Expression/emotion
  - Movement
  - Shape
  - Textures
  - Patterns
  - Imaginative drawing
  - Observational/realistic drawing
  - Form
  - Detail
  - Contours
  - Design
  - Space
  - Value (five levels)
  - Gesture
  - Implied line
- Creates artworks in one- and two-point linear perspective by using converging lines to create the illusion of space.
- Critiques and justifies how line impacts the expressive qualities of a variety of artworks of different artists, cultures, and styles.
- Selects and produces qualities of line around a theme that he/she defines.
- Uses qualities of line in combination with other elements to create a series of artworks around a specific theme that he/she defines.

**Examples:**

- Critiques how the use of line impacts the expressive qualities of a variety of specific artworks by Thomas Hart Benton.
- Uses line in combination with other elements of visual arts to achieve realistic and expressive purposes in a portrait or self-portrait composition.
- Produces a variety of line qualities—in combination with other elements of visual arts—realistically, expressively, and abstractly in a variety of two- and three-dimensional artworks.
- Creates portfolios and/or a senior project in which he/she produces qualities of line.
- Uses combinations of line and other elements to create a series of artworks around a specific, defined theme.
- Uses qualities of line to create a series of artworks around a specific theme that he/she defines.
- Creates one-point and two-point perspective by using converging lines in a drawing of a room interior or building exterior.
- Uses line to create gesture drawings from observation.

**OSPI-Developed Arts Performance Assessments:** A Vegetarian Palette, Earth Club Logo, Cartoon Comments, The Perfect Gift, Picture This

**GLE: 1.1.2**

Creates, analyzes, and evaluates the elements *shape* and *form* when producing a work of art.

**Elements of Visual Arts:** Line, ***Shape and Form***, Color, Value, Texture, Space

- Selects and produces shapes and forms in a variety of styles, artwork, and media, including digital media, to demonstrate:
  - Geometric shapes and forms.
  - Organic shapes and forms.
  - Free-form shapes and forms.
  - Positive and negative shapes.
  - The illusion of three-dimensional form on a two-dimensional surface.
  - Realism.
  - Edges and implied edges.
- Selects and produces shapes and/or forms expressively in a variety of two- and three-dimensional artworks.
- Uses a variety of construction techniques and materials to create three-dimensional sculptures and functional forms for a specific purpose.
- Critiques and justifies the use of shapes and/or forms in a variety of artworks.
- Uses shapes/forms in combination with other elements to create a series of artworks around a specific theme that he/she defines.

**Examples:**

- Produces shapes and forms both realistically and expressively in a two-dimensional or three-dimensional composition.
- Produces shapes and forms in combination with other elements in a variety of artworks.
- Creates a series of two-dimensional and three-dimensional artworks using shapes and forms designed around a student selected theme for a portfolio and senior project.
- Justifies the use of shapes and/or forms in a variety of artworks through written reflection or oral presentation/critique.
- Creates a series of artworks using shapes/forms around a specific student defined theme incorporating sea forms.
- Develops a drawing, graphic design, or photograph that explores the use of implied line.

**OSPI-Developed Arts Performance Assessments:** A Zoo Mug, A Vegetarian Palette, The Perfect Gift, Snack Time

**GLE: 1.1.3**

Creates, analyzes, and evaluates the element *value* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, **Value**, Texture, Space

- Examines, selects, and produces an extensive range of values in various environments and works of art in a variety of media; demonstrates and produces:
  - A value scale of black and white and four or more levels of gray (see the glossary for an example).
  - A monochromatic value scale, including a range of four or more intermediate color values (see the glossary for an example).
- Examines and produces an extensive range of values in two- and three-dimensional artworks in a variety of styles, art forms, media, and subject matter to demonstrate/establish:
  - The illusion of form on a two-dimensional surface.
  - The illusion of depth/space (foreground, middle ground, and background).
  - Shadows and a source of illumination in artworks.
  - Emphasis.
  - Focal point.
  - Values in neutrals.
  - Modeling techniques.
  - Mood.
  - Specific ideas or concepts.
  - Tension.

- Dynamic lighting.
- High-key and low-key compositions.
- The incorporation of value in combination with other elements.
- Uses value in combination with other arts elements around a theme he/she selects.
- Creates and justifies the use of value in a variety of artworks.

**Examples:**

- Creates a range of five values in a series of pencil drawings to enhance form and emphasize a focal point in a still life.
- Uses modeling techniques (hatching, cross-hatching, stippling, etc.) to create five levels of value in an inked cartoon.
- Uses modeling techniques (hatching, cross-hatching, stippling, etc.) to create textural value in a realistic rendering of an animal drawn in the style of Albrecht Durer.
- Uses value in combination with other elements to create a series of works of art around a theme that he/she selects (AP concentration, portfolio).
- Examines a collection of vintage black-and-white film scenes and justifies (in a written reflection or oral presentation/critique) the use by the cinematographers of a range of values.
- Illustrates a night scene from a contemporary story or play.

**OSPI-Developed Arts Performance Assessments:** The Vegetarian Palette, Cartoon Comments, The Perfect Gift, Snack Time

**GLE: 1.1.4**

Creates, analyzes, and evaluates the element *texture* when producing a work of art.

**Elements of Visual Arts:** Line, Shape and Form, Color, Value, **Texture**, Space

- Differentiates between, selects, and produces a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray:
  - Visual/implied texture.
  - Actual texture.
- Develops textures realistically, imaginatively, expressively, and abstractly in works of art in a variety of media, styles, and subject matter.
- Examines, uses, and justifies texture in combination with other elements in a series of artworks (in a variety of media, styles, and subject matter) that were designed around a theme that he/she selected.

**Examples:**

- Examines, describes, and produces a variety of actual textures to enhance the surface of a raku sculpture.
- Constructs a series of sculptures or functional containers that mimic textures from the natural environment.
- Creates a series of still-life drawings from direct observation and renders textures expressively.
- Uses a computer “paint program”—one that allows the user to texture fill and edit—to create a realistic drawing of highly textured objects.
- Uses materials such as yarn, beads, feathers, leather strips, and flexible branches to construct a coil basket or Native-American inspired “dream catcher.”
- Builds a shoe, figure, or functional object from clay and applies to the surface a variety of actual textures (incised and pressed or invented).
- Uses associated textures to produce a thematic collage.
- Uses a variety of materials and themes to create a series of mosaics.
- Uses found objects to create an assemblage in the style of Louise Nevelson.

**OSPI-Developed Arts Performance Assessments:** The Vegetarian Palette, A Zoo Mug

**GLE: 1.1.5**

Creates, analyzes, and evaluates the element *space* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, Color, Value, Texture, **Space**

- Examines, selects, and uses the element *space* and spatial devices in various environments, in the production of works of two- and three-dimensional art, and in a variety of media to demonstrate/portray:
  - Baseline
  - Over/under
  - Above/below
  - Beside
  - Behind/in front
  - Foreground
  - Middle ground
  - Background
  - Overlap
  - Size

- Placement on a page
- Detail/diminishing detail
- Color/diminishing color
- Positive and negative space/shape
- One-point perspective
- Advancing and receding colors
- Examines, practices, critiques, and uses spatial techniques in various environments and works of two- and three-dimensional art to enhance the illusion of depth.
- Develops space realistically, expressively, abstractly, and subjectively in works of art in a variety of media.
- Justifies the use of spatial devices to create depth in a variety of artworks.
- Uses space in a series of artworks designed around a theme that he/she selects.

