**VISUAL ART ELEMENTS AND PRINCIPLES **

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|  | **Grade PK-K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** |
| **D**  **R**  **A**  **W**  **I**  **N**  **G** | Produce aline using crayon, pencil, or marker | Fill an area with solid *color/value* using crayon, pencil, or marker | Change pressure to create two *values u*sing crayon or pencil | Layer two or more colors using crayon, colored pencil, or oil pastel | Create light, medium, and dark *values* using pencil | Create *texture* or surface quality using any drawing media | Use pencil or marker to draw a continuous line that describes an object from observation | Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied *texture* | Create even, continuous, and graduated tones using pencil or colored pencil (value) |
| **P**  **A**  **I**  **N**  **T**  **I**  **N**  **G** | Not assessed at this level | Apply paint with a dragging, not pushing motion | Paint lines with control of the brush Clean paint brush before changing colors Mix two colors to create a third color | Apply paint in even strokes to create a watercolor/thinned tempera wash. Paint lines and fill in shapes with even color using tempera | Apply watercolor paint to wet areas to blend color (wet on-wet technique) Using tempera paints, add color to white to create a tint Using tempera paints, add black to a color create a shade | Mix a variety of hues to create new colors Apply layers of watercolor paint from lightest to darkest colors Using tempera paints, produce a sharp, clear edge between areas of colors | Using opaque paint, overlap brush strokes to create a smooth and even area of color | Use a variety of brush strokes to create various textures | Create a variety of colors, tints, and shades by mixing pigments |
| **M**  **E**  **D**  **I**  **A**  **A**  **R**  **T**  **S** | Not assessed at this level | Not assessed at this level | Not assessed at this level | Not assessed at this level | Not assessed at this level | Not assessed at this level | Create different types of lines using general software \*General software refers to a program like Microsoft Word, which has paint tool | Create different types of shapes using general software \*General software refers to a program like Microsoft Word, which has paint tools | Create a composition of lines and shapes using general software \*General software refers to a program like Microsoft Word, which has paint tools |
| O  T  H  E  R  M  E  D  I  A | Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects) | Demonstrate a monoprint process | Create a paper weaving using plain weave (over one, under one, alternating rows) | Demonstrate an additive process (e.g., string, cardboard, glue, found object | Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate) | Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images | Demonstrate a printmaking process (e.g., monoprint, collagraph, string print)  Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading) | Demonstrate a type of relief block printmaking  Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts) | Demonstrate a printmaking process using a variety of ink colors  Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik. quilt, appliqué, book arts) |
| **3-D** | Uses scissors with control  Modeling with clay or a similar material: Create a sphere | Use glue with control  Fold paper and identify folded edge  Modeling with clay or a similar material: Pinch, pull, and roll material | Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)  Modeling with clay or a similar material: Roll coils: flatten material into a slab | Manipulate paper to create forms (in-the-round)  Cut a symmetrical shape from a folded piece of paper  Modeling with clay or a similar material:  Create applied and impressed texture | Build or layer materials to create a relief  Apply a variety of paper folding techniques  Modeling with clay or a similar material; Make organic forms | Combine simple forms to create a complex object/form (in-the-round)  Use paper joining techniques such as tabs and slits  Modeling with clay or a similar material: Build a form using a coil techniques | Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials) | Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers) | Create a three dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially produced carving blocks  Modeling with clay or a similar material: Create a three dimensional artwork demonstrating appropriate joining |
| **F**  **I**  **N**  **E**  **A**  **R**  **T** | Portrait: Create an original picture of self or other person  Landscape: Create a picture showing outside  NonObjective: Create a design using lines | Portrait: Create an original artwork showing family members  Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox) | Still Life: Create an original still life from observation  Landscape: Create an original landscape | Figure: Create an original artwork of a figure in an action pose  Landscape: Create an original cityscape  NonObjective: Create an original artwork using line, shape and color | Portrait: Create facial features in correct proportion Exaggerate, distort, or simplify features to create an abstract portrait  Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life  Landscape: Create an original seascape | Portrait: Create a portrait from observation Still Life: Create a still life from observation that shows the illusion of form  Landscape: Create an original outdoor scene to show the illusion of space | Create original artwork using the following subjects:  • realistic portrait  • abstract portrait | Create original artwork using the following subjects:  • human figure  • still life from observation | Create original artwork using the following subject: • realistic landscape • abstract landscape |
