



Visual Arts

K-5

Updated 2006



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SCHOOLS**

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How will we assure that all students are learning?

In order to close the achievement gap, the district is continuing to address three questions:

- What do we want our students to know and do as a result of being in our class?
- How will we know when they have learned it?
- How will we assist students who have not yet mastered the Essential Learnings?

To address the first question, each content supervisor formed a district writing team, reviewed input from teachers, provided teachers with drafts of Essential Learnings in priority courses, and asked teachers to use the draft Essential Learnings to plan and deliver instruction in 2004-2005.

What are Essential Learnings?

Essential Learnings are defined as the knowledge and skills that are critical in a grade level or course. These Learnings comprise about 80% of the curriculum. The number of Learnings (6-12 per semester or 12-24 per year) is arbitrary. The key is knowing what a typical student can practice and learn in the time available. Practice over time is necessary for students to have the concept or skill in long term memory at the application level. Essential Learnings are coded to the Sunshine State Standards, Performance Objectives or FARR standards but are specific for a grade or course. The standards, lesson planning forms and other information can be found on the SAGE web site, <http://sage.pinellas.k12.fl.us>.

What's new?

Essential Learnings have been revised. Common assessments, units of study and/or pacing recommendations are also available. Common assessments address the second question, "How will we know when they have learned it?" We will field test common assessments and make revisions based on teacher input. In addition to subject area common assessments, we will also be using Kaplan assessments in reading and mathematics three times this year. The data from these assessments will be available to all secondary teachers so they can support students in using literacy and numeracy skills.

Your principal will expect you to participate in a weekly **Professional Learning Community** meeting to discuss effective ways to engage students in **reading, writing, and thinking about content knowledge** so that each student will leave your course proficient in all of the Essential Learnings. A good way to clarify Essential Learnings is to discuss student work, looking for patterns of misunderstanding. These discussions will begin to answer the third question, "How will we assist students who have not yet mastered the Essential Learnings?" In these discussions, teachers can share researched best practices and ways to build relationships with students so that they will be willing to learn.

You may hear the terms "**Rigor, Relevance, and Relationships.**" "Rigor" means helping all students master the Essential Learnings. "Relevance" means using researched best practices to tie Essential Learnings to students' lives. "Relationships" means that students need the caring support of adults to learn best. We believe these three "R's" will help students master the other three "R's", reading, writing, and arithmetic, the historical "basics" of learning. All of these "R's" help students to process information in content courses and build skills for success in everyday life.

Visual Arts - Kindergarten



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Recognize that art is all around me.	VA.C.1.1.1 VA.D.1.1.1 VA.E.1.2.1	Classroom discussion-What is art? Introductions to lessons	Oral
2. Use art words in a classroom discussion.	VA.D.1.1.1	Classroom discussion involving elements and principles as they relate to historical works, personal works, art tools and procedures.	Oral
3. Create artworks from imagination and real life.	VA.B.1.1.1	Portrait, landscape	
3A. Create drawings that explore line qualities, combine shapes, and experiment with textures and patterns.	VA.A.1.1.1	Thick and thin pattern- blanket designs Visual texture- crayon rubbings Combining shapes- design a building	Teacher observation Evidence of mastery
3B. Create paintings that mix primary colors and explore various paint mediums and tools.	VA.A.1.1.1	Mixing primary colors-Garden of color Tool exploration- Kandinsky, sponge, variety of brushes....	Teacher observation Evidence of mastery
3C Create prints using stamping process.	VA.A.1.1.1	Tool exploration- gadget printing Stamps- patterned paper	Teacher observation Evidence of mastery
3D. Create sculptures using paper techniques to cut, tear, fold, and bend.	VA.A.1.1.1	Lines in space- paper strip sculpture	Teacher observation Evidence of mastery
3E. Create clay pinch forms.	VA.A.1.1.1	Functional form- simple pinch pot Non- functional form- pinched bird. Real texture on forms- pendant	Teacher observation Evidence of mastery
3F Create artworks using mixed media.	VA.A.1.1.1	Designing with texture- paper bag puppet Using fiber textures- baskets from a paper cup	Teacher observation Evidence of mastery
4. Identify and develop quality craftsmanship.	VA.A.1.1.4	Classroom discussion Demonstration of examples and non- examples. On going.	Teacher observation
5. View art work in a variety of settings.	VA.E.1.1.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Student participation.