**Examples:**

- Uses a variety of spatial devices, including linear perspective, to create a still-life drawing.
- Produces an imaginary landscape or cityscape in which one-point perspective is used to create deep space.
- Creates a series of geometric forms in two- or three-point perspective.
- Organizes space in an artwork to reflect a particular style of art, such as cubism, or to break up the picture plane.
- Uses space in combination with other elements to create a series of works of art around a theme that he/she selects (AP concentration, IB concentration, and student portfolios).
- Examines and discusses how artists use advancing and receding color to enhance the feeling of depth in a composition.
- Examines and determines that positive and negative spaces share edges.

**OSPI-Developed Arts Performance Assessments:** Snack Time, A Vegetarian Palette

**GLE: 1.1.6**

Creates, analyzes, and evaluates the element *color* when producing a work of art.

**Elements of Visual Arts:** Line, Shape, Form, **Color**, Value, Texture, Space

- Differentiates between, mixes, produces, and uses—in various artworks and using a variety media—the following:

- Primary colors (yellow, red, blue).
- Secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange).
- Warm colors (yellow, orange, red) and cool colors (blue, green, violet).
- Intermediate (tertiary) colors; created by mixing selected primary and secondary colors (yellow + green = yellow-green).
- Tints and shades (to show color value, monochromatic color schemes).
- Complementary color pairs.
- Language of color.
- Analogous colors.
- Hue, value, and intensities of color.
- Color-tone scales (dark to light, orange to red, low to high intensity, etc.).
- Neutrals and semi-neutrals (such as red and green to produce browns; purple and yellow to produce earth tones and grays).
- Advancing and receding color in space.
- High key (tints) and low key (shades).
- Psychology of color.
- Chemistry of color.
- Color in advertising and marketing.
- Uses the color wheel to examine relationships between color schemes, such as primary, secondary, tertiary/intermediate, and complementary color schemes.
- Selects, evaluates, and produces a work of art through intentional use of color attributes.
- Intentionally uses color in a variety of artistic styles, art forms, media, and subject matter; uses color both realistically and expressively to demonstrate:
  - Mood.
  - Energy of color.
  - Pigment versus light.
  - Subtractive versus additive color.
- Critiques and justifies the use of color in a variety of works of art.
- Produces a work of art (in a variety of two- and three-dimensional media) by synthesizing the intentional use of color and other elements to achieve a specific purpose; designs this work of art to address the theme that he/she selected and evaluates the results.
- Uses color intentionally and in combination with other elements of visual arts in a variety of art styles, genres, media, and subject matter.

**Examples:**

- Realistically, expressively, and abstractly combines color with other elements of visual arts in a variety of two- and three-dimensional works of art.
- Selects and produces color schemes in combination with other elements of visual arts in a variety of styles, art forms, media, and subject matter.
- Uses color to create a series of artworks around a specific theme that he/she defines.
- Critiques the use of color in a variety of works of art.

**OSPI-Developed Arts Performance Assessments:** The Perfect Gift, A Vegetarian Palette

**GLE: 1.1.7**

Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.

**Visual Arts—Principles of Design:** Repetition/Pattern, Contrast, Emphasis/Dominance, Variety, Balance, Movement/Rhythm, Proportion, Harmony/Unity

- Explores and creates patterns, movement, and rhythm by using the repetition of lines, shapes, and colors.
- Uses patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art.
- Identifies, examines, classifies, and uses the patterns and types of balance found in nature, in man-made environments, and in works of art.
- Examines, develops, and creates works of art in a variety of two- and three-dimensional media by using and combining:
  - Repetition/pattern
  - Contrast
  - Variety
  - Balance (symmetrical, asymmetrical, and radial)
  - Movement and rhythm
  - Proportion
  - Emphasis/dominance (developed through the use of contrast of color, size/placement, balance, proportion, and movement/rhythm)
  - Harmony and unity (developed through the use of similarities in compositions)

- Examines and discusses how artists (including the student him/herself) use the principles of design to develop artistic compositions.
- Selects, evaluates, and produces a body of artworks that combines the principles of design in a variety of media to achieve a specific purpose.
- Selects, evaluates, and produces a series of artworks (in a variety of media) that combines the principles of design for a specific purpose.

**Examples:**

- Uses the principles of design to create graphic and photographic compositions.
- Produces a landscape in which movement, unity, and proportion are used to show depth.
- Produces a still life in which proportion, color, contrast, emphasis/dominance, and a variety of textures are used to create a unified composition.

**OSPI-Developed Arts Performance Assessments:** A Vegetarian Palette, Earth Club Logo, Cartoon Comment, A Perfect Gift, Snack Time, A Zoo Mug

**Component 1.2** Develops the skills and techniques of visual arts.

## 1.2

**GLE: 1.2.1**

Analyzes, applies, and evaluates the skills and techniques of visual arts to create original works of art in two and/or three dimensions.

- Justifies his/her use of the skills and techniques of visual arts to create artworks around a theme that he/she defines.
- Extends the skills, techniques, and processes of visual arts.
- Uses perceptual skills (to create imagery from observation), imagination, and forming skills to achieve specific purposes in drawing and painting.
- Selects and uses a variety of media and techniques in two and three dimensions to achieve specific purposes.
- Uses a variety of photographic and digital media techniques to develop compositions for the purposes of expression.

**Examples:**

- Constructs a series of artworks (paintings/sculptures) based upon the human figure.
- Uses drawing skills and techniques with a variety of media to create a series of artworks based upon personal narrative.
- Justifies (through written reflection and/or oral presentations/critiques) his/her use of specific skills and techniques in a variety of original artworks.
- Uses technology to create two-dimensional artworks.

**OSPI-Developed Arts Performance Assessments:** Vegetarian Palette, Put the Life Back in Wildlife, A Zoo Mug, Snack Time, The Perfect Gift

## **Component 1.3** Understands and applies visual arts genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Analyzes, creates, and evaluates an artistic composition by using visual arts genres and styles of various artists, cultures, places, and times.

- Selects, examines, and critiques historically significant works of art by a variety of artists, in a variety of styles, and from a variety of cultures and times; examines and critiques the relationships between these works and a larger group of artworks.
- Creates and justifies works of art that are influenced by diverse artists, styles, cultures, and times.
- Uses visual thinking strategies to discuss and interpret a variety of artworks.