| **F**  **U**  **N**  **C**  **T**  **I**  **O**  **N**  **A**  **L**  **A**  **R**  **T** | Not assessed at this level | Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting) | Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material) | Create a container (e.g., paper box, clay pot, fiber basket) | Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card | Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp) | Illustrate text | Create an original functional object | Create an original functional object |
| **T**  **H**  **E**  **M**  **E** | Create original artwork that communicates ideas about the following themes:  • People (e.g., self, family, friends)  • Indoors (e.g., classroom, kitchen, bedroom)  • Outdoors (e.g., seasons, nature) | Create original artwork that communicates ideas about the following themes:  • People (e.g., self, family, friends)  • Animals (e.g., pets, farm, zoo, wild)  • Things (e.g., toys, tools, food) | Create an original artwork that communicates ideas about the following themes:  • Nature  • Places (e.g., school, home, stores, neighborhood, countryside) | Create an original artwork that communicates ideas about the following themes:  • Community  • Group identity (e.g., family, classroom, groups, scouts, sports teams | Create an original artwork that communicates ideas about the following themes:  • Mississippi  • The Environ-  ment • Time (e.g., past, present, future) | Create an original artwork that communicates ideas about the following themes:  • United States • Patriotism  • World  • Time (e.g., past, present, future) | Create an original artwork that communicates ideas about the following themes:  • Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)  • Personal Identity | Create an original artwork that communicates ideas about the following themes:  • Group Identity • Nature | Create an original artwork that communicates ideas about the following themes:  • Environment • Time (e.g., past, present, future) |
| **L**  **I**  **N**  **E** | Identify and use lines | Identify and use straight, curved, thick, and thin lines | Identify and use zigzag, dotted, and wavy lines | Identify and use horizontal, vertical, and diagonal lines | Identify and use outlines | Identify and use contour lines | Identify and use converging lines  Identify and use contour lines to define a complex object | Identify and use rhythmic lines | Identify and use varied line quality |
| **S**  **H**  **A**  **P**  **E**  **S** | Identify and use shapes  Categorize shapes as large and small | Identify and use triangle, circle, square, rectangle and oval shapes  Categorize shapes as small, medium, and large | Identify and use geometric shapes | Differentiate between shapes and forms | Identify and use organic (freeform) shapes | Identify and use symbolic shapes | Identify and use complex shapes such as people, animals, vehicles | Identify and use rhythmic shapes | Identify and use varied shapes |
| **F**  **O**  **R**  **M** | Not assessed at this level | Identify and use form | Identify and use geometric forms: sphere, cube, cylinder, and cone | Identify and demonstrate sculpture-in-the-round | Identify and demonstrate relief sculpture  Identify and use organic form | Identify and use the illusion of form: cube, sphere, cylinder, and cone | Identify and use the illusion of form: cube, sphere, cylinder, and cone | Differentiate between and demonstrate high and low relief | Identify and use a range of values to create the illusion of form |
| **T**  **E**  **X**  **T**  **U**  **R**  **E** | Not assessed at this grade level | Identify and use texture | Identify and use actual texture | Identify and use invented textures | Identify and use invented textures | Identify and use implied or simulated textures | Identify and use real/actual texture | Identify and use implied or simulated texture | Identify and use invented texture |
| **C**  **O**  **L**  **O**  **R** | Identify and use color | Identify and use primary colors | Identify and use secondary colors | Identify and use warm and cool colors | Identify and use tints and shades | Identify and use intermediate and neutral colors  Identify the arrangement of colors on a color wheel | Identify and use monochromatic colors | Identify and use analogous colors | Identify and use complementary colors |
| **V**  **A**  **L**  **U**  **E** | Not assessed at this grade level | Identify and use value | Identify and use light and dark values | Identify and use light and dark values | Identify and demonstrate a value scale | Identify and demonstrate a value scale | Identify and demonstrate color value (tints and shades)  Identify and demonstrate a value scale | Identify and demonstrate color value (tints and shades)  Identify and demonstrate a value scale | Identify and use a range of values |
