

# ELEMENTS OF ART BY GRADE LEVEL

## Elements of Art: building blocks of visual art

**Line**      **Line is the path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.**

- K find a variety of lines and name them
- 1 recognize different lines and name them
- 2 name lines found in the classroom and in art
- 3 find the lines at the edge of shapes
- 4 recognize contour lines in drawings
- 5 distinguish between contour line, outline, and sketching
- 6 recognize contour line, outline, and sketching; identify lines used in inventive or creative ways

**Shape**      **When lines meet shapes are formed. Shapes are flat. Some shapes are geometric such as squares, circles, triangles, rectangles, and ovals. Other shapes are organic or irregular.**

- K recognize a circle, square, triangle, rectangle, and oval
- 1 find basic geometric shapes and name them
- 2 recognize the difference between geometric and organic shapes
- 3 distinguish between shape (2-dimensional) and form (3-dimensional)
- 4 locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder
- 5 differentiate between a variety of shapes and forms in art
- 6 differentiate between shape, 2-dimensional and 3-dimensional, in a variety of artworks

**Form**      **Form has three dimensions: length, width, depth; and resides in space. Form may be an actual object having volume or implied on a 2-D surface with the use of light and shading techniques.**

- K begin to recognize the difference between flat and not flat
- 1 recognize the difference between flat and not flat
- 2 recognize the difference between geometric and organic forms
- 3 distinguish between shape (2-dimensional) and form (3-dimensional)
- 4 locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder
- 5 distinguish between a variety of forms in art
- 6 differentiate between shape, 2-dimensional and 3-dimensional, in a variety of artworks

*An educated mind without an educated heart  
is no education at all.  
I think the arts are for educating the heart.*

Celeste Hart

- Color**                    **Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:**
- 1) Hue, the name of the color (determined by the dominant wave length)**
  - 2) Intensity, or the purity and strength of the color defined as brightness or dullness**
  - 3) Value, the lightness or darkness of the color**
- K** recognize primary colors
- 1** recognize primary and secondary colors
  - 2** recognize primary and secondary colors
  - 3** distinguish between and recognize warm, cool, and neutral colors
  - 4** recognize Intensity changes through use of complementary colors
  - 5** identify primary, secondary, complementary, warm, cool, and neutral colors; begin to recognize monochromatic color schemes including value, tint, and tone
  - 6** recognize analogous and other color schemes in relationship to basic color theory
- Value**                    **Value refers to lightness or darkness. Value depends on how much light a surface reflects and is one of the three properties of color.**
- K** discern between light and dark in the same colors
- 1** begin to recognize neutral tones
  - 2** find colors in a piece of art that shows light and dark values
  - 3** recognize that a painting may use many values (light/dark) of one color
  - 4** understand how values change through use of black and white; recognize different values of light/dark
  - 5** identify examples of monochromatic color schemes
  - 6** recognize at least five sequential value changes in one color
- Texture**                    **Texture appeals to sense of touch, either actual or implied.**
- K** find actual or visual texture in art and invent descriptive words
- 1** find actual or visual texture in art and invent descriptive words
  - 2** use texture words when discussing art
  - 3** differentiate between pieces of art that use actual and visual (implied) texture
  - 4** experience an actual texture and differentiate from visual (implied) examples of that texture
  - 5** experience an actual texture and differentiate from visual (implied) examples of that texture
  - 6** continue to differentiate between visual (implied) texture and actual texture

## Space

**Space refers to 1) the area in which art is organized, and 2) an area showing depth or perspective. Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.**

- K** look at art reproductions and discuss what looks closer; be aware of near and far
- 1** find overlapping objects and discuss what looks closer and why
- 2** recognize that objects appear closer when placed lower on a page (placement); recognize that closer objects can appear larger (relative size); begin to recognize the concept of foreground and background
- 3** recognize that large spaces can be created within small confines; recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as means to show perspective
- 4** begin to recognize positive and negative space; distinguish the degree of detail in the foreground is a way of showing perspective (detail); recognize foreground/background, overlapping, intersecting, size, and placement as perspective tools
- 5** identify positive and negative space; use perspective terms including placement, overlapping, intersecting, size/scale, foreground/background, and detail when discussing art; begin to recognize that color intensity implies depth
- 6** investigate how perspective is shown in an artwork using the concepts of overlapping, scale, page placement, foreground/background, degree of detail, and color intensity; recognize that converging lines show depth