**Examples:**

- Compares and contrasts Roman architectural developments, such as the use of materials, scale and size, and function of such structures as the Arch of Constantine and the Coliseum.
- Examines the major themes, such as freedom and slavery, in Jacob Lawrence’s artwork *Confrontation at the Bridge*.
- Examines the influence of renaissance artists on the impressionist artists, such as Diego Velázquez’s *The Little Cavaliers*, and Edward Manet’s *Copy of The Little Cavaliers*.
- Critiques an artwork that reflects a specific artistic genre, such as Hokusai’s *The Great Wave, 36 Views of Mt. Fuji*, created between 1829 and 1832 during the Edo Period.
- Visual Thinking Strategies questions are: “Take a minute to look at this piece.” “What’s going on in this picture?” “What do you see that makes you say that?” “What more can we find?”

**OSPI-Developed Arts Performance Assessment:** The Perfect Gift

## **Component 1.4** Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

### **GLE: 1.4.1**

Analyzes and evaluates the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.

- Demonstrates active listening and appropriate viewing skills in a variety of visual arts settings.
- Demonstrates the ability to adapt his/her behavior to suit the audience conventions of the venue and cultural context and explains why his/her choice of behavior is appropriate.
- Determines the relationships between and interactive responsibilities of the audience, artist, artwork, and community in a variety of visual art settings.

#### **Examples:**

- Demonstrates appropriate behavior in a variety of visual arts settings.
- Demonstrates appropriate interactions with public art, such as knowing that individuals in the community have a civic responsibility to protect, preserve, honor, and enjoy public art.

**OSPI-Developed Arts Performance Assessments:** Vegetarian Palette, Zoo Mug, Snack Time, The Perfect Gift

## **EALR 2—Visual Arts**

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

## **Component 2.1** Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)

### **GLE: 2.1.1**

Applies a creative process to visual arts.

- Demonstrates a creative process:
  - Identifies the audience and purpose of the creation of a body of original visual artworks.
  - Explores, gathers, and interprets information from diverse sources to create original visual artworks.

- Uses ideas, skills, foundations, and techniques to create original visual artworks.
- Implements choices of the elements, skills, foundations, and techniques of visual arts, the principles of design, and personal experience to create original visual artworks.
- Reflects for the purposes of self-evaluation and artistic improvement.
- Refines visual artworks through feedback and self-reflection.
- Presents artworks to others in the community by displaying his/her work in a variety of visual arts settings.

**Examples:**

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation of visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, portfolio review, senior project, or production.
- Works independently (with the teacher serving as mentor) to create an appropriate rubric for self-evaluation and reflection.
- Creates a body or a series of original works of art that represent his/her choice of a theme with variations.
- Creates a body of design work for community-based clients.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.

**OSPI-Developed Arts Performance Assessment:** Snack Time

**Component 2.2** Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)

**GLE: 2.2.1**

Applies a performance and/or presentation process to visual arts.

- Demonstrates a presentation process:
  - Creates, revises, and evaluates (by means of exploration, reflection, and problem-solving) a body of original visual artworks for a specific audience or purpose.
  - Selects artistic resources and materials in order to create and present artworks.
  - Produces and presents an artwork that represents and communicates a personal meaning or message.
  - Communicates the process used to make a visual artwork and/or presentation.

- Identifies the audience and purpose of the artwork and presentation.
- Reflects upon the process used to create artworks and self-evaluates.
- Interprets meaning through personal understanding of the work and/or presentation.
- Analyzes the structure, context, and/or aesthetics of the work.

**Examples:**

- Employs the vocabulary of visual arts when using a journal to reflect upon the creation visual artworks.
- Presents work to others by means of a display, show, exhibit, gallery, portfolio review, senior project, or production.
- Uses multi-media visual-arts presentation resources to present content, such as advertisements, public service announcements, political and social commentary, editorial, cartoons, and magazine layouts, to a specific audience.
- Creates (with the assistance of the teacher/peers) an appropriate rubric for self-evaluation and reflection.
- Creates a body or a series of original works of art that represents his/her choice of theme with variations.
- Creates a body of design work for community-based clients.
- Engages—for the purposes of personal reflection and on-going improvement—in group critiques of his/her work and the work of others.
- Recognizes the need for intentional practice to acquire technical skill, technique, and perceptual mastery.
- Describes the sequence of the process used to create the artwork.
- Develops an artist’s statement for a body of his/her own original artwork.

**Component 2.3** **Applies a responding process to a presentation/exhibit of visual arts.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process to visual arts.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing visual arts.
  - Describes and communicates what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).

- Analyzes the use and organization of elements, principles of design, and foundations.
- Interprets meaning based on personal experiences, background knowledge, and research.
- Evaluates and justifies by using supportive evidence, historical relevance, and aesthetic criteria.

**Examples:**

- Evaluates the use of set designs, costumes, and visual arts to support the meaning of a live or recorded performance such as opera, period visual arts, and multicultural arts and genres.
- Views and critiques his/her own artworks and the artworks of peers or groups.
- Critiques all visual art forms, such as photography, painting, sculpture, architecture, and art history, to identify their historical underpinnings.
- Uses multi-media to create and make a graphic design timeline.

## **EALR 3—Visual Arts**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

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**Component** Uses visual arts to express feelings and present ideas.

### **3.1**

**GLE: 3.1.1**

Analyzes and evaluates the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.

- Works independently (with the teacher serving as mentor) to express, synthesize, and present original ideas and feelings by using visual arts symbols in a variety of genres, styles and media.
- Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).
- Articulates and justifies choices of artistic/design in a variety of media and/or styles.

- Critiques representations (in a variety of styles) of original ideas and feelings and describes how the arts were used to create these representations.
- Describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

**Examples:**

- Distinguishes and interprets the historical, traditional, geographical, cultural, and political context of the visual artworks he/she is studying.
- Uses the elements of visual arts to create an abstract artwork that depicts a specific emotion.
- Uses the elements of visual arts to create a triptych that depicts of variety of emotions.

**Component 3.2** Uses visual arts to communicate for a specific purpose.

**3.2**

**GLE: 3.2.1**

Analyzes and evaluates visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.

- Analyzes and interprets social perceptions and audience preferences in the production of artworks created for a specific purpose.
- Works alone and/or in collaboration with others (and with or without the mentoring of a teacher) to plan and create artworks in a variety of media to communicate for a specific purpose.
- Plans (independently or with the teacher serving as mentor) for the deliberate use of media, materials, and resources to communicate for a specific purpose.
- Articulates and justifies the rationale used to make artistic choices when communicating for a specific purpose or to a specific audience.
- Presents fluency of ideas for visual communications for a specific purpose.

**Examples:**

- Presents fluency of ideas, storyboard, or maquettes for a local public-art committee.
- Works independently to critique the deliberate use of the elements, foundations, skills, and techniques of visual arts to communicate for a specific purpose in a variety of genres and styles.
- Articulates and justifies the rationale used to make artistic choices when communicating for a specific purpose or audience.
- Works independently to create an artwork to communicate for a purpose that he/she selects.
- Creates print design, photography, media production, and so on in multiple formats of art and design.

