

VISUAL ARTS CURRICULUM GUIDELINES

VISUAL ARTS EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. God gave everyone the ability to see.
- ___ B. Everyone sees a different way.
- ___ C. All people have special ways of expressing what they see.
- ___ D. All of creation is sacred.
- ___ E. Self-awareness and creative self-expression are gifts from God.
- ___ F. Divergent perspectives and methods of expression are respected.
- ___ G. God has given us paints and colors to create beautiful pictures.
- ___ H. God Created us unique and special with emotions and feelings we can express through drawing and painting.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| ___ | ___ | ___ | Create line with a variety of art tools and media |
| ___ | ___ | ___ | Use line to create shape and form |
| ___ | ___ | ___ | Use line to create pattern and texture |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Name and identify primary colors (red, yellow, blue) |
|-----|-----|-----|--|

FORM: The three dimensional term that defines an area having width, height, and depth.

- | | | | |
|-----|-----|-----|-------------------------------------|
| ___ | ___ | ___ | Identify form as three dimensional. |
|-----|-----|-----|-------------------------------------|

TEXTURE: The way a surface looks and feels.

I	R	M	
_____	_____	_____	Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.).
_____	_____	_____	Identify texture as the look and feel of a surface.
_____	_____	_____	Create actual and imaginary textures in compositions using a variety of materials and tools.

PRINCIPLES OF ART

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

_____	_____	_____	Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).
-------	-------	-------	--

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

_____	_____	_____	Recognize variety in:
_____	_____	_____	Line
_____	_____	_____	Color
_____	_____	_____	Size and shape/form
_____	_____	_____	Space
_____	_____	_____	Texture

PATTERN: Regular repetition of one or more of the elements of art.

_____	_____	_____	Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.
-------	-------	-------	--

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

_____	_____	_____	Experiment with a variety of drawing media:
_____	_____	_____	Pencils
_____	_____	_____	Crayons
_____	_____	_____	Water-based felt pens
_____	_____	_____	Chalk
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.

I R M

- _____ Draw a variety of subject matters:
- _____ Figures (human and animal)
- _____ Landscapes
- _____ Seascapes
- _____ Non-representational (drawing in which the images have no obvious models in physical reality)
- _____ Draw from memory, imagination, and observation
- _____ Express individual ideas, feelings, and moods through drawing
- _____ Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

- _____ Paint using basic painting tools and a variety of media, e.g.:
- _____ Finger paint with one color, then with many.
- _____ Paint with tempera.
- _____ Paint with objects such as sponges, sticks, etc.
- _____ Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
- _____ Combine crayon and thin paint in resist process
- _____ Express individual ideas, thoughts and feelings through painting.
- _____ Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

- _____ Create prints by manipulating a variety of materials:
- _____ Vegetables, leaves, string, etc.
- _____ Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

- _____ Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- _____ Express individual ideas, thoughts and feelings through sculpture.
- _____ Model or assemble three-dimensional works of art from a variety of materials, eg.:
- _____ Clay, wood, plastic.

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings using fibers and textiles. |
| _____ | _____ | _____ | Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition. |
| _____ | _____ | _____ | Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.) |

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photo-grams, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
|-------|-------|-------|--|

SAFETY IN ART PROCESS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize potentially hazardous materials and situations. |
|-------|-------|-------|---|

I R M

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Demonstrate a cautious awareness and respect for art tools and materials. |
| _____ | _____ | _____ | Demonstrate consistence in properly caring for and cleaning art tools and the art area. |

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel). |
| _____ | _____ | _____ | Become aware of global art and the value of diverse contributions of the artists. |
| _____ | _____ | _____ | Recognize how art relates to holidays and festivals. |
| _____ | _____ | _____ | Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments. |
| _____ | _____ | _____ | Recognize the function of visual arts in the community: |
| _____ | _____ | _____ | Identification – logos, trademarks, storefront signs |
| _____ | _____ | _____ | Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc. |
| _____ | _____ | _____ | Entertainment – cartoons, commercials, comics |

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize and demonstrate environmental awareness by recycling to create visual art. |
| _____ | _____ | _____ | Value creative work by self, peers, and others. |
| _____ | _____ | _____ | Value the creative process. |
| _____ | _____ | _____ | Demonstrate respect for art forms and objects. |
| _____ | _____ | _____ | Investigate ones own cultural heritage through art. |
| _____ | _____ | _____ | Visit an art museum at least once during elementary school grades. |
| _____ | _____ | _____ | Participate in an art show at least once during elementary school grades. |

ART CRITICISM

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Explore and discuss the art of students and major artists. |
| _____ | _____ | _____ | Explore meaning and feelings in art. |
| _____ | _____ | _____ | Develop a vocabulary that artistically analyzes classroom visuals. |
| _____ | _____ | _____ | Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts. |
| _____ | _____ | _____ | Develop pride and confidence in one’s own work. |

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. God created us with the ability to see.
- _____ B. Everyone sees a different way.
- _____ C. All people have special ways of expressing what they see.
- _____ D. All of creation is sacred.
- _____ E. Self-awareness and creative self-expression are gifts from God.
- _____ F. Divergent perspectives and methods of expression are respected.
- _____ G. We can enjoy the grandeur of God's through appreciation of art.
- _____ H. We can proclaim God's glory through individual artistic expression.
- _____ I. By understanding the diversity of human art, we can respect differences in culture.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| _____ | _____ | _____ | Create line with a variety of art tools and media |
| _____ | _____ | _____ | Use line to create shape and form |
| _____ | _____ | _____ | Use line to create pattern and texture |
| _____ | _____ | _____ | Use line to create rhythm |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify primary colors (red, yellow, blue) |
|-------|-------|-------|--|

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify shape as an area enclosed by a line, value and/or color. |
|-------|-------|-------|---|

FORM: The three dimensional term that defines an area having width, height, and depth.

- | | | | |
|-------|-------|-------|---|
| I | R | M | |
| _____ | _____ | _____ | Create form by modeling, assembling, or constructing. |
| _____ | _____ | _____ | Identify and use form as being one element of art. |

TEXTURE: The way a surface looks and feels.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.). |
| _____ | _____ | _____ | Identify texture as the look and feel of a surface. |
| _____ | _____ | _____ | Create actual and imaginary textures in compositions using a variety of materials and tools. |

PRINCIPLES OF ART

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed). |
|-------|-------|-------|--|

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

- | | | | |
|-------|-------|-------|-----------------------|
| _____ | _____ | _____ | Recognize variety in: |
| _____ | _____ | _____ | Line |
| _____ | _____ | _____ | Color |
| _____ | _____ | _____ | Texture |

PATTERN: Regular repetition of one or more of the elements of art.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions. |
|-------|-------|-------|--|

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Experiment with a variety of drawing media: |
| _____ | _____ | _____ | Pencils |
| _____ | _____ | _____ | Crayons |
| _____ | _____ | _____ | Water-based felt pens |

I	R	M	
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Experiment with a variety of drawing techniques.
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Finger paint with one color, then with many.
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Combine crayon and thin paint in resist process.
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
_____	_____	_____	Vegetables, leaves, string, etc.

SCULPTURE: A carving, model or other three-dimensional piece of art.

I	R	M	
_____	_____	_____	Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
_____	_____	_____	Express individual ideas, thoughts and feelings through sculpture.
_____	_____	_____	Model or assemble three-dimensional works of art from a variety of materials
_____	_____	_____	Clay, wood, plastic.

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

_____	_____	_____	Express individual ideas, thoughts and feelings using fibers and textiles.
_____	_____	_____	Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition.
_____	_____	_____	Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.)

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

_____	_____	_____	Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image).
_____	_____	_____	Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images.

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

_____	_____	_____	Express individual ideas, thoughts and feelings through creating collage and mosaic.
_____	_____	_____	Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.).
_____	_____	_____	Arrange a mosaic composition using a variety of materials.

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

I	R	M	
_____	_____	_____	Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foamcore, etc.)

SAFETY IN ART PROCESS

_____	_____	_____	Recognize potentially hazardous materials and situations.
_____	_____	_____	Demonstrate a cautious awareness and respect for art tools and materials.
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, e. g., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.

I R M

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Value the creative process. |
| _____ | _____ | _____ | Demonstrate respect for art forms and objects. |
| _____ | _____ | _____ | Recognize a variety of careers in the field of art. |
| _____ | _____ | _____ | Investigate ones own cultural heritage through art. |
| _____ | _____ | _____ | Visit an art museum at least once during elementary school grades. |
| _____ | _____ | _____ | Participate in an art show at least once during elementary school grades. |

ART CRITICISM

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Explore and discuss the art of students and major artists. |
| _____ | _____ | _____ | Explore meaning and feelings in art. |
| _____ | _____ | _____ | Develop a vocabulary that artistically analyzes classroom visuals. |
| _____ | _____ | _____ | Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts. |
| _____ | _____ | _____ | Develop pride and confidence in one's own work. |

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. God created us with the ability to see.
- _____ B. Everyone sees a different way.
- _____ C. All people have special ways of expressing what they see.
- _____ D. All of creation is sacred.
- _____ E. Self-awareness and creative self-expression are gifts from God.
- _____ F. Divergent perspectives and methods of expression are respected.
- _____ G. God reveals beauty to us through intensity of color.
- _____ H. Drawing and painting tell us about God's creation.
- _____ I. We recognize the face of God in the many different kinds of art.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| _____ | _____ | _____ | Create line with a variety of art tools and media |
| _____ | _____ | _____ | Use line to create shape and form |
| _____ | _____ | _____ | Use line to create pattern and texture |
| _____ | _____ | _____ | Use line to create rhythm |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify primary colors (red, yellow, blue) |
| _____ | _____ | _____ | Name and identify secondary colors (green, orange, violet) |
| _____ | _____ | _____ | Mix secondary colors from primary colors:
red + yellow = orange; yellow + blue = green; blue + red = violet |

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify geometric shapes (triangle, square, rectangle, circle, oval) |
|-------|-------|-------|--|

I R M

_____ Identify shapes to create compositions.

FORM: The three dimensional term that defines an area having width, height, and depth.

