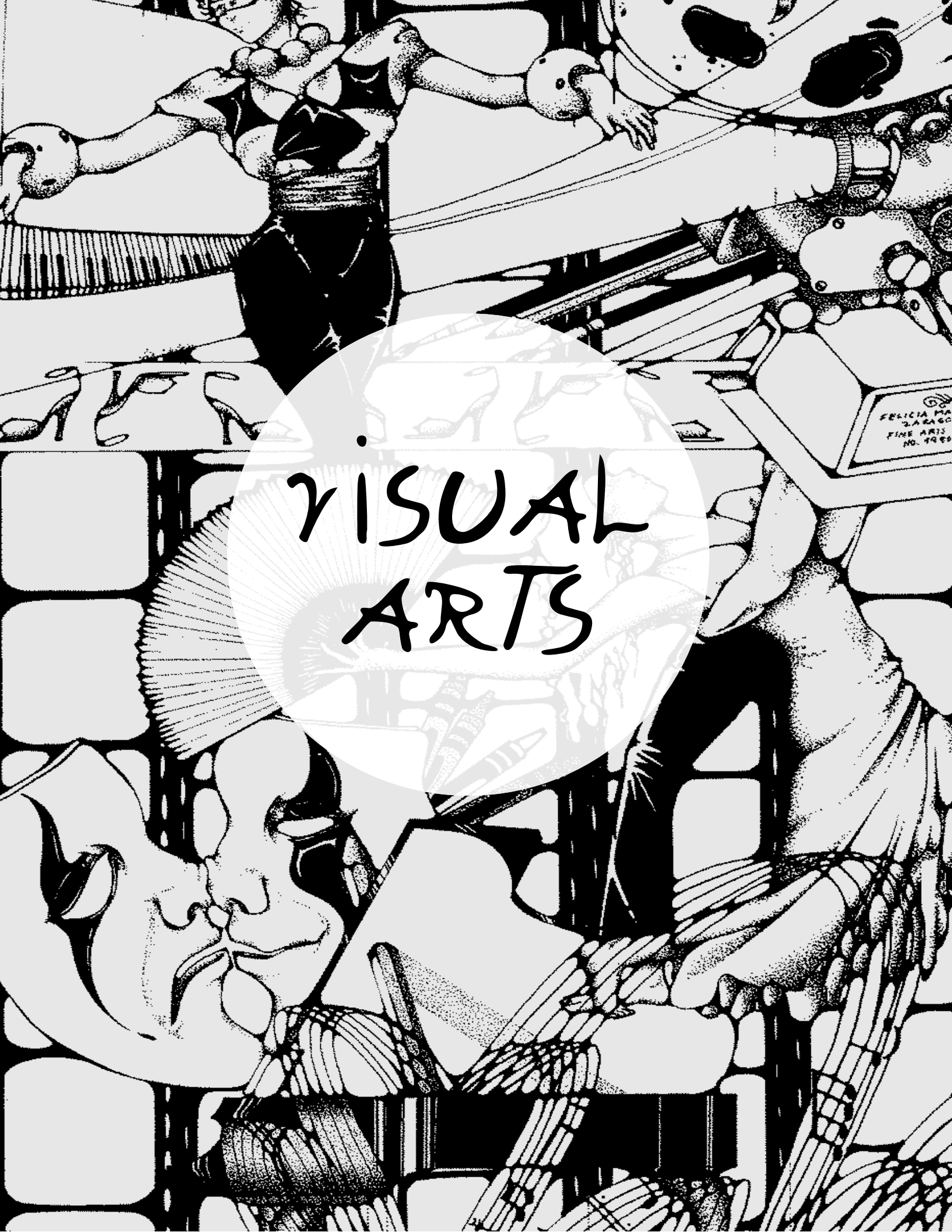
VISUAL
ARTS

Visual Arts
Prekindergarten

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.
1.2 Identify colors by name.
1.3 Name and describe objects by color and relative size.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.
2.3 Experiment with colors through the use of a variety of drawing materials and paints.