Visual Arts – Grade 1



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Recognize that artists create works based on life experiences.	VA.C.1.1.2	Classroom discussion- how does culture define art? Introduction to lesson	Oral
2. Talk about artworks using elements of art and principles of design.	VA.D.1.1.1	Classroom discussion involving elements and principles as they relate to historical works, personal works, art tools and procedures.	Oral
3. Utilize space of the paper and demonstrate compositional techniques.	VA.A.1.1.3	Near and far, overlapping & horizon line: Simple landscape	Oral
4. Create artworks from imagination or experiences.	VA.B.1.1.1	Portrait, landscape, still life	
4A. Create drawings that explore line qualities, express visual movement and/or visual texture.	VA.A.1.1.1	Calm lines: Tempera forest Lines showing movement: Chalk drawing of children at play	Teacher observation Evidence of mastery
4B. Create paintings that mix colors and explore various other paint mediums and tools.	VA.A.1.1.1	Mixing secondary colors: Rainbow World Create textures: Drawing into wet paint	Teacher observation Evidence of mastery
4C. Create prints such as monoprints, sponging, stamping, cardboard edge.	VA.A.1.1.1	Line: monoprint curved lines Pattern: print with clay stamp	Teacher observation Evidence of mastery
4D. Create sculptures with paper, fibers and various other materials.	VA.A.1.1.1	Unity in Sculpture: Cylinder Silly Creatures Shapes & Forms: Paper Mobile	Teacher observation Evidence of mastery
4E. Create clay pinch forms using additive and subtractive methods.	VA.A.1.1.1	Real texture: Embellished pinch pot, low relief texture tile Free-form Forms: Organic Sculpture "In the Round	Teacher observation Evidence of mastery
4F. Create artworks using mixed media.	VA.A.1.1.1	Pattern: Stamped pattern on woven paper quilt Lines: Buildings Have Lines collage	Teacher observation Evidence of mastery
5. Recognizes and uses good craftsmanship.	VA.A.1.1.4	Classroom discussion Demonstration of examples and non- examples. On going.	Teacher observation
6. View art work in a variety of settings.	VA.E.1.1.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Student participation.

Visual Arts – Grade 2



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Recognize that artists create works based on culture and life experiences.	VA.C.1.1.2	Classroom discussion - how does culture define art? Introduction to lesson	Oral
2. Identify how the work of artists influences everyday life.	VA.E.1.1.1	Classroom discussion Introductions to lessons	Oral
3. Describe artwork using appropriate vocabulary of art elements and design principles.	VA.B.1.1.4 VA.D.1.1.1	Classroom discussion involving elements and principles.	Oral
4. Organize art elements and design principles to demonstrate compositional techniques.	VA.A.1.1.3	Simple perspective techniques, including foreground, middle ground, & background; overlapping & correct proportions	Teacher observation Evidence of mastery
5. Create artworks from imagination or experiences.	VA.B.1.1.1	Portrait, still life, landscape	
5A. Create drawings that explore line direction, rhythmic patterns and visual emphasis.	VA.A.1.1.1	Rhythm: Falling Leaves Emphasis/Contrast: Night Landscape	Teacher observation Evidence of mastery
5B. Create paintings that use warm and cool colors / mixing of tints and shades.	VA.A.1.1.1	Warm and cool colors: "Paint the Greatest Backyard" landscape Color Mixing: Value scale outline painting	Teacher observation Evidence of mastery
5C. Create prints using a simple relief plate.	VA.A.1.1.1	Line & Shape: Styrofoam plate print Collograph on fiber or cardboard	Teacher observation Evidence of mastery
5D. Create sculptures with paper, fibers and various other materials.	VA.A.1.1.1	Unity in Sculpture: Cylinder Silly Creatures Texture: Create portraits on pillows	Teacher observation Evidence of mastery
5E. Create clay forms using slab, pinch and additive / subtractive techniques.	VA.A.1.1.1	Form & Balance: Animals and/or people sculpture Pattern: Sun Sign wind chime	Teacher observation Evidence of mastery
5F. Create artworks using mixed media.	VA.A.1.1.1	Tactile texture: sew a simple stitched design	Teacher observation Evidence of mastery
6. Recognize, use and assess good craftsmanship.	VA.A.1.1.4	Classroom discussion Demonstration of examples and non- examples. On going.	Teacher observation
7. View artworks in a variety of settings.	VA.E.1.1.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Student participation

Visual Arts - Grade 3



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Discuss the impact that history and culture have on a work of art.	VA.C.1.2.1	Introductions to projects DVD's such as "Who Is The Artist?" Textbooks, maps	Oral
2. Discuss reasons why people create works of art and how it impacts daily life.	VA.A.1.2.1	Classroom discussion-art is everywhere-advertising, toy design, clothing Introductions to lessons	Oral
3. Describe artwork using age appropriate vocabulary of art elements and design principles.	VA.D.1.2.1	Classroom discussion using the intermediate vocabulary including elements and principles of design, art tools and materials.	Oral
4. Plan and organize art elements and design principles to demonstrate compositional techniques.	VA.B.1.2.4	Balance: Symmetrical masks Compositional technique: Image cropping - Georgia O'Keeffe flower	Teacher observation Evidence of mastery
5. Create artworks from personal experience, observation and imagination.	VA.B.1.2.1	Portrait, landscape, still life, abstract, non-objective	
5A. Create drawings that express line qualities and positive/negative space.	VA.A.1.2.1	Expressive lines: Changing Weather Moods Visual Texture: Outdoor scene	Observation written Evidence of mastery
5B. Create paintings using dry brush, wet on wet, and/or mixing intermediate colors with a variety of paints on different surfaces.	VA.A.1.2.1	Mixing Intermediate Colors: Free-Form Color Wheel Wet-On-Wet Imaginary Landscape	Teacher Observation Evidence of Mastery
5C. Create prints using raised surfaces, incising a plate and/or drawing into an inked surface.	VA.A.1.2.1 VA.B.1.2.2	Collograph: Symmetrical Faces Monoprint: Drawing into inked surface & print on top of watercolor painting	Teacher observation Evidence of mastery
5D. Create sculptures using additive objects, and decorative finishes.	VA.A.1.2.1	Symmetry: Totem Pole Form: Foil Paper Figures	Teacher observation Evidence of mastery
5E. Create clay forms that combine pinch, coil, slab and/or relief methods and uses basic glazing techniques.	VA.A.1.2.1	Rhythm: Multiple pinch pot sculpture Pattern & motif: Heart pockets	Teacher observation Evidence of mastery
5F. Create artwork using mixed media and/or fiber techniques.	VA.A.1.2.1	Emphasis: Design a personal journal cover	Teacher observation Evidence of mastery
6. Recognize, use and assess good craftsmanship.	VA.A.1.2.4	Classroom discussion/ demonstration of examples and non- examples. On going	Teacher observation
7. Explain intentions in personal artwork.	VA.B.1.2.3	Each lesson; ongoing	Oral
8. View and respond to artworks in a variety of settings.	VA.E.1.2.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Oral