_____ Identify form as three dimensional.

TEXTURE: The way a surface looks and feels.

_____ Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.).

_____ Identify texture as the look and feel of a surface.

_____ Create actual and imaginary textures in compositions using a variety of materials and tools.

PRINCIPLES OF ART:

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

_____ Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

_____ Recognize variety in:

_____ Line

_____ Color

_____ Space

_____ Texture

PATTERN: Regular repetition of one or more of the elements of art.

_____ Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.

ART PROCESS

MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

_____ Experiment with a variety of drawing media:

I	R	M	
_____	_____	_____	Pencils
_____	_____	_____	Crayons
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Combine crayon and thin paint in resist process
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
-------	-------	-------	---

I R M

- ___ ___ ___ Vegetables, leaves, string, etc.
- ___ ___ ___ Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

- ___ ___ ___ Identify sculpture as three dimensional
- ___ ___ ___ Differentiate between sculpture and two dimensional art
- ___ ___ ___ Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- ___ ___ ___ Express individual ideas, thoughts and feelings through sculpture.
- ___ ___ ___ Model or assemble three-dimensional works of art from a variety of materials.
- ___ ___ ___ Clay, wood, plastic.
- ___ ___ ___ Wire, cardboard, paper, paper-mache, and boxes

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

- ___ ___ ___ Express individual ideas, thoughts and feelings using fibers and textiles.
- ___ ___ ___ Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition.
- ___ ___ ___ Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.)

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- ___ ___ ___ Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image).
- ___ ___ ___ Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images.

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

I R M

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

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- ___ ___ ___ Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foamcore, etc.)

SAFETY IN ART PROCESS

- ___ ___ ___ Recognize potentially hazardous materials and situations.
- ___ ___ ___ Demonstrate a cautious awareness and respect for art tools and materials.
- ___ ___ ___ Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

- ___ ___ ___ Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
- ___ ___ ___ Identify various historical periods in art, eg., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
- ___ ___ ___ Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
- ___ ___ ___ Become aware of global art and the value of diverse contributions of the artists.
- ___ ___ ___ Recognize how art relates to holidays and festivals.
- ___ ___ ___ Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
- ___ ___ ___ Recognize the function of visual arts in the community:
- ___ ___ ___ Identification – logos, trademarks, storefront signs

I R M

____ ____ ____ Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.

____ ____ ____ Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

____ ____ ____ Recognize and demonstrate environmental awareness by recycling to create visual art.

____ ____ ____ Value creative work by self, peers, and others.

____ ____ ____ Value the creative process.

____ ____ ____ Demonstrate respect for art forms and objects.

____ ____ ____ Investigate ones own cultural heritage through art.

____ ____ ____ Visit an art museum at least once during elementary school grades.

____ ____ ____ Participate in an art show at least once during elementary school grades.

____ ____ ____ Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

____ ____ ____ Explore and discuss the art of students and major artists.

____ ____ ____ Describe, analyze, interpret and judge art.

____ ____ ____ Explore meaning and feelings in art.

____ ____ ____ Develop a vocabulary that artistically analyzes classroom visuals.

____ ____ ____ Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.

____ ____ ____ Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.

____ ____ ____ Apply art knowledge and judgment through personal choices.

____ ____ ____ Develop pride and confidence in one’s own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. God created humans with many ways of seeing.
- ___ B. Each person looks at art differently and creates his or her own special image.
- ___ C. Everyone expresses what the eye, mind, and heart see differently.
- ___ D. All of creation is sacred.
- ___ E. Self-awareness and creative self-expression are gifts from God.
- ___ F. Divergent perspectives and methods of expression are respected.
- ___ G. God is responsible for giving us patterns, shapes, and textures in nature.
- ___ H. We use art to express our individual ideas, feelings, and emotions.
- ___ I. Art can depict events and stories from the Bible and Jesus life.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

I	R	M	
___	___	___	Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.)
___	___	___	Create line with a variety of art tools and media
___	___	___	Use line to create shape and form
___	___	___	Use line to create pattern and texture
___	___	___	Use line to create rhythm
___	___	___	Identify and use line as being one element of art
___	___	___	Recognize line in compositions and in the environment

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

___	___	___	Name and identify secondary colors (green, orange, violet)
___	___	___	Mix secondary colors from primary colors: red + yellow = orange; yellow + blue = green; blue + red= violet
___	___	___	Identify the positions of the primary and secondary colors on 6 part color wheel

I R M

- _____ Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
- _____ Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
- _____ Recognize value as the lightness or darkness of a color.
- _____ Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.
- _____ Name and use neutrals: black, white, gray.
- _____ Define and identify the three qualities of color: Hue, Value, Intensity.
- _____ Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

- _____ Identify shape as an area enclosed by a line, value and/or color.
- _____ Name and identify geometric shapes (triangle, square, rectangle, circle, oval)
- _____ Arrange shapes to create compositions.
- _____ Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

- _____ Identify form as three dimensional.
- _____ Create form by modeling, assembling, or constructing.
- _____ Identify and use form as being one element of art.

SPACE: The distance, area, or depth surrounding or within a shape.

- _____ Identify positive space as the solid or occupied areas within shapes or forms (solid areas).
- _____ Identify negative space as empty or unoccupied areas.
- _____ Explain the illusion of depth created by perspective, overlapping, position, and/or size.
- _____ Identify and use space as being one element of art.

TEXTURE: The way a surface looks and feels.

- _____ Name and identify a variety of textures (rough/smooth, shiny/dull, coarse/slick, soft/hard, etc.).
- _____ Identify texture as the look and feel of a surface.
- _____ Create actual and imaginary textures in compositions using a variety of materials and tools.
- _____ Differentiate between tactile (feel) and visual (sight) texture.

I R M

_____ Identify and use texture as being one element of art.

PRINCIPLES OF ART

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

_____ Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed)

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

_____ Identify variety as a means of adding interest to artwork.

_____ Recognize variety in:

_____ Line

_____ Color

_____ Size and shape/form

_____ Space

_____ Texture

PATTERN: Regular repetition of one or more of the elements of art.

_____ Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

_____ Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions.

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

_____ Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment).

_____ Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away).

**ART PROCESS
MEDIA AND METHOD**

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

I	R	M	
_____	_____	_____	Experiment with a variety of drawing media:
_____	_____	_____	Pencils
_____	_____	_____	Crayons
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Charcoal
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Calligraphic: Drawing approach using a line which varies in width.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using baseline. (Line above the paper bottom for drawing objects.)
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool...the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.

I R M

- _____ Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
- _____ Combine crayon and thin paint in resist process
- _____ Express individual ideas, thoughts and feelings through painting.
- _____ Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

- _____ Create prints by manipulating a variety of materials:
Vegetables, leaves, string, etc.
- _____ Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

- _____ Identify sculpture as three dimensional
- _____ Differentiate between sculpture and two dimensional art
- _____ Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
- _____ Express individual ideas, thoughts and feelings through sculpture.
- _____ Model or assemble three-dimensional works of art from a variety of materials, eg.:
Clay, wood, plastic.
- _____ Plaster and other materials.

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

- _____ Express individual ideas, thoughts and feelings using fibers and textiles.
- _____ Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition.
- _____ Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.)

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- _____ Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or

photomontage (composite of two or more photographic images to create a single image).

I R M

____ _ Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images.

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

____ _ Express individual ideas, thoughts and feelings through creating collage and mosaic.

____ _ Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.).

____ _ Arrange a mosaic composition using a variety of materials.

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

____ _ Express individual ideas, thoughts, and feeling through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.)

SAFETY IN ART PROCESS

____ _ Recognize potentially hazardous materials and situations.

____ _ Demonstrate a cautious awareness and respect for art tools and materials.

____ _ Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

____ _ Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).

____ _ Identify various historical periods in art, e. g., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.

I	R	M	
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Describe how art reflects the social and political moods of the time.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Recognize a variety of careers in the field of art.
_____	_____	_____	Investigate ones own cultural heritage through art.
_____	_____	_____	Visit an art museum at least once during elementary school grades.
_____	_____	_____	Participate in an art show at least once during elementary school grades.
_____	_____	_____	Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

_____	_____	_____	Explore and discuss the art of students and major artists.
_____	_____	_____	Describe, analyze, interpret and judge art.
_____	_____	_____	Explore meaning and feelings in art.
_____	_____	_____	Develop a vocabulary that artistically analyzes classroom visuals.
_____	_____	_____	Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.
_____	_____	_____	Identify and discuss elements of art in art of students and major artists.
_____	_____	_____	Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.
_____	_____	_____	Apply art knowledge and judgment through personal choices.
_____	_____	_____	Develop pride and confidence in one’s own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. God created humans with many ways of seeing.
- _____ B. Each person looks at art differently and creates his or her own special image.
- _____ C. Everyone expresses what the eye, mind, and heart see differently.
- _____ D. All of creation is sacred.
- _____ E. Self-awareness and creative self-expression are gifts from God.
- _____ F. Divergent perspectives and methods of expression are respected.
- _____ G. God's goodness can be understood through art.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

I	R	M	
_____	_____	_____	Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.)
_____	_____	_____	Create line with a variety of art tools and media
_____	_____	_____	Use line to create shape and form
_____	_____	_____	Use line to create pattern and texture
_____	_____	_____	Use line to create rhythm
_____	_____	_____	Identify and use line as being one element of art
_____	_____	_____	Recognize line in compositions and in the environment

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

_____	_____	_____	Name and identify secondary colors (green, orange, violet)
_____	_____	_____	Mix secondary colors from primary colors: red + yellow = orange; yellow + blue = green; blue + red = violet
_____	_____	_____	Identify the positions of the primary and secondary colors on 6 part color wheel
_____	_____	_____	Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
_____	_____	_____	Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
_____	_____	_____	Recognize value as the lightness or darkness of a color.