| **S**  **P**  **A**  **C**  **E** | Not assessed at this grade level | Identify and demonstrate the use of space | Identify and use foreground and background to create illusion of space | Identify and use middle ground, overlapping, and change of size to create illusion of space | Identify and use placement and change in detail to create illusion of space  Identify and use positive and negative space | Identify and use converging lines to create the illusion of space  Identify and use a single horizon line | Identify and use positive and negative shapes in two dimensional work | Identify and use positive and negative forms in three dimensional work | Identify and use one-point linear perspective to create the illusion of space |
| **B**  **A**  **L**  **A**  **N**  **C**  **E** | Not assessed at this level | Identify and demonstrate the concept of middle or center | Identify and demonstrate the concept of middle or center | Identify and use symmetrical (formal) balance | Identify and use radial balance | Identify and use asymmetrical (informal) balance | Identify and use symmetrical (formal) balance | Identify and use radial balance | Identify and use asymmetrical (informal) balance |
| **E**  **M**  **P**  **H**  **A**  **S**  **I**  **S** | Not assessed at this level | Not assessed at this level | Not assessed at this level | Not assessed at this level | Identify and create center of interest (focal point) | Identify and create center of interest (focal point) | Identify and create center of interest (focal point) | Identify and use center of interest (focal point) | Identify and use center of interest (focal point) |
| **C**  **O**  **N**  **T**  **R**  **A**  **S**  **T** | Not assessed at this level | Not assessed at this level | Identify and use color contrast | Identify and use size contrast | Identify and use value contrast | Identify and use texture contrast | Identify and use shape, line, and size contrast | Identify and use color and value contrast | Identify and use color and value contrast |
| **R H**  **Y**  **T**  **H**  **M** | Identify and use a pattern by repeating a single shape, line, or color | Identify and create an alternating pattern (abab) | Identify and create a complex pattern | Identify and create a complex pattern | Identify and create a complex pattern | Identify and use regular rhythm | Identify and use regular rhythm | Identify and use progressive rhythm | Identify and use progressive rhythm |
| **P**  **R**  **O**  **P**  **O**  **R**  **T**  **I**  **O**  **N** | Not assessed at this level | Not assessed at this level | Not assessed at this level | Not assessed at this level | Identify realistic facial proportions | Identify and use relative size (realistic scale) | Create facial features in realistic proportion | Create facial features in realistic proportion | Identify and use appropriate scale relationship |
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| **H**  **I**  **S**  **T**  **O**  **R**  **I**  **C**  **A**  **L** | Not assessed at this grade level | Identify works of art from:  • United States • Europe (Cave)  • Asia | Identify works of art from:  • United States  • (Native American)  • Egypt | Identify works of art from:  • United States • Europe (Realistic)  • Africa | Identify works of art from:  • United States (Realistic: Missouri, Westward Expansion)  • Europe (Abstract) | Identify works of art from:  • United States (Painting, Architecture)  • Europe (Painting, Architecture) | Identify works of art from:  • Ancient Greece/Rome/ Egypt PreColumbian Americas (e.g., Aztec, Inca, Maya)  • Africa  • Asia | Identify works of art from:  • Europe (Real, Abstract, Non Objective)  • United States (Real, Abstract, Non Objective | • Identify works of art from United States (Native American, Painting, Sculpture, Architecture) |
| **C**  **H**  **A**  **R**  **A**  **C**  **T**  **E**  **R**  **I**  **S**  **T**  **I**  **C**  **S**  **O**  **F**  **A**  **R**  **T**  **W**  **O**  **R**  **K**  **S** | Not assessed at this grade level | Compare and contrast two artworks on:  Subject matter  Use of line, color, and shape | Compare and contrast two artworks on:  Subject matter  Media Use of line, color, shape, and texture  Theme  Purpose of art in culture | Compare and contrast two artworks on:  Subject matter  Media  Use of line, color, shape, and texture  Theme  Purpose of art in culture Place | Compare and contrast two artworks on:  Subject matter  Media  Use value and space  Theme  Purpose of art in culture  Place | Compare and contrast two artworks on:  Time  Place  Subject matter  Media  Use of elements  Theme  Purpose of art in culture  Use of materials and technology | Compare and contrast two artworks on:  Time  Place  Subject matter  Theme  Characteristics  Cultural context | Compare and contrast two artworks on:  Time  Place  Subject matter  Theme  Characteristics  Cultural context | Compare and contrast two artworks on:  Time  Place  Subject matter  Theme  Characteristics  Material/ Technology  Ideas and beliefs of culture  Function of art in culture/society |