Visual Arts - Grade 4



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Compare and contrast works of art.	VA.C.1.2.1	Classroom discussion-What is art? Introductions to lessons	Oral
2. Discuss how artists' styles influence everyday life.	VA.A.1.2.1	Classroom discussion-What is functional and non-functional art? Introductions to lessons	Oral
3. Describe, analyze, interpret and judge artworks using appropriate vocabulary.	VA.D.1.2.1	Classroom discussion using the intermediate vocabulary including elements and principles of design, art tools and materials.	Oral
4. Plan and organize art elements and design principles into a composition to communicate an idea.	VA.A.1.2.3 VA.B.1.2.2 VA.B.1.2.4	Rough draft, thumbnail sketches Facial proportions- self portraits	Observation written Evidence of mastery
5. Plan and create art works from imagination, observations and personal experiences.	VA.B.1.2.1	Portrait, landscape, still life, abstract, non-objective	
5A. Create drawings that use shading, gesture and contour.	VA.A.1.2.1	Gesture Drawings-Figure in crayon, Contour Line Drawings-Shoe Outlines	Teacher Observation Evidence of Mastery
5B. Create paintings that demonstrate color schemes and use visual texture.	VA.A.1.2.1	Low-Intensity Colors and Complementary Colors- Desert Landscape, Tints and Shades-Direct Observation, Visual Texture- Impressionist Painting	Teacher observation Evidence of mastery
5C. Create prints by experimenting with color, paper, and placement.	VA.A.1.2.1 VA.B.1.2.2	Patterning- Flip, Slide, Rotate Tessellation Print Balance- Radial Mandalas	Teacher observation Evidence of mastery
5D. Create sculptures using assemblage techniques	VA.A.1.2.3 VA.B.1.2.2	Sculpture- Paper Maché Animal Visual Texture- Mixed Media Narrative Picture	Teacher observation Evidence of mastery
5E. Create ceramic pieces that refine clay building techniques and surface decoration.	VA.A.1.2.1	Forms- Sculptured Form, clay Slab- Slab Box, Surface design with underglaze	Teacher observation Evidence of mastery
5F. Create artwork using mixed media and/or fiber techniques.	VA.A.1.2.3 VA.B.1.2.2	Visual Texture- Mixed Media Narrative Picture	Teacher observation Evidence of mastery
6. Recognize, use and assess good craftsmanship.	VA.A.1.2.4	Classroom discussion/ demonstration of examples and non- examples. On going	Teacher observation
7. Explain intentions in personal artwork.	VA.B.1.2.3	Each lesson; ongoing	Oral
8. View and respond to artworks in a variety of settings.	VA.E.1.2.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Oral

Visual Arts - Grade 5



6/2005

Essential Learning	SSS Code	Concept/Content & Examples	Assessment
1. Compare and contrast works of art.	VA.C.1.2.1	Classroom discussion-What is art? Introduction to lessons Textbook materials	Oral and written
2. Discuss and respond to how artist creations influence everyday life.	VA.E.1.2.1.	Classroom discussion Introduction to lessons Textbook materials Enterprise Village unit	Oral and written
3. Describe, analyze, interpret and judge artworks using appropriate vocabulary.	VA.D.1.2.1	Classroom discussion Student rubrics Class critiques	Oral and written
4. Plan and organize design elements and principles into a composition to communicate an idea.	VA.A.1.2.3 VA.B.1.2.4	Student rubrics checklist Rough draft, thumbnail sketches	Observation Written Evidence of mastery
5. Plan and create art works from imagination, observations and personal experiences.	VA.B.1.2.1 VA.B.1.2.2	Portrait, landscape, still life, abstract, non-objective	
5A. Create drawings by using shading, blending, perspective.	VA.A.1.2.1	Indicating form through value-figure/ facial drawing Blending for value-still life Space in 2 dimensional art- perspective	Observation Rubric Evidence of mastery
5B. Create paintings by using color theory and utilizing art principles to demonstrate unity.	VA.A.1.2.1 VA.A.1.2.3	Monochromatic- painting an animal Harmony/Unity- mural	Observation Rubric Evidence of mastery
5C. Create prints by using advanced printmaking techniques of linoleum block, silkscreen and/or multicolor prints.	VA.A.1.2.1 VA.A.1.2.2	Texture, line and composition - relief prints Mood-Color exploration with a print block	Observation Rubric Evidence of mastery
5D. Create sculptures by using assemblage techniques.	VA.A.1.2.1 VA.A.1.2.2	Distortion of face- Multicultural mask Unity- found object jewelry	Observation Rubric Evidence of mastery
5E. Create ceramic pieces that refine clay building techniques and surface decoration.	VA.A.1.2.1	Form and balance- slab/coil vessel, architectural forms	Observation Rubric Evidence of mastery
5F. Create artwork using mixed media and/or fiber techniques.	VA.A.1.2.1 VA.B.1.2.2	Rhythm through repetition-weaving with embellishments	Observation Rubric Evidence of mastery
6. Recognize, use and assess good craftsmanship.	VA.A.1.2.4.	Classroom discussion, demonstration of examples and non-examples-On going	Observation
7. Explain and defend choices in creating personal artworks.	VA.B.1.2.3	Classroom discussion, personal and class critique- On going	Observation Written reflection
8. View and respond to artworks in a variety of settings.	VA.E.1.1.3	Visits to art mobile School based art exhibit Visiting docent Virtual tour	Observation Written reflection