I R M

_____ _____ _____ Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.

_____ _____ _____ Name and use neutrals: black, white, gray.

_____ _____ _____ Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

_____ _____ _____ Identify shape as an area enclosed by a line, value and/or color.

_____ _____ _____ Name and identify geometric shapes (triangle, square, rectangle, circle, oval)

_____ _____ _____ Identify organic shapes and distinguish them from geometric shapes. (Organic shapes are those that appear in nature.)

_____ _____ _____ Arrange shapes to create compositions.

_____ _____ _____ Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

_____ _____ _____ Identify form as three dimensional.

_____ _____ _____ Create form by modeling, assembling, or constructing.

_____ _____ _____ Identify and use form as being one element of art.

SPACE: Space is the distance, area, or depth surrounding or within a shape.

_____ _____ _____ Identify positive space as the solid or occupied areas within shapes or forms (solid areas).

_____ _____ _____ Identify negative space as empty or unoccupied areas.

_____ _____ _____ Explain the illusion of depth created by perspective, overlapping, position, and/or size.

_____ _____ _____ Identify and use space as being one element of art.

TEXTURE: The way a surface looks and feels.

_____ _____ _____ Name and identify a variety of textures (rough/smooth, shiny/dull, coarse/slick, soft/hard, etc.).

_____ _____ _____ Identify texture as the look and feel of a surface.

_____ _____ _____ Create actual and imaginary textures in compositions using a variety of materials and tools.

_____ _____ _____ Differentiate between tactile (feel) and visual (sight) texture.

_____ _____ _____ Identify and use texture as being one element of art.

PRINCIPLES OF ART

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

I R M
____ ____ ____ Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).

BALANCE: The equal distribution of visual weight in a composition. Balance gives a feeling of rest and/or stability. There are three kinds of balance:

- Symmetrical (Formal) Balance – Use of identical elements on either side of a vertical axis (mirror image)
- Asymmetrical (Informal) Balance – Use of dissimilar elements such as color, size and shape to create equilibrium
- Radial – Use of elements that radiate from a central core, e.g., spokes on a wheel; however, the core does not have to be centered in the composition.

____ ____ ____ Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

____ ____ ____ Identify variety as a means of adding interest to artwork.
____ ____ ____ Recognize variety in:
____ ____ ____ Line
____ ____ ____ Color
____ ____ ____ Size and shape/form
____ ____ ____ Space
____ ____ ____ Texture

PATTERN: Regular repetition of one or more of the elements of art.

____ ____ ____ Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

____ ____ ____ Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions.

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

I R M

____ ____ ____ Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment).

____ ____ ____ Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away).

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

____ ____ ____ Experiment with a variety of drawing media:

____ ____ ____ Pencils

____ ____ ____ Crayons

____ ____ ____ Water-based felt pens

____ ____ ____ Oil crayons (craypas)

____ ____ ____ Chalk

____ ____ ____ Charcoal

____ ____ ____ Ink

____ ____ ____ Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.

____ ____ ____ Experiment with a variety of drawing techniques:

____ ____ ____ Contour: Drawing approach which features the outline or edge of a figure or object.

____ ____ ____ Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.

____ ____ ____ Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.

____ ____ ____ Draw a variety of subject matters:

____ ____ ____ Figures (human and animal)

____ ____ ____ Landscapes

____ ____ ____ Seascapes

____ ____ ____ Still life

____ ____ ____ Non-representational (drawing in which the images have no obvious models in physical reality)

____ ____ ____ Draw from memory, imagination, and observation

____ ____ ____ Express individual ideas, feelings, and moods through drawing

____ ____ ____ Draw using baseline. (Line above the paper bottom for drawing objects).

I R M

_____ Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____ Paint using basic painting tools and a variety of media, e.g.:

_____ Paint with tempura.

_____ Paint with objects such as sponges, sticks, etc.

_____ Paint on wet paper with tempura.

_____ Make a watercolor wash.

_____ Combine crayon and thin paint in resist process

_____ Express individual ideas, thoughts and feelings through painting.

_____ Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____ Create prints by manipulating a variety of materials:

_____ Vegetables, leaves, string, etc.

_____ Cardboard glued on a block, cut rubber shapes, or facsimile.

_____ Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

_____ Identify sculpture as three dimensional

_____ Differentiate between sculpture and two dimensional art

_____ Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)

_____ Express individual ideas, thoughts and feelings through sculpture.

_____ Model or assemble three-dimensional works of art from a variety of materials.

_____ Clay, wood, plastic.

_____ Wire, cardboard, paper, paper-mache, and boxes

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

_____ Express individual ideas, thoughts and feelings using fibers and textiles.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition. |
| _____ | _____ | _____ | Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.) |

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |
| _____ | _____ | _____ | Create within a group of collage or mosaic composition. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
| _____ | _____ | _____ | Distinguish among a variety of architectural styles, e.g., |
| _____ | _____ | _____ | Cultural – Hogan, Log houses, etc. |
| _____ | _____ | _____ | Historical – Gothic, Modernistic, (Bauhaus), etc. |
| _____ | _____ | _____ | Ethnic – Mosque, Cathedral, etc. |
| _____ | _____ | _____ | Select materials (boxes, sand, sticks, rocks, wood, brick, plastic, fabric, etc.) and construct simple architectural models of structures. |
| _____ | _____ | _____ | Recognize architectural forms of shelter (log cabin, adobe pueblo, tepee, modular structure, cave, etc.) |

I	R	M	
_____	_____	_____	Describe the relationship of environmental factors to architectural styles (climate, types of available materials, landscape, cultural traditions, aesthetic values, geographic location, function).

SAFETY IN ART PROCESS

_____	_____	_____	Recognize potentially hazardous materials and situations.
_____	_____	_____	Demonstrate a cautious awareness and respect for art tools and materials.
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, eg., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Recognize a variety of careers in the field of art.
_____	_____	_____	Investigate ones own cultural heritage through art.

I	R	M	
_____	_____	_____	Visit an art museum at least once during elementary school grades.
_____	_____	_____	Participate in an art show at least once during elementary school grades.
_____	_____	_____	Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

_____	_____	_____	Explore and discuss the art of students and major artists.
_____	_____	_____	Examine and evaluate the art of students and major artists.
_____	_____	_____	Describe, analyze, interpret and judge art.
_____	_____	_____	Explore meaning and feelings in art.
_____	_____	_____	Define criticism as the positive and negative aspects of a subject.
_____	_____	_____	Develop a vocabulary that artistically analyzes classroom visuals.
_____	_____	_____	Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.
_____	_____	_____	Identify and discuss elements of art in art of students and major artists.
_____	_____	_____	Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.
_____	_____	_____	Apply art knowledge and judgment through personal choices.
_____	_____	_____	Develop pride and confidence in one's own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. God created humans with many ways of seeing.
- ___ B. Each person looks at art differently and creates his or her own special image.
- ___ C. Everyone expresses what the eye, mind, and heart see differently.
- ___ D. All of creation is sacred.
- ___ E. Self-awareness and creative self-expression are gifts from God.
- ___ F. Divergent perspectives and methods of expression are respected.
- ___ G. God is responsible for the patterns and colors that are seen in nature.
- ___ H. Feelings and emotions are expressed in art.
- ___ I. Art can depict events and stories from the Bible and Jesus' life.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

I	R	M	
___	___	___	Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.)
___	___	___	Create line with a variety of art tools and media
___	___	___	Use line to create shape and form
___	___	___	Use line to create pattern and texture
___	___	___	Use line to create rhythm
___	___	___	Identify and use line as being one element of art
___	___	___	Recognize line in compositions and in the environment

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

___	___	___	Mix secondary colors from primary colors: red + yellow = orange; yellow + blue = green; blue + red= violet
___	___	___	Identify the positions of the primary and secondary colors on 6 part color wheel
___	___	___	Name and identify intermediate colors (also known as tertiary colors). Intermediate colors are colors that are created by mixing a

primary color with a secondary color. Intermediate colors have two names: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet.

I	R	M	
_____	_____	_____	Mix intermediate colors from primary and secondary colors
_____	_____	_____	Identify the positions of the primary, secondary and intermediate colors on 12-part color wheel.
_____	_____	_____	Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
_____	_____	_____	Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
_____	_____	_____	Recognize value as the lightness or darkness of a color.
_____	_____	_____	Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.
_____	_____	_____	Name and use neutrals: black, white, gray
_____	_____	_____	Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

_____	_____	_____	Identify shape as an area enclosed by a line, value and/or color.
_____	_____	_____	Identify organic shapes and distinguish them from geometric shapes. (Organic shapes are those that appear in nature.)
_____	_____	_____	Arrange shapes to create compositions.
_____	_____	_____	Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

_____	_____	_____	Identify form as three dimensional.
_____	_____	_____	Identify and name geometric forms (sphere, pyramid, cone, cube, cylinder)
_____	_____	_____	Identify geometric forms and distinguish them from geometric shapes.
_____	_____	_____	Identify organic forms and distinguish them from organic shapes.
_____	_____	_____	Identify organic forms and distinguish them from geometric forms
_____	_____	_____	Create form by modeling, assembling, or constructing.
_____	_____	_____	Identify and use form as being one element of art.

