**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 |
| OTHERMEDIA | 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  |