**OSPI-Developed Arts Performance Assessments:** Snack Time, Zoo Mug, Picture This, Earth Club Logo, Cartoon Comics

## **Component 3.3** Develops personal aesthetic criteria to communicate artistic choices in visual arts.

**GLE: 3.3.1**

Analyzes and evaluates how personal aesthetic choices are influenced by and reflected in visual artworks.

- Critiques and justifies how personal aesthetic choices are reflected in visual artworks.
- Examines and evaluates how the geographical, cultural, and historical perspectives represented in visual artworks influence personal aesthetic criteria.

**Examples:**

- Examines and evaluates how urban graffiti affects and impacts personal aesthetic choices and values.
- Examines how personal art-related choices influence the decision-making that is involved in the creation of artworks.
- Analyzes and evaluates two slides of contrasting artworks by different artists: *The Great Wave of Kanagawa*, from the series *36 Views of Mt. Fuji (Fugaku Sanjuokkei)* by Katsushika Hokusai, and *Gulf Stream* by Winslow Homer; and then reflects on the ways that different aesthetic choices influence personal choices.

## EALR 4—Visual Arts

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

### Component 4.1 Demonstrates and analyzes the connections among the arts (*dance, music, theatre, and visual arts*).

#### GLE: 4.1.1

Analyzes, evaluates, and creates a presentation that integrates visual arts with multiple arts disciplines.

- Reflects upon, distinguishes between, and compares the attributes of visual arts and the attributes of other arts disciplines.
- Creates an arts presentation that integrates multiple disciplines.
- Critiques arts presentations that integrate multiple disciplines.

#### Examples:

- Creates a set-design layout to be constructed for a school play.
- Creates sets, costumes, or scenery for a school performance.
- Creates and critiques program cover-designs or posters for a school event/production.
- Produces artwork with a specific theme for use as a backdrop for a student photo shoot.
- Justifies the choice of a given backdrop or set design for a specific purpose or theme.
- Generates a work for performance that highlights elements of all arts disciplines (such as a culminating performance of the year's events).

### Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

#### GLE: 4.2.1

Analyzes, evaluates, and creates a presentation that integrates visual arts with other content areas.

- Analyzes artworks to identify the connections between the arts and other content areas.
- Produces an arts presentation and justifies the choices he/she made to integrate the arts with another content area.

**Examples:**

- Determines the design for all folio work, such as a senior project or an AP/IB portfolio.
- Researches information about the environmental issues related to wetlands and creates a community mural. Examines theatre and visual arts as they progress through the eras; for example, he/she considers how classical theatre reflects the form of visual arts from the same era.

**Component 4.3** Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Analyzes and evaluates the role of the artist and the impact of visual arts on global economic, political, and environmental choices.

- Examines, responds to, and justifies how the arts impact and reflect choices made:
  - In the family/home.
  - In the classroom.
  - At school.
  - As part of community activities.
  - At other events outside of school.
  - By advertisers.
  - By consumers.
  - By individuals (personal choices: clothing, etc.).
  - By groups.
  - In relation to culture and society.
  - In relation to architectural and environmental decisions.
  - In the future and throughout a person's life.
- Investigates and discusses the short- and long-term effects of visual and environmental pollution.
- Investigates and discusses how visual appearances influence opinion and perceptions of people and places.
- Assesses the personal, economic, legal, political, and global impacts of plagiarism and copyright infringement on visual artists.

**Examples:**

- Researches and shows examples of technical design, such as computer and technology equipment and design and industrial product design, and examines how it impacts personal material choices.
- Researches and discusses the legal consequences of plagiarism in commercial art.
- Researches a current event involving plagiarism or copyright infringement of visual artworks, such as the copying of Northwest Coast designs for sale without the express permission of the native artist or nation.
- Researches Washington HB 1495 and the federal Indian Arts and Craft Act of 2009–10 regarding Native American art and studies and consequences of the fraudulent use of Native American designs.

**Component 4.4** Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**

Analyzes and evaluates how a visual artwork reflects and/or influences culture, place, and history.

- Explores, describes, and compares attributes of:
  - Artworks in the classroom.
  - Artworks in the school.
  - Specific artworks in the community.
  - Artworks of a specific culture, place, or time.
- Examines, selects, and uses specific attributes in artworks to reflect a specific culture, place, or time.
- Examines how specific artworks or designs have shaped culture or history over time and justifies his/her interpretation.

**Examples:**

- Researches how specific works of visual art, such as the *Mona Lisa* by Leonardo da Vinci, *American Gothic* by Grant Wood, and *The Scream* by Edvard Munch, have been appropriated by artists in contemporary art culture.
- Investigates the significance of cultural icons, such as totem-pole figures, colors and designs of flags, architectural ornaments, and money.

- Creates an artwork by using cultural symbols to represent an individual or social group.
- Analyzes and evaluates how personal adornment is a reflection of the influences of cultural values.

## **Component 4.5** Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

### **GLE: 4.5.1**

Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferable to the world of work, including careers in visual arts.

- Explores and practices the productive work habits and safety procedures needed to create art; for example, the student:
  - Uses materials safely.
  - Uses tools safely.
  - Meets deadlines.
  - Completes work.
  - Cares for personal and studio space.
  - Acquires good craftsmanship.
  - Prepares work for presentation.
  - Works with success in the work place.
- Examines the knowledge, skills, and work habits that are needed for careers in the arts, explains how arts skills transfer to the various careers in the world of work, and justifies his/her explanation.

### **Examples:**

- Presents a senior project that relates to careers in the arts.
- Examines careers in the arts by visiting local artist-professionals and describes how studying the arts can enhance any occupation.
- Compares and contrasts the occupations and roles of visual arts teachers, professional artists, teaching artists, and arts enthusiasts.
- Interns with a local artist-professional.
- Follows the requirements of the venue to prepare a series of works for presentation in a gallery.



## ***Visual Arts Glossary***

**Abstract:** 1. a style of art that includes various types of avant-garde art of the 20<sup>th</sup> century; 2. images that have been altered from their realistic/natural appearance; images that have been simplified to reveal only basic contours/forms; 3. an artwork that is based upon a recognizable object that has been simplified to show some purer underlying form (sometimes, any references to recognizable objects are removed).

**Additive processes:** processes that involve adding, attaching, or joining a form to, or pulling or extending a form from, a surface.

**Aesthetics:** 1. the study of the rules and principles of art; 2. the study of the philosophies of art; 3. the branch of philosophy that deals with the study of aesthetic values, such as beauty and the sublime; 4. an outward appearance: the way something looks, especially when considered in terms of how pleasing it is; 5. an idea of what is beautiful or artistic or a set of criteria for defining what is beautiful or artistic; 6. criteria or theories used to judge art, such as imitationalism, emotionalism, formalism, functionalism, and instrumentalism.

**Alternating rhythm:** a principle of design; alternating rhythm is created by repeating two or more of the elements of visual arts to produce an alternating pattern, such as red-blue, red-blue, red-blue.

**Analogous:** related colors; colors that appear next to each other on the color wheel and have one color in common, such as blue-green, blue, blue-violet; see *color*.