SPACE: The distance, area, or depth surrounding or within a shape.

_____	_____	_____	Identify positive space as the solid or occupied areas within shapes or forms (solid areas).
_____	_____	_____	Identify negative space as empty or unoccupied areas.
_____	_____	_____	Explain the illusion of depth created by perspective, overlapping, position, and/or size.

I R M
____ ____ ____ Identify and use space as being one element of art.

TEXTURE: The way a surface looks and feels.

____ ____ ____ Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.).

____ ____ ____ Identify texture as the look and feel of a surface.

____ ____ ____ Create actual and imaginary textures in compositions using a variety of materials and tools.

____ ____ ____ Differentiate between tactile (feel) and visual (sight) texture.

____ ____ ____ Identify and use texture as being one element of art.

PRINCIPLES OF ART

UNITY: The whole or total effect of the use of the elements and principles of art to achieve a quality of oneness or a pleasing sense. The term composition refers to the arrangement of the parts in the work of art, usually according to the principles of art.

____ ____ ____ Identify and use unity as one principle of art.

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

____ ____ ____ Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).

____ ____ ____ Recognize that emphasis implies dominance of a main idea.

____ ____ ____ Identify and use emphasis as one principle of art.

BALANCE: The equal distribution of visual weight in a composition. Balance gives a feeling of rest and/or stability. There are three kinds of balance:

- Symmetrical (Formal) Balance – Use of identical elements on either side of a vertical axis (mirror image)
- Asymmetrical (Informal) Balance – Use of dissimilar elements such as color, size and shape to create equilibrium
- Radial – Use of elements that radiate from a central core, e.g., spokes on a wheel; however, the core does not have to be centered in the composition.

____ ____ ____ Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.

____ ____ ____ Identify radial (from the center) balance in compositions.

____ ____ ____ Identify and use balance as one principle of art.

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

I	R	M	
_____	_____	_____	Identify variety as a means of adding interest to artwork.
_____	_____	_____	Recognize variety in:
_____	_____	_____	Line
_____	_____	_____	Color
_____	_____	_____	Size and shape/form
_____	_____	_____	Space
_____	_____	_____	Texture
_____	_____	_____	Identify and use variety as one principle of art.

PATTERN: Regular repetition of one or more of the elements of art.

_____	_____	_____	Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.
_____	_____	_____	Identify and use pattern as a principle of art.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

_____	_____	_____	Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions.
_____	_____	_____	Identify and use rhythm as a principle of art.

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

_____	_____	_____	Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment).
_____	_____	_____	Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away).
_____	_____	_____	Identify and use proportion as a principle of art.

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

_____	_____	_____	Experiment with a variety of drawing media:
_____	_____	_____	Pencils
_____	_____	_____	Crayons

I	R	M	
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Charcoal
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Calligraphic: Drawing approach using a line which varies in width.
_____	_____	_____	Hatching: Drawing approach using a series of parallel lines to create an image varying the amount of space between parallel line to create value.
_____	_____	_____	Crosshatching: Drawing approach using intersecting parallel lines to create an image varying the amount of space between parallel lines to create value.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Shading: Drawing approach which uses varying values to create the illusion of three dimensions.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Portraits
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Abstract images
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using baseline. (Line above the paper bottom for drawing objects.)
_____	_____	_____	Draw using linear, one-point perspective:
_____	_____	_____	Perspective – Drawing approach which creates the illusion of depth and distance.
_____	_____	_____	Linear – Lines that are parallel in nature get closer together in the distance, e.g., railroad tracks,
_____	_____	_____	One-point – Scene or object is viewed straight on and all lines appear to meet at a single point (vanishing point) on the horizon.

I	R	M	
_____	_____	_____	Horizon: The place where sky and earth appear to meet.
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Make a watercolor wash.
_____	_____	_____	Explore other brush strokes with watercolor: rolling, dry brush, etc.
_____	_____	_____	Explore bleeding and over painting in watercolor
_____	_____	_____	Combine crayon and thin paint in resist process
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
_____	_____	_____	Vegetables, leaves, string, etc.
_____	_____	_____	Cardboard glued on a block, cut rubber shapes,
_____	_____	_____	Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

_____	_____	_____	Identify sculpture as three dimensional
_____	_____	_____	Differentiate between sculpture and two dimensional art
_____	_____	_____	Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
_____	_____	_____	Express individual ideas, thoughts and feelings through sculpture.
_____	_____	_____	Model or assemble three-dimensional works of art from a variety of materials.
_____	_____	_____	Clay, wood, plastic.
_____	_____	_____	Wire, cardboard, paper, paper-mache, and boxes

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings using fibers and textiles. |
| _____ | _____ | _____ | Recognize the variety of characteristics and textures of fibers (natural, synthetic, heavy, light, rough, smooth, etc.) |
| _____ | _____ | _____ | Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition. |
| _____ | _____ | _____ | Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.) |

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |
| _____ | _____ | _____ | Create within a group of collage or mosaic composition. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
| _____ | _____ | _____ | Distinguish among a variety of architectural styles, e.g., Cultural – Hogan, Log houses, etc. |

I	R	M	
_____	_____	_____	Historical – Gothic, Modernistic, (Bauhaus), etc.
_____	_____	_____	Ethnic – Mosque, Cathedral, etc.
_____	_____	_____	Select materials (boxes, sand, sticks, rocks, wood, brick, plastic, fabric, etc.) and construct simple architectural models of structures.
_____	_____	_____	Recognize architectural forms of shelter (log cabin, adobe pueblo, tepee, modular structure, cave, etc.)
_____	_____	_____	Describe the relationship of environmental factors to architectural styles (climate, types of available materials, landscape, cultural traditions, aesthetic values, geographic location, function).

SAFETY IN ART PROCESS

_____	_____	_____	Recognize potentially hazardous materials and situations.
_____	_____	_____	Demonstrate a cautious awareness and respect for art tools and materials.
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF CONTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop an understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, eg., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the role of art and artists in the shaping and recording of our democracy.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

I	R	M	
_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Investigate ones own cultural heritage through art.
_____	_____	_____	Visit an art museum at least once during elementary school grades.
_____	_____	_____	Participate in an art show at least once during elementary school grades.
_____	_____	_____	Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

_____	_____	_____	Explore and discuss the art of students and major artists.
_____	_____	_____	Examine and evaluate the art of students and major artists.
_____	_____	_____	Describe, analyze, interpret and judge art.
_____	_____	_____	Explore meaning and feelings in art.
_____	_____	_____	Define criticism as the positive and negative aspects of a subject.
_____	_____	_____	Develop a vocabulary that artistically analyzes classroom visuals.
_____	_____	_____	Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.
_____	_____	_____	Identify and discuss elements of art in art of students and major artists.
_____	_____	_____	Identify and discuss the principles of art in art of students and major artists.
_____	_____	_____	Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.
_____	_____	_____	Apply art knowledge and judgment through personal choices.
_____	_____	_____	Develop pride and confidence in one's own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. People all see differently
- ___ B. Every art image is created through the unique eyes of the artist.
- ___ C. Media forms are found in nature in sufficient variety to meet the needs of every person’s expression.
- ___ D. We respect the artistic creations of others.
- ___ E. All of creation is sacred.
- ___ F. Self-awareness and creative self-expression are gifts from God.
- ___ G. Divergent perspectives and methods of expression are respected.
- ___ H. Devotion to God is shown through art.
- ___ I. Art can be a means of expressing and explaining complex religious teachings.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| ___ | ___ | ___ | Create line with a variety of art tools and media |
| ___ | ___ | ___ | Use line to create shape and form |
| ___ | ___ | ___ | Use line to create pattern and texture |
| ___ | ___ | ___ | Use line to create rhythm |
| ___ | ___ | ___ | Identify and use line as being one element of art |
| ___ | ___ | ___ | Recognize line in compositions and in the environment |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- | | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Name and identify intermediate colors (also known as tertiary colors). Intermediate colors are colors that are created by mixing a primary color with a secondary color. Intermediate colors have two names: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet. |
| ___ | ___ | ___ | Mix intermediate colors from primary and secondary colors |

I	R	M	
_____	_____	_____	Identify the positions of the primary, secondary and intermediate colors on 12-part color wheel.
_____	_____	_____	Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
_____	_____	_____	Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
_____	_____	_____	Recognize value as the lightness or darkness of a color.
_____	_____	_____	Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.
_____	_____	_____	Name and use neutrals: black, white, gray.
_____	_____	_____	Define and identify the three qualities of color: Hue, Value, Intensity.
_____	_____	_____	Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

_____	_____	_____	Identify shape as an area enclosed by a line, value and/or color.
_____	_____	_____	Identify organic shapes and distinguish them from geometric shapes. (Organic shapes are those that appear in nature.)
_____	_____	_____	Arrange shapes to create compositions.
_____	_____	_____	Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

_____	_____	_____	Identify form as three dimensional.
_____	_____	_____	Identify and name geometric forms (sphere, pyramid, cone, cube, cylinder)
_____	_____	_____	Identify geometric forms and distinguish them from geometric shapes.
_____	_____	_____	Identify organic forms and distinguish them from organic shapes.
_____	_____	_____	Identify organic forms and distinguish them from geometric forms
_____	_____	_____	Create form by modeling, assembling, or constructing.
_____	_____	_____	Identify and use form as being one element of art.