Visual Art Essential Learnings		Standard		K	1	2	3	4	5
1.	I understand that the visual arts impact daily life	VAC.1.1.1 VAD.1.1.1 VAE.1.1.1	VAC.1.2.1 VAD.1.2.1 VAE.1.2.1	I	D	D	D	D	D
2.	I can discuss artworks using age appropriate art vocabulary	VAD.1.1.1	VAD.1.2.1	I	D	D	D	D	D
3.	I can create art from my imagination, observation and my own experiences.	VAA.1.1.1	VAB.1.1.1	I	D	D	D	D	D
*	I am creating drawings using a variety of materials and techniques.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
*	I am creating paintings that employ various paint mediums, tools and color mixing.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
*	I am creating prints that use varied printmaking processes.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
*	I am creating sculptures using a variety of materials and techniques.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
*	I can tear, cut, fringe, fold and glue in two and three-dimensional works of art.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
*	I am creating forms from clay.	VAA.1.1.1	VAA.1.2.1	I	D	D	D	D	D
4.	I can recognize, use and assess good craftsmanship.	VAA.1.1.4	VAA.1.2.4	I	D	D	D	D	D
5.	I look at artworks in a variety of settings, such as: museum visits, Art Mobile, virtual tours, school-based art exhibits, etc.	VAE.1.1.3	VAE.1.2.3	I	D	D	D	D	D
6.	I can organize design elements and principles to communicate an idea.	VAA.1.1.3 VAB.1.1.4 VAC.1.1.4	VAA.1.2.3 VAB.1.2.4 VAC.1.2.4	I	D	D	D	D	D
7.	I recognize that art is impacted by history and culture.	VAC.1.1.2	VAC.1.2.1	I	D	D	D	D	D
8.	I can explain and defend choices made in creating personal artworks	VAB.1.2.3		I	D	D	D	D	D

K-5 Visual Arts Scope and Sequence

6/2005



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Drawing	Explore line qualities, experiment with textures, patterns / combined shapes.	Explore line qualities that express visual movement and texture.	Explore line direction, rhythmic patterns and visual emphasis.	Express line qualities and positive / negative space.	Develop drawing techniques of shading, gesture and contour.	Refine drawing techniques of shading, blending and perspective.
Painting	Mix primary colors and explore various paint mediums and tools.	Mix colors and explore various other paint mediums and tools.	Use warm and cool colors / mix tints and shades.	Develop painting techniques of dry brush, wet on wet and mix intermediate colors with a variety of paints on different surfaces.	Demonstrate color schemes and use visual texture.	Use color theory and utilizing art principles to demonstrate unity.
Printmaking	Explore stamping process.	Explore printmaking processes such as monoprints, sponging, stamping, cardboard edge.	Use a simple relief plate to create prints, (collagraph or Styrofoam)	Develop relief plate with raised surfaces or incised plate and / or drawing into an inked surface.	Experiment with color, paper and placement of relief plate.	Use advanced printmaking techniques such as linoleum block, silkscreen and / or multicolor prints.
Sculpture	Use paper techniques to cut, tear, fold, bend and glue.	Create form with paper, fibers and various other materials.	Create form with paper, fibers and various other materials.	Create form using additive objects / decorative finishes.	Create form using assemblage techniques.	Create form using assemblage techniques
Clay	Use simple forming techniques: pinch, roll, pull, poke.	Create form using additive and subtractive methods.	Use slab, pinch and additive / subtractive techniques.	Create clay forms that combine pinch, coil, slab and / or relief methods. Use basic glazing techniques.	Create ceramic pieces that refine clay building techniques and surface decoration.	Create ceramic pieces that refine clay building techniques and surface decoration.
Mixed Media	Create artworks using mixed media.	Create artworks using mixed media.	Create artworks using mixed media and/or fiber techniques.	Create artworks using mixed media and / or fiber techniques.	Create artworks using mixed media and / or fiber techniques.	Create artworks using mixed media and / or fiber techniques.

K-5 Visual Art Timeline



This suggested timeline is based on students receiving a 36 weeks of art instruction. Factors which are unique to your school (field trips, testing, programs) have been considered and offer flexibility.

Timeline lengths do not indicate project length (for example of the 7-9 classes allotted for drawing, some of those may be part of the drawing/planning phase of another or project.)