**Angular rhythm:** rhythm that is created by repeating two or more lines that have straight angles and edges.

**Aperture:** an adjustable opening in a camera lens that allows light into the camera; see also *f-stop*.

**Appliqué:** an embellishment made by cutting pieces of one material and applying it to the surface of another; a technique used in quilting.

**Art work:** the outcome, product, or result of using a creative process to produce or delineate objects and/or images that are intended primarily for aesthetic purposes and to communicate ideas through visual language; any of the art forms, such as drawing, painting, sculpture, or other artistic productions.

**Artist:** a person who intentionally endeavors to make artworks by composing subject matter and using the elements, principles, techniques, procedures, and materials of visual arts; see *art work*.

**Assemblage:** a three-dimensional composition made by combining (assembling) a variety of objects, often found objects. The term was first used in the visual arts during the 1950's when artist Jean DuBuffet created a series of collages of butterfly wings, which he called *assemblages d'empreintes*. Other well known assemblage artists are Louise Nevelson, Joseph Cornell, John Chamberlain, and Marcel Duchamp.

**Asymmetrical balance (informal balance):** the type of balance that results when two sides of an artwork are equally important, but one side looks different from the other.

**Atmospheric perspective:** the effect on the appearance of an object of the air/space between the object and the viewer: in the foreground, colors are warmer and more intense and values are darker; in the distance, the details of an object appear to decrease, colors appear cooler and less intense, and values lighten and fade.

**Attributes:** characteristics, traits, features, aspects, and elements that are specific and particular to someone or something, such as a lion's mane or a zebra's stripes.

**Background:** the area of an artwork that appears farthest away on a picture plane, usually nearest the horizon: a way of showing depth; background is the opposite of foreground; between the background and foreground is the middle ground.

**Balance:** a principle of design; the arrangement of elements that makes individual parts of a composition appear equally important; an arrangement of the elements to create an equal distribution of visual weight throughout the format or composition. If a composition appears top- or bottom-heavy and/or anchored by weight to one side, it is not visually balanced. *Types of balance:*

**Symmetrical** (formal balance): the image or form is equally weighted on both sides of a center line.

**Asymmetrical** (informal balance): the image or form is unevenly weighted.

**Radial:** the weight of the image or form radiates from a center point.

**Bas-relief:** a sculpture in which forms are carved on a flat surface so they slightly project from the background.

**Biomorphic:** a shape, form, or pattern that resembles a living organism in appearance; a painted, drawn, or sculpted form or design that is suggestive of the shape of a living organism; see *organic*.

**Bisque:** unglazed pottery that has been fired at a low temperature to make handling easier during glazing and to remove all physical water from the clay body; clayware that has been fired once in preparation for a surface finish, such as paint, stain, or glaze; *unbisqued* clay has not been fired; *bisqueware* refers to pottery that has been bisque fired; *bisqueware* is also called *biscuit ware* in some areas.

**Body:** the main part of a pot, usually the largest part.

**Burnished:** leather-hard clay that has been rubbed with any smooth tool to polish and lighten the clay's surface to a fine and smooth finish.

**Cable release:** a cable, attached to a camera shutter, with a push-button on one end to trip the shutter; because it minimizes the movement of the camera, a cable release is useful when photographing scenes that require long exposure times.

**Calligraphy:** a sometimes elegant style of handwriting with precise flow.

**Camera obscura:** a darkened enclosure in which an image is projected through a small aperture onto a facing surface.

**Center of interest:** the area of a composition that attracts the viewers' attention; also called the *focal point*.

**Ceramic:** pottery and any of a number of art forms made from clay products.

**Chiaroscuro:** the technique of creating a picture by using several shades of the same color.

**Coiling:** a method of forming pottery from rolls of clay.

**Collage:** a way of making a work of art by gluing different objects, materials, and textures to a surface.

**Color:** an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity.

**Color saturation:** the pure hue at its fullest intensity without white, black, or complementary color added.

**Color schemes:** groupings of colors that are related on the color wheel, such as complementary, analogous, warm, and cool:

**Analogous:** colors that appear next to each other on the color wheel and have one color in common, such as blue-green, blue, and blue-violet.

**Complementary colors:** contrasting colors; colors that are opposite on the color wheel, such as yellow/violet, blue/orange, and red/green.

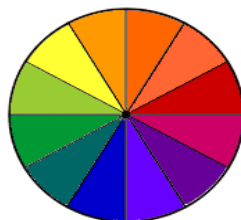
**Cool colors:** a group of colors on the color wheel associated with coolness, such as blues, greens, and violets; in an artwork, cool colors appear to be farther away from the viewer.

**Warm colors:** a group of colors on the color wheel associated with warmth, such as red, yellow, and orange; in an artwork, warm colors appear to advance toward the viewer.

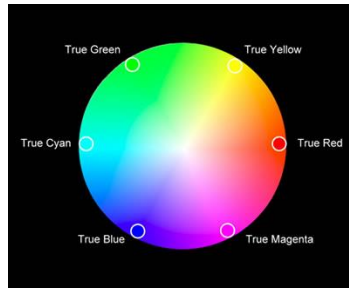
**Color value:** the lightness or darkness of a color.

**Color wheel:** colors arranged in a circle to show color relationships; there are several versions of color wheels:

1. **Traditional color wheel:** a subtractive color diagram that typically includes 6–12 divisions and shows how colors are related to one another; it is a reference for the mixing of colors of pigment, such as paint or ink. The traditional color wheel includes red, yellow, and blue as primary colors.



2. **Printer's color wheel:** a color wheel in which the primaries include yellow, cyan, and magenta;



magenta; a wheel typically used by professional designers and printers.

3. **Color disk:** a color wheel on which the colors blend together instead of being separated; used in printing, web design, video, and graphic arts (*RGB*).



4. **RGB color model:** an additive color model in which red, green, and blue light are added together in various ways to reproduce a broad array of colors; the RGB spectrum is used in web design, video, and graphic arts.



**Complementary colors:** colors that are opposite one another on the color wheel, such as yellow/violet, blue/orange, and red/green.

**Components:** the parts of a whole composition.

**Composition:** the use of the principles of design to arrange the elements of visual arts to create a piece of artwork; the way individual design elements are combined to express a particular idea.

**Construction techniques:** different ways to put materials together (for example, by stapling, cutting, gluing, or taping).

**Contour:** an outline of an object or figure; the inner and outer lines and edges of an object or form; contours describe the outermost edges of a form, as well as edges of planes within the form.

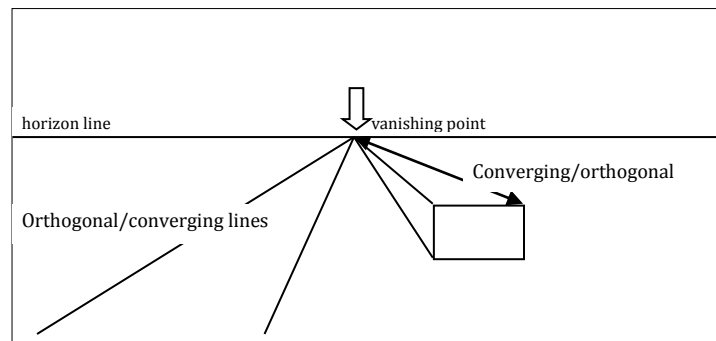
**Contour line:** the line that defines a form or the edge of an object's outline.