SPACE: The distance, area, or depth surrounding or within a shape.

_____	_____	_____	Identify positive space as the solid or occupied areas within shapes or forms (solid areas).
_____	_____	_____	Identify negative space as empty or unoccupied areas.
_____	_____	_____	Explain the illusion of depth created by perspective, overlapping, position, and/or size.
_____	_____	_____	Identify and use space as being one element of art.

TEXTURE: The way a surface looks and feels.

I	R	M	
_____	_____	_____	Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.).
_____	_____	_____	Identify texture as the look and feel of a surface.
_____	_____	_____	Create actual and imaginary textures in compositions using a variety of materials and tools.
_____	_____	_____	Differentiate between tactile (feel) and visual (sight) texture.
_____	_____	_____	Identify and use texture as being one element of art.

PRINCIPLES OF ART

UNITY: The whole or total effect of the use of the elements and principles of art to achieve a quality of oneness or a pleasing sense. The term composition refers to the arrangement of the parts in the work of art, usually according to the principles of art.

_____ Identify and use unity as one principle of art.

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

_____	_____	_____	Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).
_____	_____	_____	Recognize that emphasis implies dominance of a main idea.
_____	_____	_____	Identify and use emphasis as one principle of art.

BALANCE: The equal distribution of visual weight in a composition. Balance gives a feeling of rest and/or stability. There are three kinds of balance:

- Symmetrical (Formal) Balance – Use of identical elements on either side of a vertical axis (mirror image)
- Asymmetrical (Informal) Balance – Use of dissimilar elements such as color, size and shape to create equilibrium
- Radial – Use of elements that radiate from a central core, e.g., spokes on a wheel; however, the core does not have to be centered in the composition.

_____	_____	_____	Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.
_____	_____	_____	Identify symmetrical (formal balance in compositions.
_____	_____	_____	Identify asymmetrical (informal) balance in compositions.
_____	_____	_____	Identify radial (from the center) balance in compositions.
_____	_____	_____	Identify and use balance as one principle of art.

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify variety as a means of adding interest to artwork. |
| _____ | _____ | _____ | Recognize variety in: |
| _____ | _____ | _____ | Line |
| _____ | _____ | _____ | Color |
| _____ | _____ | _____ | Size and shape/form |
| _____ | _____ | _____ | Space |
| _____ | _____ | _____ | Texture |
| _____ | _____ | _____ | Identify and use variety as one principle of art. |

PATTERN: Regular repetition of one or more of the elements of art.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions. |
| _____ | _____ | _____ | Identify and use pattern as a principle of art. |

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions. |
| _____ | _____ | _____ | Identify and use rhythm as a principle of art. |

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment). |
| _____ | _____ | _____ | Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away). |
| _____ | _____ | _____ | Identify and use proportion as a principle of art. |

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Experiment with a variety of drawing media: |
| _____ | _____ | _____ | Pencils |
| _____ | _____ | _____ | Crayons |

I	R	M	
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Charcoal
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Calligraphic: Drawing approach using a line which varies in width.
_____	_____	_____	Hatching: Drawing approach using a series of parallel lines to create an image varying the amount of space between parallel line to create value.
_____	_____	_____	Crosshatching: Drawing approach using intersecting parallel lines to create an image varying the amount of space between parallel lines to create value.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Shading: Drawing approach which uses varying values to create the illusion of three dimensions.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Portraits
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Abstract images
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using baseline. (Line above the paper bottom for drawing objects.)
_____	_____	_____	Draw using linear, one-point perspective:
_____	_____	_____	Perspective – Drawing approach which creates the illusion of depth and distance.
_____	_____	_____	Linear – Lines that are parallel in nature get closer together in the distance, e.g., railroad tracks,
_____	_____	_____	One-point – Scene or object is viewed straight on and all lines appear to meet at a single point (vanishing point) on the horizon.

I	R	M	
_____	_____	_____	Horizon: The place where sky and earth appear to meet.
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Make a watercolor wash.
_____	_____	_____	Explore other brush strokes with watercolor: rolling, dry brush, etc.
_____	_____	_____	Explore bleeding and overpainting in watercolor
_____	_____	_____	Combine crayon and thin paint in resist process
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
_____	_____	_____	Vegetables, leaves, string, etc.
_____	_____	_____	Cardboard glued on a block, cut rubber shapes, or facsimile.
_____	_____	_____	Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

_____	_____	_____	Identify sculpture as three dimensional
_____	_____	_____	Differentiate between sculpture and two dimensional art
_____	_____	_____	Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
_____	_____	_____	Express individual ideas, thoughts and feelings through sculpture.
_____	_____	_____	Model or assemble three-dimensional works of art from a variety of materials, eg.:
_____	_____	_____	Clay, wood, plastic.
_____	_____	_____	Wire, cardboard, paper, paper-mache, and boxes

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings using fibers and textiles. |
| _____ | _____ | _____ | Recognize the variety of characteristics and textures of fibers (natural, synthetic, heavy, light, rough, smooth, etc.) |
| _____ | _____ | _____ | Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition. |
| _____ | _____ | _____ | Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.) |

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |
| _____ | _____ | _____ | Create within a group of collage or mosaic composition. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
| _____ | _____ | _____ | Distinguish among a variety of architectural styles, e.g., Cultural – Hogan, Log houses, etc. |
| _____ | _____ | _____ | Historical – Gothic, Modernistic, (Bauhaus), etc. |

I	R	M	
_____	_____	_____	Ethnic – Mosque, Cathedral, etc.
_____	_____	_____	Select materials (boxes, sand, sticks, rocks, wood, brick, plastic, fabric, etc.) and construct simple architectural models of structures.
_____	_____	_____	Recognize architectural forms of shelter (log cabin, adobe pueblo, tepee, modular structure, cave, etc.)
_____	_____	_____	Describe the relationship of environmental factors to architectural styles (climate, types of available materials, landscape, cultural traditions, aesthetic values, geographic location, function).

SAFETY IN ART PROCESS

_____	_____	_____	Recognize potentially hazardous materials and situations.
_____	_____	_____	Demonstrate a cautious awareness and respect for art tools and materials.
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the role of art and artists in the shaping and recording of our democracy.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

I	R	M	
_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Recognize a variety of careers in the field of art.
_____	_____	_____	Investigate ones own cultural heritage through art.
_____	_____	_____	Visit an art museum at least once during elementary school grades.
_____	_____	_____	Participate in an art show at least once during elementary school grades.
_____	_____	_____	Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

_____	_____	_____	Explore and discuss the art of students and major artists.
_____	_____	_____	Examine and evaluate the art of students and major artists.
_____	_____	_____	Describe, analyze, interpret and judge art.
_____	_____	_____	Explore meaning and feelings in art.
_____	_____	_____	Define criticism as the positive and negative aspects of a subject.
_____	_____	_____	Develop criteria for viewing art that will lead to visual discrimination.
_____	_____	_____	Develop a vocabulary that artistically analyzes classroom visuals.
_____	_____	_____	Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.
_____	_____	_____	Identify and discuss elements of art in art of students and major artists.
_____	_____	_____	Identify and discuss the principles of art in art of students and major artists.
_____	_____	_____	Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.
_____	_____	_____	Recognize art of major artists presented in class.
_____	_____	_____	Apply art knowledge and judgment through personal choices.
_____	_____	_____	Develop pride and confidence in one's own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. People all see differently.
- _____ B. Every art image is created through the unique eyes of the artist.
- _____ C. Media forms are found in nature in sufficient variety to meet the needs of every person's expression.
- _____ D. We respect the artistic creations of others.
- _____ E.. All of creation is sacred.
- _____ F. Self-awareness and creative self-expression are gifts from God.
- _____ G. Divergent perspectives and methods of expression are respected.
- _____ H. Visual Arts is a way to follow the history of God's interaction with people.
- _____ I. Through art we can connect God to all of creation.
- _____ J. Important religious works of art can be identified by title and artist.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| _____ | _____ | _____ | Create line with a variety of art tools and media |
| _____ | _____ | _____ | Use line to create shape and form |
| _____ | _____ | _____ | Use line to create pattern and texture |
| _____ | _____ | _____ | Use line to create rhythm |
| _____ | _____ | _____ | Identify and use line as being one element of art |
| _____ | _____ | _____ | Recognize line in compositions and in the environment |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify intermediate colors (also known as tertiary colors). Intermediate colors are colors that are created by mixing a primary color with a secondary color. Intermediate colors have two names: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet. |
| _____ | _____ | _____ | Mix intermediate colors from primary and secondary colors |

I	R	M	
_____	_____	_____	Identify the positions of the primary, secondary and intermediate colors on 12-part color wheel.
_____	_____	_____	Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
_____	_____	_____	Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
_____	_____	_____	Recognize value as the lightness or darkness of a color.
_____	_____	_____	Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.
_____	_____	_____	Name and use neutrals: black, white, gray.
_____	_____	_____	Define and identify the three qualities of color: Hue, Value, Intensity.
_____	_____	_____	Identify and use simple color harmonies (color schemes) in compositions. Colors that appear pleasing together because they are:
			<ul style="list-style-type: none"> • Monochromatic – variations of a single color • Analogous – variations of any three or four adjacent colors on the color wheel • Complementary – variations of colors that are opposite on the color wheel • Tertiary – variations of primary colors and of secondary colors
_____	_____	_____	Identify transparent, translucent and opaque colors:
			<ul style="list-style-type: none"> • Transparent – a physical property that allows light to pass through so that objects lying beyond are entirely visible • Translucent – a physical property that allows light to pass through, but obscures specific details of objects • Opaque – a physical property that cannot be seen through
_____	_____	_____	Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