Communication and Expression Through Original Works of Art

2.4 Create a self-portrait.
2.5 Create a picture of a person.
2.6 Use colors to draw or paint a picture of everyday objects.
2.7 Create a three-dimensional form.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify art observed in daily life.
3.2 Describe pictorial objects that appear in works of art.

Diversity of the Visual Arts

3.3 Discuss art objects from various places and times.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss what is seen in works of art.
4.2 Ask questions about works of art.

Make Informed Judgments

4.3 Discuss what they like about their own works of art.
4.4 Select works of art by others and tell what they like about them.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.

5.2 Name colors and draw an object, using the colors (e.g., *red* balloon, *green* leaf, *brown* dog, *yellow* sun).

Visual Literacy

5.3 Identify images of self, friends, and family (including snapshots and the students' own works of art).

Careers and Career-Related Skills

5.4 Discuss how art is used to illustrate stories.

Visual Arts
Kindergarten

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Recognize and describe simple patterns found in the environment and works of art.
1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use lines, shapes/forms, and colors to make patterns.
2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
2.3 Make a collage with cut or torn paper shapes/forms.

Communication and Expression Through Original Works of Art

2.4 Paint pictures expressing ideas about family and neighborhood.
2.5 Use lines in drawings and paintings to express feelings.
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
2.7 Create a three-dimensional form, such as a real or imaginary animal.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
3.2 Identify and describe works of art that show people doing things together.

Diversity of the Visual Arts

3.3 Look at and discuss works of art from a variety of times and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Make Informed Judgments

4.3 Discuss how and why they made a specific work of art.
4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.

5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Visual Arts
Grade One

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use texture in two-dimensional and three-dimensional works of art.

2.2 Mix secondary colors from primary colors and describe the process.

2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
2.5 Create a representational sculpture based on people, animals, or buildings.
2.6 Draw or paint a still life, using secondary colors.
2.7 Use visual and actual texture in original works of art.
2.8 Create artwork based on observations of actual objects and everyday scenes.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.
3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

3.3 View and then describe art from various cultures.
3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
4.2 Identify and describe various reasons for making art.

Make Informed Judgments

4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
4.4 Select something they like about their work of art and something they would change.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.

5.2 Compare and contrast objects of folk art from various time periods and cultures.

Visual Literacy

5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Careers and Career-Related Skills

5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Visual Arts
Grade Two

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Works of Art

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
2.4 Create a painting or drawing, using warm or cool colors expressively.
2.5 Use bilateral or radial symmetry to create visual balance.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Explain how artists use their work to share experiences or communicate ideas.
3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Diversity of the Visual Arts

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
4.2 Compare different responses to the same work of art.

Make Informed Judgments

4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Visual Literacy

5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

Careers and Career-Related Skills

5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

Visual Arts
Grade Three

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe rhythm and movement in works of art and in the environment.
1.2 Describe how artists use tints and shades in painting.
1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).

Analyze Art Elements and Principles of Design

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Explore ideas for art in a personal sketchbook.
2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Communication and Expression Through Original Works of Art

2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
2.5 Create an imaginative clay sculpture based on an organic form.
2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.
3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.
3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

Diversity of the Visual Arts

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).
3.5 Write about a work of art that reflects a student's own cultural background.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

Make Informed Judgments

4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Describe how costumes contribute to the meaning of a dance.

5.2 Write a poem or story inspired by their own works of art.

Visual Literacy

5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

Careers and Career-Related Skills

5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

Visual Arts
Grade Four

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
2.2 Use the conventions of facial and figure proportions in a figure study.
2.3 Use additive and subtractive processes in making simple sculptural forms.
2.4 Use fibers or other materials to create a simple weaving.

Communication and Expression Through Original Works of Art

2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
2.6 Use the interaction between positive and negative space expressively in a work of art.
2.7 Use contrast (light and dark) expressively in an original work of art.
2.8 Use complementary colors in an original composition to show contrast and emphasis.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Diversity of the Visual Arts

3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Make Informed Judgments

4.4 Identify and describe how various cultures define and value art differently.
4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.