**Contour-line drawing:** a line drawing that follows the visible edges of a shape or form, both exterior and interior.

**Contrast:** a principle of design; a technique that shows differences in the elements of visual arts in an artwork, such as smooth/rough textures, light/dark colors, or thick/thin lines.

**Contrast photography:** the difference between light and dark tones in an image.

**Convergence lines or converging lines:** also called orthogonal lines; lines that converge or come together at a vanishing point; parallel lines that appear to converge as they move away from the viewer toward a vanishing point on the horizon; see the illustration below:



**Cool colors:** a group of colors on the color wheel that includes blues, greens, and violets; in an artwork, cool colors appear to be farther away from the viewer.

**Cornice:** a decorative horizontal molding at the top of exterior walls, below the eaves.

**Cubism:** a style of art of the 20th century, cubism emphasizes the separation of the subject into cubes and other geometric forms, which are depicted from multiple viewpoints; a style associated with the works of artists Marcel Duchamp and Pablo Picasso.

**Decorative:** ornamental; aesthetically pleasing; providing enhancement.

**Depth-of-field scale:** a measurement (in feet or meters) on a camera that indicates what portions of the depth-of-field zone will be acceptably sharp at a given aperture.

**Design:** a composition.

**Digital media:** the images or data generated by a computer.

**Dominance:** a principle of design; the way an artwork shows emphasis; a way of organizing a composition so that one element or object in the composition is the strongest or most important part of the work. See also *emphasis*.

**Drawing techniques:** different ways of drawing, such as hatching, stippling, contour, blending, or shading:

**Hatching:** drawing repeating parallel lines to create a texture or value.

**Cross hatching:** drawing repeated crossing lines to create a texture or value.

**Contour:** drawing the outlines of a shape.

**Blending:** smudging to create a texture or value.

**Shading:** creating various gradations of value of a color.

**Elements of photographic design:** those parts (such as point, line, and plane) that are used to make a composition.

**Elements of visual arts:** the basic components that make up a work of art: color, form, line, shape, space, texture, and value:

**Color:** the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness).

**Form:** a three-dimensional object that has height, length, width, and depth.

**Line:** the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush.

**Shape:** a closed space made when a line connects to itself.

**Space:** an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective.

**Texture:** an element of visual arts that portrays surface quality: *actual* texture is how something feels; *visual* texture is how something appears to feel.

**Value:** the lightness and darkness of a line, shape, or form.

**Emphasis:** a principle of design; the importance assigned to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create a focal point or center of interest. See also *dominance*.

**Encaustic:** a wax-based paint that is fixed in place with heat.

**Exaggeration:** showing something in a way that makes it seem larger or more important than it is.

**Expression:** showing an emotion or feeling in a work of art.

**Expressionism:** a style of painting of the 20<sup>th</sup> century, expressionism uses simplified designs and brilliant colors to express a definite or strong mood or feeling.

**Extrude:** a method of shaping moist clay by forcing it through a die.

**Façade:** the exterior front or side of a building or wall.

**Feathering:** a technique used in drawing and painting; to feather is to blend an area or edge so that it fades off or softens; blending; smudging; the overlapping of values and/or colors in the manner of the overlapping feathers of a bird.

**Flowing rhythm:** a principle of design; the repetition of wavy lines or curved shapes to suggest movement or motion.

**Focal length:** the length of a lens (measured in millimeters) from the center point to the image sensor when the lens is focused at infinity.

**Focal point:** the part of an artwork that is emphasized in some way and attracts the eye and attention of the viewer; also called the *center of interest*.

**Focus:** the maximum clarity or sharpness of an image.

**Foot:** the base of a pot upon which the pot can stand.

**Foreground:** the area of an artwork or field of vision, often at the bottom of a picture plane, which appears closest to the viewer; also used to give priority to one aspect of a composition.

**Foreshortening:** the illusion that an object that is closer to the viewer is larger than one that is farther away.

**Form:** an element of visual arts; a three-dimensional object that has height, length, width, and depth.

**Frame or photographic framing:** the visible area that makes up an image: typically, the view in the viewfinder or camera's monitor; the shape of a picture as determined by a digital sensor, typically rectangular; also called *format*.

**Free form:** a shape or form that has an asymmetrical or irregular contour, often with a curvilinear, flowing outline; sometimes referred to as *organic* or *biomorphic*.

**Freestanding:** able to stand on its own.

**Frieze:** an architectural ornament or decoration consisting of a horizontal band around a room, mantel, window, cornice, etc.

**F-stop:** the setting or delineation of the opening in a camera's lens that allows light into the camera; the f-stop number is the ratio of the focal length of the lens to the diameter of the aperture; see also *aperture*.

**Functional:** useful; practical; well-designed; efficient; serviceable.

**Gallery:** a room, series of rooms, or building where works of art are exhibited.

**Geometric:** any shapes and/or forms based on math principles, such as a square/cube, circle/sphere, triangle/cone, pyramid, etc.

**Gestalt:** a composition of unified elements that form a whole that cannot be described by singling out its individual components.

**Gesture line:** an energetic type of line that captures the movement or pose of a figure.

**Gradation:** (of value) a range of values between light and dark.

**Graffiti art:** art inspired by urban graffiti; interest in graffiti art as a movement emerged in the 1970s in New York City with artists such as Keith Haring.

**Greenware:** bone-dry, unfired pottery; pottery that is ready for bisque firing.

**Ground line:** a line that defines the plane on which the subject in an artwork sits.

**Hand-building:** making clay forms by a non-mechanical process, such as pinching, coiling, and slab-building.

**Harmony:** a principle of design; the creation of unity by stressing the similarities of separate, but related parts of the artwork.

**High key:** an image having tones that fall mostly between white and gray, with very few dark tones.

**Highlight:** the brightest area of an image that is illuminated by a light source.

**Homage:** an artwork that reflects intentional imitation and acknowledgement of or respect for a particular artist, artwork, body of work, or style; originally, such works were created by artists to honor the “masters” who trained them.

**Horizon line:** based on an artist’s eye level, an invisible plane that cuts through everything that exists at eye level; a line at which sky appears to meet earth.

**Horizontal line:** a line that is parallel to the horizon; a horizontal line, surface, or position.

**Hue:** color.

**Illustration:** a picture that is specifically designed to communicate commercial ideas, such as an image created for the cover of a CD or book.

**Illustrator:** a person who draws or creates pictures for magazines, books, or advertising.

**Implied line:** lines that are suggested by the placement of other lines, shapes, edges, and colors, but that are not actually seen in the artwork.

**Impressionism:** a style of painting, popular in the late 1800s and early 1900s, that featured everyday subjects and showed the changing effects of color and light.

**Incise:** to remove (subtract) clay by cutting into the surface.

**Incised line:** a line that was created by cutting into the surface.

**Informal balance (asymmetrical balance):** the type of balance that results when two sides of an artwork are equally important, but one side looks different from the other.