_____	_____	_____	Identify shape as an area enclosed by a line, value and/or color.
_____	_____	_____	Name and identify geometric shapes (triangle, square, rectangle, circle, oval)
_____	_____	_____	Identify organic shapes and distinguish them from geometric shapes. (Organic shapes are those that appear in nature.)
_____	_____	_____	Arrange shapes to create compositions.
_____	_____	_____	Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify form as three dimensional. |
| _____ | _____ | _____ | Identify and name geometric forms. |
| _____ | _____ | _____ | Identify geometric forms and distinguish them from geometric shapes (sphere, pyramid, cone, cube, cylinder). |
| _____ | _____ | _____ | Identify organic forms and distinguish them from organic shapes. |
| _____ | _____ | _____ | Identify organic forms and distinguish them from geometric forms. |
| _____ | _____ | _____ | Create form by modeling, assembling, or constructing. |
| _____ | _____ | _____ | Identify and use form as being one element of art. |

SPACE: The distance, area, or depth surrounding or within a shape.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify positive space as the solid or occupied areas within shapes or forms (solid areas). |
| _____ | _____ | _____ | Identify negative space as empty or unoccupied areas. |
| _____ | _____ | _____ | Explain the illusion of depth created by perspective, overlapping, position, and/or size. |
| _____ | _____ | _____ | Identify and use space as being one element of art. |

TEXTURE: The way a surface looks and feels.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.). |
| _____ | _____ | _____ | Identify texture as the look and feel of a surface. |
| _____ | _____ | _____ | Create actual and imaginary textures in compositions using a variety of materials and tools. |
| _____ | _____ | _____ | Differentiate between tactile (feel) and visual (sight) texture. |
| _____ | _____ | _____ | Identify and use texture as being one element of art. |

PRINCIPLES OF ART

UNITY: The whole or total effect of the use of the elements and principles of art to achieve a quality of oneness or a pleasing sense. The term composition refers to the arrangement of the parts in the work of art, usually according to the principles of art.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize that unity in composition results from an aesthetic combination of all components. |
| _____ | _____ | _____ | Recognize that unity is created through the successful manipulation of the elements and principles of art. |
| _____ | _____ | _____ | Identify and use unity as one principle of art. |

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

I	R	M	
_____	_____	_____	Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).
_____	_____	_____	Recognize that emphasis implies dominance of a main idea.
_____	_____	_____	Identify and use emphasis as one principle of art.

BALANCE: The equal distribution of visual weight in a composition. Balance gives a feeling of rest and/or stability. There are three kinds of balance:

- Symmetrical (Formal) Balance – Use of identical elements on either side of a vertical axis (mirror image)
- Asymmetrical (Informal) Balance – Use of dissimilar elements such as color, size and shape to create equilibrium
- Radial – Use of elements that radiate from a central core, e.g., spokes on a wheel; however, the core does not have to be centered in the composition.

_____	_____	_____	Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.
_____	_____	_____	Identify symmetrical (formal balance in compositions.
_____	_____	_____	Identify asymmetrical (informal) balance in compositions.
_____	_____	_____	Identify radial (from the center) balance in compositions.
_____	_____	_____	Identify and use balance as one principle of art.

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

_____	_____	_____	Identify variety as a means of adding interest to artwork.
_____	_____	_____	Recognize variety in:
_____	_____	_____	Line
_____	_____	_____	Color
_____	_____	_____	Size and shape/form
_____	_____	_____	Space
_____	_____	_____	Texture
_____	_____	_____	Identify and use variety as one principle of art.

PATTERN: Regular repetition of one or more of the elements of art.

_____	_____	_____	Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.
_____	_____	_____	Identify and use pattern as a principle of art.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

I	R	M	
_____	_____	_____	Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions.
_____	_____	_____	Identify and use rhythm as a principle of art.

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

_____	_____	_____	Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment).
_____	_____	_____	Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away).
_____	_____	_____	Identify and use proportion as a principle of art.

**ART PROCESS
MEDIA AND METHOD**

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

_____	_____	_____	Experiment with a variety of drawing media:
_____	_____	_____	Pencils
_____	_____	_____	Crayons
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Charcoal
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Calligraphic: Drawing approach using a line which varies in width.
_____	_____	_____	Hatching: Drawing approach using a series of parallel lines to create an image varying the amount of space between parallel line to create value.

I	R	M	
_____	_____	_____	Crosshatching: Drawing approach using intersecting parallel lines to create an image varying the amount of space between parallel lines to create value.
_____	_____	_____	Stripping: Drawing approach using dots, varying size and distance between dots to indicate value.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Shading: Drawing approach which uses varying values to create the illusion of three dimensions.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Portraits
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Abstract images
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Caricatures
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using baseline. (Line above the paper bottom for drawing objects.)
_____	_____	_____	Draw using linear, one-point perspective:
_____	_____	_____	Perspective – Drawing approach which creates the illusion of depth and distance.
_____	_____	_____	Linear – Lines that are parallel in nature get closer together in the distance, e.g., railroad tracks,
_____	_____	_____	One-point – Scene or object is viewed straight on and all lines appear to meet at a single point (vanishing point) on the horizon.
_____	_____	_____	Horizon: The place where sky and earth appear to meet.
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Make a watercolor wash.

I	R	M	
_____	_____	_____	Explore other brush strokes with watercolor: rolling, dry brush, etc.
_____	_____	_____	Explore bleeding and over painting in watercolor
_____	_____	_____	Combine crayon and thin paint in resist process
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
_____	_____	_____	Vegetables, leaves, string, etc.
_____	_____	_____	Cardboard glued on a block, cut rubber shapes, or facsimile.
_____	_____	_____	Linoleum, woodcuts, or facsimile
_____	_____	_____	Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

_____	_____	_____	Identify sculpture as three dimensional
_____	_____	_____	Differentiate between sculpture and two dimensional art
_____	_____	_____	Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
_____	_____	_____	Express individual ideas, thoughts and feelings through sculpture.
_____	_____	_____	Model or assemble three-dimensional works of art from a variety of materials, eg.:
_____	_____	_____	Clay, wood, plastic.
_____	_____	_____	Wire, cardboard, paper, paper-mache, and boxes
_____	_____	_____	Plaster and other materials.

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

_____	_____	_____	Express individual ideas, thoughts and feelings using fibers and textiles.
_____	_____	_____	Recognize the variety of characteristics and textures of fibers (natural, synthetic, heavy, light, rough, smooth, etc.)
_____	_____	_____	Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition.
_____	_____	_____	Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.)

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |
| _____ | _____ | _____ | Create within a group of collage or mosaic composition. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
| _____ | _____ | _____ | Distinguish among a variety of architectural styles, e.g., |
| _____ | _____ | _____ | Cultural – Hogan, Log houses, etc. |
| _____ | _____ | _____ | Historical – Gothic, Modernistic, (Bauhaus), etc. |
| _____ | _____ | _____ | Ethnic – Mosque, Cathedral, etc. |
| _____ | _____ | _____ | Select materials (boxes, sand, sticks, rocks, wood, brick, plastic, fabric, etc.) and construct simple architectural models of structures. |
| _____ | _____ | _____ | Recognize architectural forms of shelter (log cabin, adobe pueblo, tepee, modular structure, cave, etc.) |
| _____ | _____ | _____ | Describe the relationship of environmental factors to architectural styles (climate, types of available materials, landscape, cultural traditions, aesthetic values, geographic location, function). |

SAFETY IN ART PROCESS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize potentially hazardous materials and situations. |
| _____ | _____ | _____ | Demonstrate a cautious awareness and respect for art tools and materials. |

I	R	M	
I	R	M	
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY
AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, e. g., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the role of art and artists in the shaping and recording of our democracy.
_____	_____	_____	Describe how art reflects the social and political moods of the time.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Recognize a variety of careers in the field of art.
_____	_____	_____	Investigate ones own cultural heritage through art.
_____	_____	_____	Visit an art museum at least once during elementary school grades.
_____	_____	_____	Participate in an art show at least once during elementary school grades.

I R M

Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

Explore and discuss the art of students and major artists.

Examine and evaluate the art of students and major artists.

Describe, analyze, interpret and judge art.

Explore meaning and feelings in art.

Define criticism as the positive and negative aspects of a subject.

Develop criteria for viewing art that will lead to visual discrimination.

Develop a vocabulary that artistically analyzes classroom visuals.

Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.

Identify and discuss elements of art in art of students and major artists.

Identify and discuss the principles of art in art of students and major artists.

Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.

Recognize art of major artists presented in class.

Apply art knowledge and judgment through personal choices.

Develop pride and confidence in one's own work.

**VISUAL ARTS EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. People all see differently
- ___ B. Every art image is created through the unique eyes of the artist.
- ___ C. Media forms are found in nature, in sufficient variety to meet the needs of every person's expression.
- ___ D. We respect the artistic creations of others.
- ___ E.. All of creation is sacred.
- ___ F. Self-awareness and creative self-expression are gifts from God.
- ___ G. Divergent perspectives and methods of expression are respected.
- ___ H. God works in our lives through straight, curved, broken, zig zag, wavy, thick or thin lines.
- ___ I. God's beauty is revealed to us through light and color.
- ___ J. God made us from the fragments of the Earth and God's rainbow is the artist's palette.