5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.

Visual Literacy

5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Careers and Career-Related Skills

5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Visual Arts
Grade Five

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.
2.2 Create gesture and contour observational drawings.
2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Works of Art

2.4 Create an expressive abstract composition based on real objects.
2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
2.6 Use perspective in an original work of art to create a real or imaginary scene.
2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts

3.3 Identify and compare works of art from various regions of the United States.
3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Visual Arts
Grade Six

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Knowledge and Vocabulary

1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use various observational drawing skills to depict a variety of subject matter.
2.2 Apply the rules of two-point perspective in creating a thematic work of art.
2.3 Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).

3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.
5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.
5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Careers and Career-Related Skills

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

Visual Arts
Grade Seven

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.
1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design

1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media.
2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
2.3 Develop skill in using mixed media while guided by a selected principle of design.
2.4 Develop skill in mixing paints and showing color relationships.

Communication and Expression Through Original Works of Art

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
2.6 Create an original work of art, using film, photography, computer graphics, or video.
2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.
4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Make Informed Judgments

4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.
4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Careers and Career-Related Skills

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Visual Arts
Grade Eight

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.
2.4 Design and create an expressive figurative sculpture.
2.5 Select a medium to use to communicate a theme in a series of works of art.
2.6 Design and create both additive and subtractive sculptures.
2.7 Design a work of public art appropriate to and reflecting a location.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.
3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.
3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.
4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Visual Arts
Grades Nine Through Twelve—Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two- or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Visual Arts Grades Nine Through Twelve–Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to the attainment of the proficient level of achievement.

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
1.3 Analyze their works of art as to personal direction and style.

Analyze Art Elements and Principles of Design

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
2.3 Assemble and display objects or works of art as a part of a public exhibition.

Communicate and Express Through Original Works of Art

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
2.5 Use innovative visual metaphors in creating works of art.
2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.
3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Make Informed Judgments

4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.
4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

Visual Literacy

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Careers and Career-Related Skills

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

Glossary of Terms Used in the Visual Arts Content Standards

abstract	Artwork in which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
additive	Refers to the process of joining a series of parts together to create a sculpture.
aerial perspective	Aerial or atmospheric perspective achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.
aesthetics	A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.
analogous	Refers to closely related colors; a color scheme that combines several hues next to each other on the color wheel.
arbitrary colors	Colors selected and used without reference to those found in reality.
art criticism	An organized system for looking at the visual arts; a process of appraising what students should know and be able to do.
art elements	See *elements of art.*
assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
asymmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
atmospheric perspective	See *aerial perspective.*
background	The part of the picture plane that seems to be farthest from the viewer.
balance	The way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial.
collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
color	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.
color relationships	Also called color *schemes* or *harmonies.* They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

color theory	An element of art. Color has three properties: hue, value, and intensity.
complementary colors	Colors opposite one another on the color wheel. Red/green, blue/orange, and yellow/violet are examples of complementary colors.
composition	The organization of elements in a work of art.
content	Message, idea, or feelings expressed in a work of art.
contour drawings	The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
contrast	Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.
cool colors	Colors suggesting coolness: blue, green, and violet.
curvature	The act of curving or bending. One of the characteristics of line.
curvilinear	Formed or enclosed by curved lines.
design	The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
distortion	Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
dominance	The importance of the emphasis of one aspect in relation to all other aspects of a design.
elements of art	Sensory components used to create works of art: line, color, shape/form, texture, value, space.
emphasis	Special stress given to an element to make it stand out.
expressive content	Ideas that express ideas and moods.
figurative	Pertaining to representation of form or figure in art.
foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. *Middle ground* and *background* are the parts of the picture that appear to be farther and farthest away.
focal point	The place in a work of art on which attention becomes centered because of an element emphasized in some way.
form	A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).
function	The purpose and use of a work of art.
genre	The representation of people, subjects, and scenes from everyday life.
gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
harmony	The principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts.