**Intensity:** the brightness or dullness of a color.

**Intermediate color:** a color created by mixing a primary color with the secondary color next to it; also called a *tertiary* color; intermediate colors include red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.

**Juxtapose:** to place side-by-side.

**Kinesthetic:** a sensory experience derived from the sense of touch. See *tactile*.

**Kinetic:** relating to motion or movement.

**Leather-hard:** the condition of a clay body when much of the moisture has evaporated and shrinkage has just ended, but the clay is not totally dry. Joining slabs, carving, or burnishing is done at this stage.

**Line:** an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. The repetition of lines (and/or shapes) is used to create texture, pattern, and gradations of value.

**Line of sight:** a type of implied line that directs the attention of the viewer from one part of a composition to another.

**Line personality:** the general characteristic of a line: its weight, direction, movement, and/or other qualities.

**Line quality:** the width or appearance of any line, such as thick or thin, smooth or rough, continuous or broken.

**Line types:** the variety of directions and shapes that a line may have: vertical, horizontal, diagonal, curved, zigzag.

**Lip:** in pottery, the rim of a pot.

**Low key:** an image that consists of dark tones with little contrast.

**Maquette:** a small-scale two-dimensional sketch or three-dimensional model or plan of a proposed work, such as a sculpture or architectural form; used by architects and sculptors to design large-scale works.

**Medium** (plural: media): the material chosen by the artist to create a work of art, such as paint, pencil, or clay.

**Middle ground:** the area between the foreground and background of a landscape.

**Modeling:** a sculptural technique that involves manipulating a soft material into a three dimensional form.

**Monochromatic:** having or appearing to have only one color, which may include variations on the value of that color; a one-color plus black-and-white color scheme.

**Motif:** a repeated shape or design in a work of art; a design unit that may be repeated in a visual rhythm.

**Movement:** a principle of design; the use of the elements of visual arts to draw a viewer's eye from one point to another in an artwork.

**Mural:** a painting, generally drawn or painted directly onto an interior or exterior wall; for example, Michelangelo's frescos at the Sistine Chapel and Diego Rivera's mural at the Detroit Institute of Art.

**Negative space:** the empty space surrounding a shape, figure, or form in a two- or three-dimensional artwork.

**Neutral color:** color that has no chromatic qualities: black, white, grays, and browns.

**Non-color value:** the lightness and darkness of a line, shape, or form that was created using a neutral scale: blacks, grays, and whites.

**Non-representational:** an artwork with no recognizable subject; artwork that uses forms that make no direct reference to external or perceived reality.

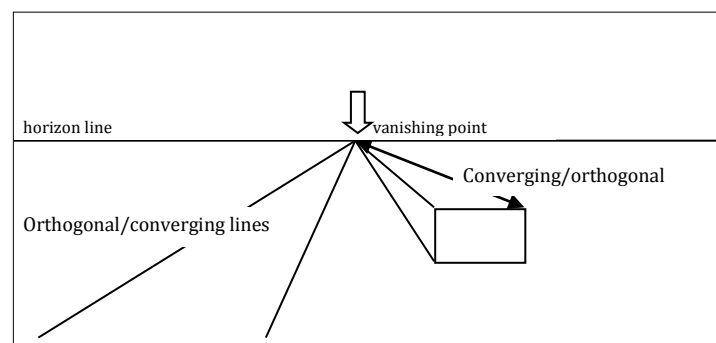
**Nōtan:** a Japanese design concept that involves the placement of light against dark in art and imagery; Nōtan's use of light and dark transforms shape and form into flat shapes on two-dimensional surfaces; Nōtan is traditionally presented in cut paper, paint, and/or ink and more recently in graphic arts.

**Novelty:** original; innovative; fresh; a new idea or new purpose; a whimsical item.

**Organic:** shapes and/or forms, often curvilinear in appearance, that are similar to those found in nature, such as plants, animals, and rocks.

**Originality:** a unique personal expression of arts knowledge and skills.

**Orthogonal lines:** lines that converge or come together at a vanishing point; orthogonal lines are parallel lines that appear to converge as they move away from the viewer toward a vanishing point on the horizon; also called *convergence lines* or *converging lines*; see illustration below:



**Outline:** a line that is defined by the outside edge or contours of an object or figure.

**Overlap:** to position things in such a way that the edge of one thing appears to be or is on top of and extending past the edge of another; used as a spatial device or perspective technique in perspective drawing.

**Paddling:** beating clay, generally with a flat, fairly wide stick that is often covered with fabric, twine, or rope so that the damp clay body does not stick to the paddle; other paddles include rocks, shoes, and found or natural objects; paddling is used to strengthen joints, thin walls, alter shape, or create texture.

**Pattern:** a principle of design; the repetition of the elements of visual arts in an organized way; pattern and rhythm are both created through repetition; see *rhythm* for examples of regular, alternating, random, and progressive rhythmic patterns.

**Perspective:** a way to create the appearance of depth and three dimensions on a two-dimensional surface; types of perspective include one-point linear perspective, two-point linear perspective, and atmospheric perspective.

**Pigment:** a substance used in coloring; usually, an insoluble powder mixed with a base of water, acrylic, or oil to produce paint or other similar products.

**Pinching:** a method of manipulating clay by pinching with the fingers to sculpt, hollow out, and/or form clay into new forms.

**Photography:** the process of forming and fixing an image of an object by the chemical action of light and other forms of radiant energy on photosensitive surfaces; the art and business of producing and printing photographs.

**Point of view:** the angle from which a viewer sees an object.

**Pointillism:** a technique that involves the use of dots to create an artwork.

**Portfolio:** a flat, portable envelope or binder that is used to carry artwork or a collection of work.

**Positive space:** the actual space taken up by the line, shape, or form.

**Primary colors:** the basic colors from which all other colors are mixed: traditionally, red, yellow, and blue; no other colors can be mixed to make primary colors.

**Principles of design of visual arts:** a means of organizing the elements in a work of art: balance, contrast, emphasis/dominance, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety.

**Progressive rhythm:** changing the shape or size of a motif by altering it in steps every time it repeats.

**Proportion:** a principle of design; the relationship of parts to a whole or parts to one another in regards to size and placement.

**Prototype:** the first of its kind; a sample; an example; a trial product; an original design for a product.

**Pulling:** the process of stroking plastic clay with the hand to shape handles for a pot.

**Radial balance:** a type of balance that is equally symmetrical from the center point throughout.

**Random rhythm:** a type of visual rhythm in which the same elements are repeated, but without a recognizable order, such as stars in the sky.

**Realism:** a style of art that portrays objects or scenes as they might appear in everyday life. A recognizable subject is portrayed using lifelike colors, textures, and proportions.

**Reflected light:** light that is bounced back from a source.

**Reflection/response:** a personal reaction, expressed either orally or in writing, to an artwork or to another person's question about an artwork; a reaction to something done.