The timeline is not in chronological order. Individual teachers will adapt the timeline to their school needs.

ArtTalks/Tours, Assessment periods allotted may be broken into partial periods (for example: using the beginning of class to take a virtual tour of an online museum to introduce a project)

MEDIA	K – 2nd	3rd-5th
Drawings	7-9 classes	5-7 classes
Paintings	7-8 classes	5-6 classes
Ceramics	2-3 classes	3-4 classes
Sculpture	2-3 classes	3-5 classes
Mixed Media	4-6 classes	3-5 classes
Printmaking	1-3 classes	3-5 classes
ArtTalk/Tours, Assessment	2-4 classes	3-4 classes

**Basic Elementary Visual Arts Budget Per Student Allocation
Aligned to Essential Learnings K-5**

<u>Consumable Materials</u>		<u>\$ Cost</u>
Drawing supplies:	Pencils Crayons Erasers Oil pastels Chalk Colored pencils Markers	.59
Painting supplies:	Tempera Watercolor Finger Brushes	.55
Printmaking supplies:	Ink Blocks Blades	.35
Sculpture supplies:	Pariscraft/Cellulose Masking Tape Foil Glue	.32
Clay supplies:	Earthenware Modeling Tools Overglaze Underglaze Glazes	.43
Mixed Media/Fibers:	Yarn Needles Burlap Felt Muslin	.15
Paper	Construction Drawing Manila Newsprint Tissue Oak Tag Poster board	.83
Other: determined by school (copy paper, office supplies, etc)		
	TOTAL	\$3.22



K-5 Visual Arts Vocabulary Scope and Sequence

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Balance Ceramics Color Collage Drawing Diagonal Free form shape Geometric Horizontal Kiln Landscape Line Mask Painting Pattern Portrait Pinch Primary colors Print Printmaking Realistic Sculpture Secondary color Shape Subject Texture Three dimensional Two dimensional Vertical Weave	Composition Contrast Craftsmanship Form Horizon line Museum Photography Reproduction Rhythm Score Space Still life Symmetry	Abstract Background Brayer Cool colors Elements of Art Foreground Overlapping Relief Shade Slab Subtractive sculpture Tints Value Variety Warm colors	Additive sculpture Architecture Coll Content/theme Emphasis Gallery Glaze Medium/media Middle ground Mixed media Movement Proportion Sketch Unity	Armature Complementary Colors Contour Gesture Hue Impressionism Intermediate colors Monochromatic Principles of Design Shading Sketchbook	Perspective Surrealism Vanishing point <i>*and vocabulary from K, 1,2,3, and 4</i>
	<i>*and vocabulary from K</i>	<i>*and vocabulary from K and 1</i>	<i>*and vocabulary from K, 1 and 2</i>	<i>*and vocabulary from K, 1,2and 3</i>	

Essential Learning: Vocabulary K-5

6/20/2006



Abstract- Not realistic, though often based on an actual subject.

Additive sculpture- A sculpture created by adding materials together to build form.

Architecture- The art of designing buildings.

Armature- A rigid framework serving as a support for a sculpture.

Background- The part of a work of art that appears farthest away.

Balance- The principal of design that deals with visual weight in a work of art.

Brayer- A small hand held rubber roller used to spread ink evenly on a surface.

Ceramics- The process of making objects with clay.

Coil- A long roll of clay joined into a circle or spiral.

Color- The art element created from reflected light.

- black, white, red, orange, yellow, green, blue, violet, brown, pink

Collage- A two-dimensional work of art made up of pieces of paper, objects, and /or fabric to create an artwork.

Complementary colors- Hues that are opposite each other on a color wheel.

Composition- The way the parts of a work of art are organized.

Cool colors- Colors like green, blue and violet suggest coolness.

Content/ Theme- The meaning/idea expanded upon in a work of art.

Contour- The edges and surface ridges of an object.

Contrast- The principle of design that creates a difference when elements are placed next to each other in a work of art.

Craftsmanship- Skill in the use of tools or material. Taking time to make sure a project is done well.

Culture- Art associated with a particular group of people, time period or geographic area.

Diagonal- A slanted direction of a line.

Drawing- Two-dimensional artwork dealing mostly with line. (usually dry media on a paper surface)

Elements of Art- The art tools. They are: line, shape, color, texture, space, form, and value.

Emphasis- The principle of design that creates a focal point in a work of art.

Free form shape- A two-dimensional image made of straight or curved edges or a combination of both.

Foreground- The area of the picture plane that is closest to the viewer.

Essential Learning: Vocabulary K-5

6/20/2006



Form- An art element, a three-dimensional object that is measured by height width and depth.
· cube, sphere, pyramid, cone.

Gallery- A place to view original artworks.

Geometric- A math shape that has precise measurements.
· triangle, circle, square, triangle, rectangle, oval or rhombus.

Gesture- An expressive movement.

Glaze- Coating applied to pottery to seal, protect, decorate and strengthen the pottery.

Horizon line- The line where the earth and sky meet.

Horizontal- A line that moves from side to side.

Hue- The colors of the rainbow. (does not include black and white)

Impressionism- Style of painting that captures everyday subjects and emphasizes the effects of sunlight.

Intermediate colors- Hues created by mixing a primary color and neighboring secondary color.