hue Refers to the name of a color (e.g., red, blue, yellow, orange).

installation art The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.

intensity Also called *chroma* or *saturation.* It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.

line A point moving in space. Line can vary in width, length, curvature, color, or direction.

linear perspective A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.

line direction Line direction may be horizontal, vertical, or diagonal.

line quality The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.

maquette A small preliminary model (as of a sculpture or a building).

mass The outside size and bulk of a form, such as a building or a sculpture; the visual *weight* of an object.

media Plural of *medium*, referring to materials used to make art; categories of art (e.g., painting, sculpture, film).

middle ground Area of a two-dimensional work of art between foreground and background.

mixed media A work of art for which more than one type of art material is used to create the finished piece.

monochromatic A color scheme involving the use of only one hue that can vary in value or intensity.

mood The state of mind or feeling communicated in a work of art, frequently through color.

motif A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.

movement The principle of design dealing with the creation of action.

multimedia Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.

negative Refers to shapes or spaces that are or represent areas unoccupied by objects.

neutral colors The colors black, white, gray, and variations of brown. They are included in the color family called *earth colors.*

nonobjective Having no recognizable object as an image. Also called *nonrepresentational.*

observational drawing skills Skills learned while observing firsthand the object, figure, or place.

one-point perspective	A way to show three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point on the horizon known as the *vanishing point.*
organic	Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
pattern	Anything repeated in a predictable combination.
performance art	A type of art in which events are planned and enacted before an audience for aesthetic reasons.
perspective	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
point of view	The angle from which the viewer sees the objects or scene.
portfolio	A systematic, organized collection of student work.
positive	Shapes or spaces that are or represent solid objects.
primary colors	Refers to the colors red, yellow, and blue. From these all other colors are created.
printmaking	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
principles of design	The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
properties of color	Characteristics of colors: hue, value, intensity.
proportion	The size relationships of one part to the whole and of one part to another.
rectilinear	Formed or enclosed by straight lines to create a rectangle.
reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.
rhythm	Intentional, regular repetition of lines of shapes to achieve a specific repetitious effect or pattern.
rubric	A guide for judgment or scoring; a description of expectations.
scale	Relative size, proportion. Used to determine measurements or dimensions within a design or work of art.
sculpture	A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background).
secondary colors	Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, and blue and red make violet.
shade	Color with black added to it.
shape	A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

space	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life	Arrangement or work of art showing a collection of inanimate objects.
structure	The way in which parts are arranged or put together to form a whole.
style	A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
stylized	Simplified; exaggerated.
subordination	Making an element appear to hold a secondary or lesser importance within a design or work of art.
subtractive	Refers to sculpting method produced by removing or taking away from the original material (the opposite of *additive*).
texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
theme	An idea based on a particular subject.
three-dimensional	Having height, width, and depth. Also referred to as 3-D.
tint	Color lightened with white added to it.
tone	Color shaded or darkened with gray (black plus white).
two-dimensional	Having height and width but not depth. Also referred to as 2-D.
two-point perspective	A system to show three-dimensional objects on a two-dimensional surface. The illusion of space and volume utilizes two vanishing points on the horizon line.
unity	Total visual effect in a composition achieved by the careful blending of the elements of art and the principles of design.
value	Lightness or darkness of a hue or neutral color. A *value scale* shows the range of values from black to white.
value scale	Scale showing the range of values from black to white and light to dark.
vanishing point	In perspective drawing, a point at which receding lines seem to converge.
variety	A principle of art concerned with combining one or more elements of art in different ways to create interest.
virtual	Refers to an image produced by the imagination and not existing in reality.
visual literacy	Includes thinking and *communication.* Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.
visual metaphor	Images in which characteristics of objects are likened to one another and represented *as* that other. They are closely related to concepts about symbolism.

volume	The space within a form (e.g., in architecture, volume refers to the space within a building).
warm colors	Colors suggesting warmth: red, yellow, and orange.
watercolor	Transparent pigment mixed with water. Paintings done with this medium are known as *watercolors.*

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