**Regular rhythm:** a visual rhythm that is created by repeating the same elements again and again.

**Relief:** a type of sculpture in which forms project from a flat background; areas of relief may be concave or convex.

**Bas-relief:** a low relief.

**High relief:** a sculptural relief that is viewed only from the sides and front.

**Additive relief:** a type of relief in which elements are added to and protrude from a surface.

**Subtractive relief:** a type of relief in which elements are carved, etched, or inscribed on a surface.

**Repetition:** the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity.

**Resist:** in art, a process that uses two or more materials that do not mix, such as crayon and watercolor or wax and ceramic glaze.

**Rhythm (visual):** a principle of design; the repetition of elements of visual arts to create movement in an artwork; the following are types of visual rhythms:

**Alternating rhythm:** created by repeating an element of visual arts at least twice, such as red-blue, red-blue, red-blue.

**Angular rhythm:** created by repeating two or more lines that have straight angles and edges.

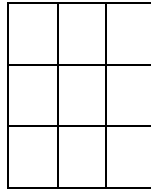
**Flowing rhythm:** created by repeating wavy lines or curved shapes to suggest movement or motion.

**Progressive rhythm:** created by changing the shape or size of a motif incrementally so that the shape is altered every time it repeats.

**Random rhythm:** created by repeating the same elements, but without a recognizable order, such as stars in the sky.

**Regular rhythm:** created by repeating the same elements again and again.

**Rule of thirds:** a rule that dictates placing the center of interest in an image on one of the cross-points of a grid:



**Scoring:** scratching the edges of clay before joining them together.

**Scruffito:** a method of producing patterns from contrast by scratching through a slip or glaze (layers).

**Sculptural techniques:** different ways to create three-dimensional (3-D) forms; for example, cutting, folding, rolling, twisting, curling, scoring, bending, additive and subtractive processes, attaching, joining, and carving.

**Sculpture:** a three-dimensional work of art.

**Secondary color:** a color that is created by mixing two primary colors together in equal parts: green, violet, and orange.

**Shade:** a value that is created by adding black to a color.

**Shadow:** the dark areas adjacent to the illuminated (highlighted) side of an object.

**Shape:** an element of visual arts; a two-dimensional (flat) area enclosed by a line:

**Geometric:** shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid.

**Organic:** shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes.

**Sketch:** a drawing without much detail, usually completed in a short amount of time, and sometimes used as a rough draft for later work; a drawing that catches the general appearance or impression of an object or place; a drawing that blocks in a quick plan for a composition.

**Slab-building:** using flat rolled-out pieces of clay to build an artwork or object.

**Slip:** a fluid suspension of clay in water that is used to join clay pieces and for surface decoration.

**Space:** an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective.

**Spatial devices:** methods used to create the appearance of space in an artwork: foreground, middle ground, and background; overlap, placement, size, detail, color, and value:

**Foreground:** the area of an artwork that appears closest to the viewer.

**Middle ground:** the area between the foreground and the background.

**Background:** the area of an artwork that appears farthest away: a way of showing space.

**Color value:** the lightness or darkness of a color.

**Horizon line:** based on the artist's eye level, the line at which the sky appears to meet the earth.

**Overlap:** one part partly covers another part.

**Sprig:** a decorative or functional clay attachment added by using a slip.

**Still life:** a piece of artwork that features a collection of nonmoving subject matter.

**Structural line:** lines that visually hold a composition or design together.

**Style:** the distinctive use of the elements and principles of visual arts to form characteristics or techniques that are unique to an individual artist, group, or period.

**Subtractive process:** the process of taking away; carving or cutting away from a surface.

**Surreal:** the use of fantastic imagery to combine the dreamlike with the realistic.

**Symbol:** an image that represents something else.

**Symmetrical/formal balance:** having balance; exact appearance on opposite sides of a dividing line or plane.

**Tactile:** perceived by touch or related to the sense of touch; see *kinesthetic*.

**Technique:** a method of working with art materials to create artworks.

**Tertiary color:** see *intermediate color*.

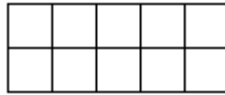
**Tessellation:** a pattern, often mosaic, that can be repeated in any direction to infinity without any gaps; a style of artwork that is associated with the works of M. C. Escher and Islamic architecture; a regular tessellation is made up of congruent regular polygons (with 3, 4, 5, or more sides); *regular* means that the sides of the polygon are all the same length; *congruent* means the polygons that are put together are all the same size and shape:

The following examples are planes that have been tiled (tessellated):

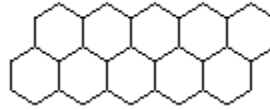
A tessellation of triangles.



A tessellation of squares.



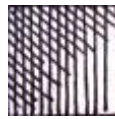
A tessellation of hexagons.



**Texture:** an element of visual arts; the portrayal of the quality of a surface by using drawing techniques to create texture and patterns, such as stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes (see examples below); *actual* texture is how something feels when touched; *visual* texture (also called *simulated* texture) is how something appears to feel.



hatching



cross-hatching



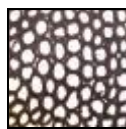
stippling



scribbling



repeating broken lines



repeating shapes



smudging/blending

**Theme:** the central idea that is revealed in an artwork; focused subject matter; a topic.

**Three-dimensional or 3-D:** having actual height, width, and depth and existing in three dimensional spaces; or having the illusion of existing in three dimensions.

**Throwing:** to use the potter's wheel to form pieces from a plastic clay body.

**Tint:** a value created by adding white to a color.

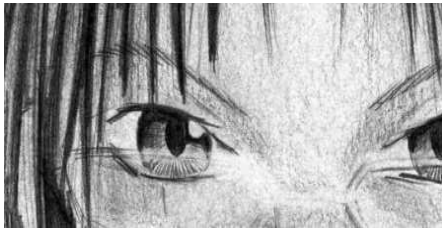
**Tone:** a color that is created by adding gray.

**Typography:** the use of text or individual words in a visual design or presentation.

**Unity:** a principle of art; a successful combination of the elements of visual arts to create a sense of wholeness and visual completion in an artwork.

**Utilitarian:** useful; functional; efficient; serviceable; usable in everyday life.

**Value:** an element of visual arts; the lightness and darkness of a line, shape, or form; a measure of relative lightness and darkness.



**Vanishing point:** a spatial device in which two or more parallel lines appear to come together at one point.

**Variety:** the use of the elements of visual arts to create differences in an artwork for visual interest.

**Vertical:** the up-and-down orientation of a line, shape, or form.

**Vessel:** a container, such as bowl, urn, or other item that holds something.

**Visual arts:** creative expressions that use imagery to satisfy the human need to communicate thoughts, ideas, feelings, and beliefs.

**Visual arts elements:** see *elements of visual arts*.

**Warm colors:** a group of colors on the color wheel that are associated with warmth, such as red, yellow, and orange. In an artwork, warm colors appear to advance toward the viewer.

**Working distance:** The distance from your camera to the object you are photographing.

**Zone of focus:** The area in an image that the artist uses as the focal point of the artwork.

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