

Technique and Application

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for a variety of media, subject matter, styles, and techniques for visual communication and creative expression.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>12</p> <p>Explore and use elements of art and principles of design.</p>	<p>K.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> a) Color—red, blue, yellow, green, orange, violet, brown, black, white. b) Line—straight/curved, thick/thin, long/short, up/down/across. c) Shape—circle, square, triangle, rectangle, oval. d) Texture—visual, tactile. e) Pattern—occurring naturally, made by people. 	<p>1.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> a) Color—primary, secondary. b) Line—zigzag, dotted, wavy, spiral. c) Shape—geometric, organic. d) Texture—visual, tactile. e) Pattern—alternating, repeating. 	<p>2.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> a) Color—warm, cool, neutral. b) Form—three-dimensional. c) Line—vertical, horizontal, diagonal. d) Shape—geometric, organic. e) Pattern—complex alternating and repeating. 	<p>3.12</p> <p>The student will use the following in works of art:</p> <ul style="list-style-type: none"> a) Color—intermediate, warm, cool. b) Space—positive, negative. c) Balance—symmetry, asymmetry, radial. d) Contrast. e) Pattern—decorative repeating motifs. 	<p>4.12</p> <p>The student will use the following to express meaning in works of art:</p> <ul style="list-style-type: none"> a) Color—hue, tint, shade, intensity. b) Texture—actual, implied. c) Value—shading to create implied depth. d) Pattern—repetition to imply movement. e) Variety—to create interest. f) Unity—to create compositional harmony. 	<p>5.12</p> <p>The student will use the following to express meaning in works of art:</p> <ul style="list-style-type: none"> a) Color—student-mixed hues, tints, shades, tones. b) Form—convex, concave, positive, negative. c) Texture—surface embellishment. d) Value—gradation to create the illusion of depth on a two-dimensional surface. e) Balance—formal, informal. f) Pattern—repetition to create rhythm.

<p>13</p> <p>Identify and use spatial relationships in composition.</p>	<p>K.13</p> <p>The student will identify spatial relationships for composition.</p> <ul style="list-style-type: none"> a) Identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under. b) Make observations of objects in space. 	<p>1.13</p> <p>The student will identify and apply spatial relationships for composition.</p> <ul style="list-style-type: none"> a) Arrange shapes in space within the picture plane. b) Identify and use figure-ground relationships. c) Identify and use size relationships. 	<p>2.13</p> <p>The student will identify and apply spatial relationships and perspective for composition.</p> <ul style="list-style-type: none"> a) Use foreground and background in works of art. b) Depict objects according to size and proportion within works of art. 	<p>3.13</p> <p>The student will identify and use foreground, middle ground, and background in two-dimensional works of art.</p>	<p>4.13</p> <p>The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.</p>	<p>5.13</p> <p>The student will apply and emphasize spatial relationships and perspective techniques in the composition of works of art.</p> <ul style="list-style-type: none"> a) Use atmospheric perspective in works of art. b) Use size and proportion to emphasize spatial relationships in works of art.
<p>14</p> <p>Draw from observation.</p>	<p>K.14</p> <p>The student will create drawings from observation.</p>	<p>1.14</p> <p>The student will create observational drawings of people and objects in the environment.</p>	<p>2.14</p> <p>The student will create preliminary drawings and/or finished works of art from observation.</p>	<p>3.14</p> <p>The student will use organic and geometric shapes in observational drawing.</p>	<p>4.14</p> <p>The student will use a variety of lines and shading techniques to create observational drawings.</p>	<p>5.14</p> <p>The student will draw the human figure in proportion from observation.</p>

<p>15</p> <p>Develop motor skills.</p>	<p>K.15</p> <p>The student will use motor skills to create two-dimensional and three-dimensional works of art (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping).</p>	<p>1.15</p> <p>The student will apply motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.</p>	<p>2.15</p> <p>The student will refine motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two-dimensional and three-dimensional works of art.</p>	<p>3.15</p> <p>The student will identify quality and technical skill in works of art.</p>	<p>4.15</p> <p>The student will reflect on quality and technical skill in personal works of art.</p>	<p>5.15</p> <p>The student will execute and complete works of art with attention to detail and skill in the use of art materials.</p>
<p>16</p> <p>Explore media, techniques, and processes.</p>	<p>K.16</p> <p>The student will explore a variety of media, techniques, and processes to create two-dimensional and three-dimensional artwork.</p>	<p>1.16</p> <p>The student will apply a variety of media, materials, techniques, and processes to create artwork.</p>	<p>2.16</p> <p>The student will create three-dimensional works of art, using a variety of materials to include clay.</p>	<p>3.16</p> <p>The student will use subtractive and additive processes in various media, including clay.</p>	<p>4.16</p> <p>The student will use a variety of media, materials, techniques, and processes to create artwork.</p> <ul style="list-style-type: none"> a) Describe and use hand-building techniques to make a ceramic work of art. b) Use craft techniques. 	<p>5.16</p> <p>The student will use a variety of media, materials, techniques, and processes to create artwork.</p> <ul style="list-style-type: none"> a) Create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay. b) Combine various craft techniques in works of art.

<p>17</p> <p>Explore a variety of subject matter.</p>	<p>K.17</p> <p>The student will create artworks inspired by a variety of sources and subjects.</p> <ul style="list-style-type: none"> a) Depict the human figure. b) Use nature as inspiration. 	<p>1.17</p> <p>The student will create works of art inspired by a variety of sources and subjects.</p> <ul style="list-style-type: none"> a) Use the senses of sight, touch, and hearing. b) Create works of art inspired by stories or poems, ideas, and themes. c) Depict personal experiences. 	<p>2.17</p> <p>The student will create works of art inspired by a variety of concepts, themes, and/or literary sources.</p>	<p>3.17</p> <p>The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.</p>	<p>4.17</p> <p>The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.</p>	<p>5.17</p> <p>The student will create works of art inspired by a variety of sources, subjects, and other fields of knowledge</p>
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