ELEMENTS OF ART

LINE: The path of a moving point: that is, a mark made by a tool or instrument as it is drawn across the surface. Line can be used to create shape, form, pattern, texture and rhythm.

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Identify types of lines (straight, curved, wavy, broken, dotted, thick, thin, zigzag, continuous, etc.) |
| ___ | ___ | ___ | Create line with a variety of art tools and media |
| ___ | ___ | ___ | Use line to create shape and form |
| ___ | ___ | ___ | Use line to create pattern and texture |
| ___ | ___ | ___ | Use line to create rhythm |
| ___ | ___ | ___ | Identify and use line as being one element of art |
| ___ | ___ | ___ | Recognize line in compositions and in the environment |

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions:

- **HUE:** A word for color. Example: red or yellow
- **VALUE:** Its lightness (tints) or darkness (shade). Example: tan is a light value of brown. Chocolate is a dark value of brown.
- **INTENSITY:** The brightness or dullness of a color. High intensity is a bright color. Low intensity is a grayed color. Example: Violet is a high intensity. Mauve is low intensity.

- ___ ___ ___ Name and identify intermediate colors (also known as tertiary colors). Intermediate colors are colors that are created by mixing a primary color with a secondary color. Intermediate colors have

two names: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet.

I	R	M	
_____	_____	_____	Mix intermediate colors from primary and secondary colors
_____	_____	_____	Identify the positions of the primary, secondary and intermediate colors on 12-part color wheel.
_____	_____	_____	Name and use cool colors in compositions. Cool colors are colors associated with water: green, blue, violet.
_____	_____	_____	Name and use warm colors in compositions. Warm colors are colors associated with the sun: red, orange, yellow.
_____	_____	_____	Recognize value as the lightness or darkness of a color.
_____	_____	_____	Mix tints (light values) by adding color to white and shades (dark values) by adding black to colors.
_____	_____	_____	Name and use neutrals: black, white, gray.
_____	_____	_____	Define and identify the three qualities of color: Hue, Value, Intensity.
_____	_____	_____	Identify and use simple color harmonies (color schemes) in compositions. Colors that appear pleasing together because they are: <ul style="list-style-type: none">• Monochromatic – variations of a single color• Analogous – variations of any three or four adjacent colors on the color wheel• Complementary – variations of colors that are opposite on the color wheel• Tertiary – variations of primary colors and of secondary colors
_____	_____	_____	Identify transparent, translucent and opaque colors: <ul style="list-style-type: none">• Transparent – a physical property that allows light to pass through so that objects lying beyond are entirely visible• Translucent – a physical property that allows light to pass through, but obscures specific details of objects• Opaque – a physical property that cannot be seen through
_____	_____	_____	Identify and use color as being one element of art.

SHAPE: An area defined by line, value, texture and/or color that is two-dimensional and having width and length as distinguished from form.

_____	_____	_____	Identify shape as an area enclosed by a line, value and/or color.
_____	_____	_____	Identify organic shapes and distinguish them from geometric shapes. (Organic shapes are those that appear in nature.)
_____	_____	_____	Arrange shapes to create compositions.
_____	_____	_____	Identify and use shape as being one element of art.

FORM: The three dimensional term that defines an area having width, height, and depth.

I	R	M	
_____	_____	_____	Identify form as three dimensional.
_____	_____	_____	Identify and name geometric forms (sphere, pyramid, cone, cube, cylinder)
_____	_____	_____	Identify geometric forms and distinguish them from geometric shapes.
_____	_____	_____	Identify organic forms and distinguish them from organic shapes.
_____	_____	_____	Identify organic forms and distinguish them from geometric forms
_____	_____	_____	Create form by modeling, assembling, or constructing.
_____	_____	_____	Identify and use form as being one element of art.

SPACE: The distance, area, or depth surrounding or within a shape.

_____	_____	_____	Identify positive space as the solid or occupied areas within shapes or forms (solid areas).
_____	_____	_____	Identify negative space as empty or unoccupied areas.
_____	_____	_____	Explain the illusion of depth created by perspective, overlapping, position, and/or size.
_____	_____	_____	Identify and use space as being one element of art.

TEXTURE: The way a surface looks and feels.

_____	_____	_____	Name and identify a variety of textures (rough/smooth, shiny/dull, course/slick, soft/hard, etc.).
_____	_____	_____	Identify texture as the look and feel of a surface.
_____	_____	_____	Create actual and imaginary textures in compositions using a variety of materials and tools.
_____	_____	_____	Differentiate between tactile (feel) and visual (sight) texture.
_____	_____	_____	Identify and use texture as being one element of art.

PRINCIPLES OF ART

UNITY: The whole or total effect of the use of the elements and principles of art to achieve a quality of oneness or a pleasing sense. The term composition refers to the arrangement of the parts in the work of art, usually according to the principles of art.

_____	_____	_____	Recognize that unity in composition results from an aesthetic combination of all components.
_____	_____	_____	Recognize that unity is created through the successful manipulation of the elements and principles of art.
_____	_____	_____	Identify and use unity as one principle of art.

EMPHASIS: The parts of the artwork that are most important, where the stress, accent or focus is placed, e.g., opposing sizes, shapes and lines, contrasting colors, greater detail or intense bright color, etc.

I	R	M	
_____	_____	_____	Identify emphasis by indicating what parts of an artwork are most important (where the stress, accent or focus is placed).
_____	_____	_____	Recognize that emphasis implies dominance of a main idea.
_____	_____	_____	Identify and use emphasis as one principle of art.

BALANCE: The equal distribution of visual weight in a composition. Balance gives a feeling of rest and/or stability. There are three kinds of balance:

- Symmetrical (Formal) Balance – Use of identical elements on either side of a vertical axis (mirror image)
- Asymmetrical (Informal) Balance – Use of dissimilar elements such as color, size and shape to create equilibrium
- Radial – Use of elements that radiate from a central core, e.g., spokes on a wheel; however, the core does not have to be centered in the composition.

_____	_____	_____	Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.
_____	_____	_____	Identify symmetrical (formal balance in compositions.
_____	_____	_____	Identify asymmetrical (informal) balance in compositions.
_____	_____	_____	Identify radial (from the center) balance in compositions.
_____	_____	_____	Identify and use balance as one principle of art.

VARIETY: The use of different types and combinations of the elements of art to avoid monotony in a composition.

_____	_____	_____	Identify variety as a means of adding interest to artwork.
_____	_____	_____	Recognize variety in:
_____	_____	_____	Line
_____	_____	_____	Color
_____	_____	_____	Size and shape/form
_____	_____	_____	Texture
_____	_____	_____	Identify and use variety as one principle of art.

PATTERN: Regular repetition of one or more of the elements of art.

_____	_____	_____	Identify pattern as the regular repeat of an element of art, such as line or texture (or any combination of these elements) to produce compositions.
_____	_____	_____	Identify and use pattern as a principle of art.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition or regulated units. The use of measured accents.

I	R	M	
_____	_____	_____	Identify rhythm as being achieved by the repetition of lines, shapes, colors, textures (or patterns) in compositions.
_____	_____	_____	Identify and use rhythm as a principle of art.

PROPORTION: The comparison of elements one to another in terms of properties of size, quantity and degree of emphasis, e.g. twice as big, darker than, more important than.

_____	_____	_____	Identify proportion as the size relationship between one part of a composition to another (head to body) and of parts to the whole (person to environment).
_____	_____	_____	Identify the use of proportion to indicate distance (larger shapes imply closeness; smaller shapes imply distance), overlapping shapes (front shape is closer, back shape is farther away).
_____	_____	_____	Identify and use proportion as a principle of art.

ART PROCESS MEDIA AND METHOD

DRAWING: The technique of representing an object, figure or plan by using lines sketched or shaded on paper.

_____	_____	_____	Experiment with a variety of drawing media:
_____	_____	_____	Crayons
_____	_____	_____	Water-based felt pens
_____	_____	_____	Oil crayons (craypas)
_____	_____	_____	Chalk
_____	_____	_____	Charcoal
_____	_____	_____	Ink
_____	_____	_____	Non-traditional art tools, e.g., twigs, string, Popsicle sticks, etc.
_____	_____	_____	Experiment with a variety of drawing techniques:
_____	_____	_____	Contour: Drawing approach which features the outline or edge of a figure or object.
_____	_____	_____	Gesture: Drawing approach emphasizing movement; gesture is usually represented with a scribbly “fast” line or tone identifying the essence of a shape.
_____	_____	_____	Calligraphic: Drawing approach using a line which varies in width.
_____	_____	_____	Hatching: Drawing approach using a series of parallel lines to create an image varying the amount of space between parallel line to create value.