Kiln- A super hot oven to fire (harden) ceramics.

Landscape- An artwork that depicts an outdoor scene.

Line- An art element, a line can be described as the path of a moving point through space.

Mask- A Three-dimensional art form of sculpted faces.

Medium/media- Materials used to make art such as watercolor or crayon. The plural form is media.

Middle ground- The area of the picture plane that is closest to the viewer.

Mixed Media- An art object created from a variety of media or materials.

Monochromatic- One color plus the tints and shades of that color..

Movement-The principle of art that leads a viewer's eye throughout a work of art.

Museum- A place that collects, exhibits and teaches people about art works.

Overlapping-When one thing is put over another.

Painting-Two-dimensional art form that uses paint.

Pattern- The principle of design in which repeating shapes, lines or colors are used in an ordered manner.

Perspective- The method used to create the illusion of depth on a flat surface.

Photography-The art of taking pictures with a camera.

Pinch- A technique in which clay is pinched into a form.

Essential Learning: Vocabulary K-5

6/20/2006



Portrait- An artwork that depicts a person or people.

Primary colors- The colors that cannot be made by mixing colors. Red, yellow, blue.

Principals of design- The rules that help organize a work of art. They include: balance, unity, variety, harmony, emphasis, pattern and rhythm.

Print- A copy made from a master block.

Printmaking- A process in which an artist transfers an image from one surface to another.

Proportion- The principal of art concerned with size relationships.

Realistic- Art that portrays lifelike objects, people or places as we actually see them.

Reproduction- A copy of an original artwork.

Relief- A type of sculpture where forms project from a flat background.

Rhythm- The principal of art that organizes the elements in a work of art by repeating elements and/ or objects.

Score- Technique of scratching clay surfaces to assist in attaching two pieces together.

Sculpture- Three-dimensional art.

Secondary color - The colors made by mixing two primary colors. Orange, green, violet.

Shade- Any color blended with black.

Shading- A technique for darkening values by adding black or by repeating lines close together.

Shape- An art element, a shape can be described as a flat two-dimensional area.

Sketch- A quick drawing often made as a study for an artwork.

Sketchbook- A book or pad of paper for sketches and planning.

Slab- A technique in which flat "sheets" or slabs of clay are cut that attached to create a form.

Space- An art element, the area between, around, above, below and within objects.
positive space – negative space

Still life- An Artwork of an arrangement of non-moving objects such as flowers, fruit or bottles.

Subject- The main idea.

Subtractive sculpture- A sculpture created by carving away material to create negative space.

Surrealism- An art style dealing with imagery of the subconscious mind. It can have dreamlike qualities with objects realistically rendered that do not belong together such as melting watches or elephants with bird legs.

Essential Learning: Vocabulary K-5

6/20/2006



Symmetry- A type of balance when two sides are mirror images of each other.

Texture- An art element, something you can feel or that looks like you can feel.
soft, hard, smooth, rough

Three-dimensional- Objects that can be measured by height, width and depth.

Tints- Any color blended with white.

Two-dimensional- Objects that are flat and can be measured by length and width.

Unity -The principle of design where oneness that is achieved when the art principles work together.

Value- An art element, the lightness and darkness of a color

Vanishing Point- The point on the horizon line where all the lines moving back into space seem to meet.

Variety- The use of different lines, shapes, colors and textures in an artwork.

Vertical- A line that moves up and down.

Warm colors- Colors like red, yellow and orange suggest warmth.

Weave- To interlace or interweave strips or strands of material.

Suggested Books for Elementary Visual Arts Classroom Libraries

Favorite Series (Crystal):

Getting to Know the World's Greatest Artists (p. 106)
Adventures in Art (p. 107)
How Artists Use (p. 106)
How Artists See (p. 112)
The Life and Work of... (p. 112)
Smart About Art (p. 101)
Stories about Art & Artists (p. 101)
Katie and the... (Crystal p. 100) (James Mayhew)
 Mona Lisa
 Impressionists
 Sunflowers

Favorites From Crystal Productions

Why Is the Blue Dog Blue? (Crystal p. 99), G. Rodrigue
No One Saw - (Crystal p. 100) Bob Raczka
Art Is... (Crystal p. 117), Bob Raczka
Action Jackson (Crystal p. 100) Greenberg, Jordan & Parker
The Dot (Crystal p. 102), Reynolds
Ish (Crystal p. 102), Reynolds
Regina's Big Mistake, (Crystal p. 102), Moss
Uncle Andy's (Crystal p. 102), James Warhola
The Cave Painter, (Crystal p. 103), Roberta Angelletti
The Color Tree, (Crystal p. 102), Minnerly
When Picasso Met Mootise, (Crystal p. 103), Nina Laden
Micawber, (Crystal p. 104) J. Lithgow
Molly Meets Mona & Friends, (Crystal p. 104), Minnerly & Walker
Tutankamen's Gift, (Crystal p. 103), Saduba

Favorites from Crizmac

Raven, (Crizmac p. 13) Gerald McDermott
Mama, Do You Love Me? (Crizmac p. 12), Barbara M. Joesse