*One of the art teacher's major roles  
is to encourage the students to be noticers...  
avid noticers of their constantly changing environment.  
It is vital that they become aware of the myriads of colors,  
forms, patterns, and textures in the world of nature.*

Wachowiak/Hodge

# PRINCIPLES OF ART BY GRADE LEVEL

**Principles of Art: use or arrangement of the building blocks of visual art**

- Balance**      **Balance is a sense of stability in an artwork. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial.**
- K discuss if an artwork looks or feels balanced
  - 1 discuss if an artwork looks or feels balanced
  - 2 relate geometry and bilateral symmetry in a work of art
  - 3 recognize radial symmetry and find it in nature and in art
  - 4 continue to recognize symmetry and radial design in works of art; consider if a work of art is (feels) balanced
  - 5 identify examples of visual balance in art
  - 6 identify examples of visual balance in art
- Contrast**      **Contrast emphasizes the differences in the elements of art used in a work of art (refers to distinctive compositional areas created by the arrangement of the elements of art).**
- K identify different areas in a piece of art
  - 1 identify and discuss different areas in a piece of art
  - 2 discuss different areas in a piece of art and identify how they are different
  - 3 identify different areas in art using the words dark, light, smooth, textured
  - 4 identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes
  - 5 identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes, mood changes
  - 6 identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes, mood changes
- Emphasis**      **Emphasis refers to developing points of interest that pull the viewer's eye to important parts of the artwork.**
- K discuss the most important area is in an artwork
  - 1 discuss where the most important area is in an artwork
  - 2 identify the focal point or center of interest in a work of art
  - 3 identify the focal point or center of interest in a work of art
  - 4 identify the focal point or center of interest in a work of art
  - 5 find and identify examples of focal point, i.e., visual accent or stress in a work of art
  - 6 find and identify examples of focal point (i.e., visual accent or stress) in a work of art

*The idea that you can educate young people in a meaningful way without music and art is simply absurd.*

James D. Wolfensohn

## Rhythm/ Pattern

**Rhythm/pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.**

- K look for repetition in art and use the word "pattern"
- 1 find rhythmic patterns in art and invent descriptive words to describe them
- 2 look for expanding and contracting patterns
- 3 recognize that repetition creates the visual illusion of rhythm
- 4 look for patterns and patterns created through negative space
- 5 recognize how rhythm and patterns can be created through color, line, shape, and form
- 6 recognize how rhythm and patterns can be created through color, line, shape, and form

## Proportion/ Scale

**Proportion is the size relationship of parts to a whole and is within an object. Scale is the size/weight relationships between shapes/forms and compares different objects.**

- K compare size of objects in an artwork as an introduction to scale
- 1 compare size of forms and objects within art as an introduction to scale
- 2 compare the relative sizes of objects or people as an introduction to scale
- 3 look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion
- 4 begin to learn body proportions and vocabulary
- 5 continue to learn body proportions and vocabulary
- 6 continue to learn body proportions and vocabulary

## Movement

**Movement refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer's eye through the artwork.**

- K look for the suggestion of motion in art
- 1 look for the suggestion of motion in art
- 2 describe how movement is shown in a work of art
- 3 find examples of movement in art and compare and contrast the artists' techniques
- 4 find examples of movement in art and compare and contrast the artists' techniques
- 5 find examples of movement in art and compare and contrast the artists' techniques
- 6 find examples of movement in art and compare and contrast the artists' techniques

## Unity

**Unity is the appearance of oneness.**

- K discuss whether an artwork seems complete
- 1 discuss whether an artwork seems complete
- 2 discuss whether an artwork seems complete
- 3 discuss whether a work of art seems complete or unified
- 4 discuss whether a work of art seems complete or unified
- 5 discuss whether a work of art seems complete or unified
- 6 discuss whether a work of art seems complete or unified