I	R	M	
_____	_____	_____	Crosshatching: Drawing approach using intersecting parallel lines to create an image varying the amount of space between parallel lines to create value.
_____	_____	_____	Stripping: Drawing approach using dots, varying size and distance between dots to indicate value.
_____	_____	_____	Sketching: Drawing approach used to create a simple, quick rough drawing done without a lot of detail, but catching the chief features and a general impression of an object or scene.
_____	_____	_____	Shading: Drawing approach which uses varying values to create the illusion of three dimensions.
_____	_____	_____	Draw a variety of subject matters:
_____	_____	_____	Figures (human and animal)
_____	_____	_____	Portraits
_____	_____	_____	Landscapes
_____	_____	_____	Seascapes
_____	_____	_____	Still life
_____	_____	_____	Abstract images
_____	_____	_____	Non-representational (drawing in which the images have no obvious models in physical reality)
_____	_____	_____	Caricatures
_____	_____	_____	Draw from memory, imagination, and observation
_____	_____	_____	Express individual ideas, feelings, and moods through drawing
_____	_____	_____	Draw using baseline. (Line above the paper bottom for drawing objects.)
_____	_____	_____	Draw using linear, one-point perspective:
_____	_____	_____	Perspective – Drawing approach which creates the illusion of depth and distance.
_____	_____	_____	Linear – Lines that are parallel in nature get closer together in the distance, e.g., railroad tracks,
_____	_____	_____	One-point – Scene or object is viewed straight on and all lines appear to meet at a single point (vanishing point) on the horizon.
_____	_____	_____	Horizon: The place where sky and earth appear to meet.
_____	_____	_____	Draw using a variety of media and techniques to create finished compositions.

PAINTING: Artwork made using a wet medium that can be applied with a brush or other tool; the act of creating such an artwork.

_____	_____	_____	Paint using basic painting tools and a variety of media, e.g.:
_____	_____	_____	Paint with tempera.
_____	_____	_____	Paint with objects such as sponges, sticks, etc.
_____	_____	_____	Explore brush strokes: dabbing, dots, side of brush and varying pressure of brush.
_____	_____	_____	Paint on wet paper with tempera.
_____	_____	_____	Make a watercolor wash.

I	R	M	
_____	_____	_____	Explore other brush strokes with watercolor: rolling, dry brush, etc.
_____	_____	_____	Explore bleeding and over painting in watercolor
_____	_____	_____	Combine crayon and thin paint in resist process
_____	_____	_____	Express individual ideas, thoughts and feelings through painting.
_____	_____	_____	Paint as a group to create a composition with a theme (mural).

PRINTMAKING: Designing and producing many copies of one image by applying wet color to a carved or etched object and then pressing it on a flat surface, such as paper or cloth.

_____	_____	_____	Create prints by manipulating a variety of materials:
_____	_____	_____	Vegetables, leaves, string, etc.
_____	_____	_____	Cardboard glued on a block, cut rubber shapes, or facsimile.
_____	_____	_____	Linoleum, woodcuts, facsimile.
_____	_____	_____	Express individual ideas, thoughts and feelings through printmaking.

SCULPTURE: A carving, model or other three dimensional piece of art.

_____	_____	_____	Identify sculpture as three dimensional
_____	_____	_____	Differentiate between sculpture and two dimensional art
_____	_____	_____	Hand model, carve and/or assemble clay into a composition using simple tools and techniques (fingers, kitchen utensils, toothpicks, etc.)
_____	_____	_____	Express individual ideas, thoughts and feelings through sculpture.
_____	_____	_____	Model or assemble three-dimensional works of art from a variety of materials.
_____	_____	_____	Clay, wood, plastic.
_____	_____	_____	Wire, cardboard, paper, paper-mache, and boxes
_____	_____	_____	Plaster and other materials.

FIBERS AND TEXTILES: A fiber is a slender, elongated natural or synthetic filament capable of being spun into yarn, e.g., wool, cotton, plastic, etc. Textiles are fibers woven into a cloth or fabric, e.g., burlap, silk, knits, etc.

_____	_____	_____	Express individual ideas, thoughts and feelings using fibers and textiles.
_____	_____	_____	Recognize the variety of characteristics and textures of fibers (natural, synthetic, heavy, light, rough, smooth, etc.)
_____	_____	_____	Arrange a variety of materials (string, yarn, natural fabric, synthetic fabric, plastic, etc.) to create a fiber composition.
_____	_____	_____	Create a textile composition from a variety of methods (knotting, weaving, stitchery, batik, etc.)

PHOTOGRAPHIC IMAGERY: Creating real or abstract art with a camera and film.

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through photographic composition using sun prints, photograms, or photomontage (composite of two or more photographic images to create a single image). |
| _____ | _____ | _____ | Recognize that computers, simple still cameras, and/or video cameras create graphics, photographs and videotaped images. |

COLLAGE AND MOSAIC: Collage is a design of assembled papers, cloth or other surfaces usually pasted to a firm paper background. Mosaic is an art medium requiring the use of small pieces of colored paper, glass, tile or stone (tesserae) fixed to or imbedded in a background material such as cement or plaster.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Express individual ideas, thoughts and feelings through creating collage and mosaic. |
| _____ | _____ | _____ | Arrange a collage composition using a variety of materials (fiber, paper, found objects, string, cardboard, plastic, etc.). |
| _____ | _____ | _____ | Arrange a mosaic composition using a variety of materials. |
| _____ | _____ | _____ | Create within a group of collage or mosaic composition. |

ARCHITECTURAL STRUCTURES: Habitable buildings designed and constructed with a definite, conscious pattern of organization.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Express individual ideas, thoughts, and feelings through creating simple architectural structures (blocks, sugar cubes, toothpicks, clay, foam core, etc.) |
| _____ | _____ | _____ | Distinguish among a variety of architectural styles, e.g., |
| _____ | _____ | _____ | Cultural – Hogan, Log houses, etc. |
| _____ | _____ | _____ | Historical – Gothic, Modernistic, (Bauhaus), etc. |
| _____ | _____ | _____ | Ethnic – Mosque, Cathedral, etc. |
| _____ | _____ | _____ | Select materials (boxes, sand, sticks, rocks, wood, brick, plastic, fabric, etc.) and construct simple architectural models of structures. |
| _____ | _____ | _____ | Recognize architectural forms of shelter (log cabin, adobe pueblo, tepee, modular structure, cave, etc.) |
| _____ | _____ | _____ | Describe the relationship of environmental factors to architectural styles (climate, types of available materials, landscape, cultural traditions, aesthetic values, geographic location, function). |

SAFETY IN ART PROCESS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize potentially hazardous materials and situations. |
|-------|-------|-------|---|

I	R	M	
_____	_____	_____	Demonstrate a cautious awareness and respect for art tools and materials.
_____	_____	_____	Demonstrate consistence in properly caring for and cleaning art tools and the art area.

ART HISTORY

AWARENESS OF COMTEMPORARY AND PAST WORKS OF ART

_____	_____	_____	Develop and understanding and appreciation of self and others through art, culture, and heritage (families, growth, school pictures, fine art, cave art, petroglyphs, Sistine Chapel).
_____	_____	_____	Identify various historical periods in art, e. g., prehistoric, Egyptian civilization, Greek and Roman civilization, Middle Ages, Renaissance, Baroque period, Neo-Classical, Romantic periods, Impressionistic, Post-impressionistic eras, Contemporary times, etc.
_____	_____	_____	Recognize and value the images, symbols, motifs, and themes distinguishing the art of specific cultures, traditions and schools of artists.
_____	_____	_____	Become aware of global art and the value of diverse contributions of the artists.
_____	_____	_____	Recognize how art relates to holidays and festivals.
_____	_____	_____	Develop an awareness of art in natural (landscape design) and manufactured (architecture) environments.
_____	_____	_____	Recognize the role of art and artists in the shaping and recording of our democracy.
_____	_____	_____	Describe how art reflects the social and political moods of the time.
_____	_____	_____	Recognize the function of visual arts in the community:
_____	_____	_____	Identification – logos, trademarks, storefront signs
_____	_____	_____	Industrial design – telephone shapes, auto, silverware, office furniture, TV, classroom desks, etc.
_____	_____	_____	Entertainment – cartoons, commercials, comics

ACTIVE PARTICIPATION IN THE VISUAL ARTS:

_____	_____	_____	Recognize and demonstrate environmental awareness by recycling to create visual art.
_____	_____	_____	Value creative work by self, peers, and others.
_____	_____	_____	Value the creative process.
_____	_____	_____	Demonstrate respect for art forms and objects.
_____	_____	_____	Recognize a variety of careers in the field of art.
_____	_____	_____	Investigate ones own cultural heritage through art.
_____	_____	_____	Visit an art museum at least once during elementary school grades.

I	R	M	
_____	_____	_____	Participate in an art show at least once during elementary school grades.
_____	_____	_____	Visit parish church or cathedral to observe church art and architecture at least once during elementary grades.

ART CRITICISM

_____	_____	_____	Explore and discuss the art of students and major artists.
_____	_____	_____	Examine and evaluate the art of students and major artists.
_____	_____	_____	Describe, analyze, interpret and judge art.
_____	_____	_____	Explore meaning and feelings in art.
_____	_____	_____	Define criticism as the positive and negative aspects of a subject.
_____	_____	_____	Develop criteria for viewing art that will lead to visual discrimination.
_____	_____	_____	Develop a vocabulary that artistically analyzes classroom visuals.
_____	_____	_____	Utilize an artistic vocabulary to analyze selected works of artists or cultural artifacts.
_____	_____	_____	Identify and discuss elements of art in art of students and major artists.
_____	_____	_____	Identify and discuss the principles of art in art of students and major artists.
_____	_____	_____	Identify and differentiate between art styles, e.g., realistic, abstract, non-objective, impressionistic, political, expressionistic, etc.
_____	_____	_____	Recognize art of major artists presented in class.
_____	_____	_____	Apply art knowledge and judgment through personal choices.
_____	_____	_____	Develop pride and confidence in one's own work.