Favorites in General/Various Sources

Roberto, the Insect Architect, Nina Laden, ISBN #0-8118-2465-9
I Aint' Gonna Paint No More, Karen Beaumont, ISBN #0-15-202488-3
I Spy An Alphabet in Art, Lucy Micklethwait ISBN #0-688-14730-5
I Spy Shapes in Art, Lucy Micklethwait, ISBN #0-06-073193-1
Mouse Paint, Ellen Stoll Walsh, ISBN #0-15-201051-3
A Big Mistake, Lenore Rinder, ISBN #0-8368-1327-8
I Am An Artist, Pat Lowery Collins, ISBN #1-56294-729-x

Teacher Directions:
VISUAL ARTS GRADE 2 - PRE/POST ASSESSMENT

***It is suggested that this be a teacher led activity. Read each question to the class. Instruct students to either circle, write in or draw as appropriate to the question.**

1 POINT 1. What is the object in the image?

Use the Grade Level 2 Transparencies - Unit 5 Lesson 2, Transparency 26 Egyptian Mummy Case
Essential Learning #1

1 POINT 2. In which job do people create artworks?

Bus driver Cartoonist Fireman
Essential Learning #2

2 POINTS 3. In the box below, draw two geometric shapes. Make the shapes overlap. 1pt. for geometric shapes, 1pt. for evidence of overlapping
Essential Learning #3, 4

1 POINT 4. In the box below, draw a mask design that shows symmetry.

1 pt. for symmetrical face design
Essential Learning #4,5

3 POINTS 5. Draw each type of line direction. 1 pt. each

Horizontal Vertical | Diagonal /
Essential Learning #3,5a

1 POINT 6. What are the cool colors?

Violet, Green and Blue Red, Green & Violet Yellow, Orange & Red
Essential Learning #3,5b

1 POINT 7. A rubber stamp would be used most often in a:

Sculpture Print Building
Essential Learning #3,5c

VISUAL ARTS GRADE 2 - PRE/POST ASSESSMENT

1 POINT 8. An artist can make a piece of paper three dimensional by:
Drawing on it. Printing on it. Bending, folding cutting and gluing it.
Essential Learning #3,5d

1 POINT 9. Pinch, pull and coil are techniques artists use when creating
with:
Clay Paint Crayons
Essential Learning #3,5e

1 POINT 10. Art that uses pieces of fabric sewn together in a pattern is
called:
Cube Comic Strip Quilt
Essential Learning #3,5f

1 POINT 11. A picture that is colored in neatly and carefully shows:
Symmetry Pattern Good Craftsmanship
Essential Learning #6

1 POINT 12. I can see original artworks at a:
Grocery Store Art Museum Gas Station
Essential Learning #7

5 POINTS 13. In the box below, draw a landscape. Be sure to include:
o Tree with Texture - 1 pt.
o A Building in the Foreground - 1 pt.
o A Building in the Background - 1 pt.
o Horizon Line - 1 pt.
o Details - 1 pt.
:Essential Learning #4,5a

TOTAL POINTS: 20

Name: _____ Class: _____

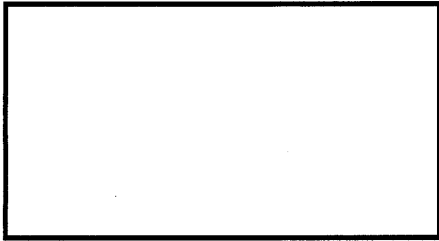
VISUAL ARTS GRADE 2 - PRE/POST ASSESSMENT

1. What is the object in the image?

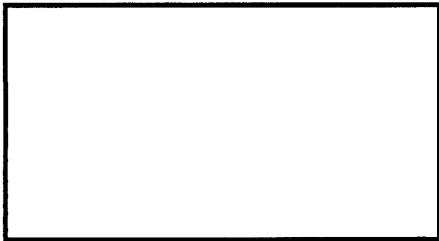
2. In which job do people create artworks?

Bus driver Cartoonist Fireman

3. In the box below, draw two geometric shapes. Make the shapes overlap.



4. In the box below, draw a mask design that shows symmetry.



5. Draw each type of line direction.



Horizontal

Vertical

Diagonal

VISUAL ARTS GRADE 2 - PRE/POST ASSESSMENT

6. What are the cool colors?

Violet, Green and Blue Red, Green & Violet Yellow, Orange & Red

7. A rubber stamp would be used most often in a:

Sculpture Print Building

8. An artist can make a piece of paper three dimensional by:

Drawing on it. Printing on it. Bending, folding, cutting & gluing

9. Pinch, pull and coil are techniques artists use when creating with:

Clay Paint Crayons

10. Art that uses pieces of fabric sewn together in a pattern is called:

Cube Comic Strip Quilt

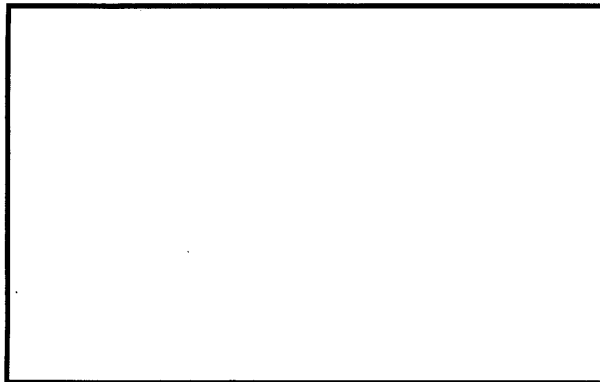
11. A picture that is colored in neatly and carefully shows:

Symmetry Pattern Good Craftsmanship

12. I can see original artworks at a:

Grocery Store Art Museum Gas Station

13. In the box below, draw a landscape. Be sure to include:



- Tree with Texture - 1 pt.
- A Building in the Foreground - 1 pt.
- A Building in the Background - 1 pt.
- Horizon Line - 1 pt.
- Details - 1 pt.

Teacher Directions:

VISUAL ARTS GRADE 5 - PRE/POST ASSESSMENT

*It is suggested that this be a teacher led activity. Read each question to the class. Instruct students to either bubble the correct answer, write in or draw as appropriate to the question.

4 POINTS 1. Look at the images. Use Level 5, Unit 1, Lesson 4, Transparency 4 (*Sharecropper* by E. Catlett, *The Downtrodden* by K Kollwitz)

- List two ways the portraits are the same. Use art vocabulary.
- List two ways the portraits are different. Use art vocabulary.

Essential Learning #1, 3

1 POINT 2. Select the man-made item that artists' create.

- Tree Chair Cat

Essential Learning #2

1 POINT 3. The empty space that surrounds objects, shapes and forms is called:

- Positive Space Negative Space Deep Space

Essential Learning #3, 4

3 POINTS 4. Use line, shape and color to illustrate a calm, peaceful mood in the box.

Essential Learning #3, 5

3 POINTS 5. Explain why you chose the lines, shapes and colors to illustrate the calm, peaceful mood in the box above. Use complete sentences and art vocabulary.

Essential Learning #3, 7

1 POINT 6. Use the box below to shade and blend using values from light to dark.

Essential Learning #3, 5a

VISUAL ARTS GRADE 5 - PRE/POST ASSESSMENT

1 POINT 7. An example of complimentary colors is:

- Red, Blue Black, White Green, Red

Essential Learning #3,5b

1 POINT 8. Spreading ink on a carved block and pressing the block onto paper produces a:

- Print Collage Drawing

Essential Learning #3, 5c

1 POINT 9. The element of form is best shown in what art process?

- Painting Sculpting Drawing

Essential Learning #3, 5d

1 POINT 10. Clay, glaze and firing are most associated with which type of art?

- Weaving Ceramics Photography

Essential Learning #3, 5e

1 POINT 11. A loom is used in which art form?

- Painting Weaving Printmaking

Essential Learning #3, 5f

1 POINT 12. When an artwork has good craftsmanship, it shows:

- Neatness & Skill Emotion & Imagination Creativity & Pattern

Essential Learning #3, 4

1 POINT 13. Circle the best place you can go to view artworks.

- McDonalds Publix Salvador Dali Museum

Essential Learning #8

TOTAL POINTS: 20

Name: _____ Class: _____

VISUAL ARTS GRADE 5 - PRE/POST ASSESSMENT

1. Look at the images.

- List two ways the portraits are the same. Use art vocabulary.

1. _____

2. _____

- List two ways the portraits are different. Use art vocabulary.

1. _____

2. _____

2. Select the man-made item that artists' create.

Tree

Chair

Cat

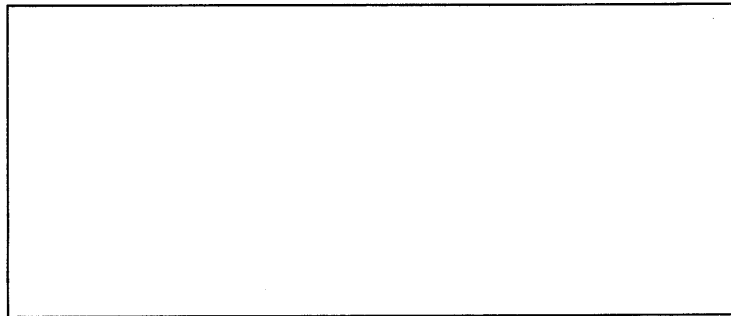
3. The empty space that surrounds objects, shapes and forms is called:

Positive Space

Negative Space

Deep Space

4. Use line, shape and color to illustrate a calm, peaceful mood in the box.



5. Explain why you chose the lines, shapes and colors to illustrate the calm, peaceful mood in the box above. Use complete sentences and art vocabulary.

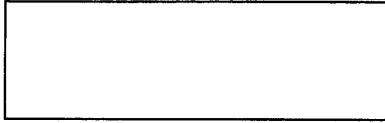
1. Line: _____

2. Shape: _____

3. Color: _____

VISUAL ARTS GRADE 5 - PRE/POST ASSESSMENT

6. Use the box below to shade and blend using values from light to dark.



7. An example of complimentary colors is:

- Red, Blue Black, White Green, Red

8. Spreading ink on a carved block and pressing the block onto paper produces a:

- Print Collage Drawing

9. The element of form is best shown in what art process?

- Painting Sculpting Drawing

10. Clay, glaze and firing are most associated with which type of art?

- Weaving Ceramics Photography

11. A loom is used in which art form?

- Painting Weaving Printmaking

12. When an artwork has good craftsmanship, it shows:

- Neatness & Skill Emotion & Imagination Creativity & Pattern

13. Circle the best place you can go to view artworks.

- McDonalds Publix Salvador Dali Museum