

### Introduction

This is the updated curriculum guide map for ASA Art program for grades k-8. It should be used by art teachers as well as classroom teachers responsible for teaching art. The objective for these guidelines is to introduce and develop art skills while incorporating the elements of art and principles of design. It is suggested that this be achieved by familiarizing students with artists and art history. Our mission is to build an appreciation of art, teach skills, encourage confidence and creativity in producing art, and prepare students for high school art classes.

While these guidelines are specific for grade skills, each teacher has the flexibility to build a program that he/she feels comfortable presenting. Unique interpretation on the part of the teacher will enhance the child's art experience.

These guidelines consist of grade skills, rubric, timeline and explanation of periods and suggested artist list and glossary. Each section has been carefully designed and reviewed to aid the teacher in allowing the individual child to appreciate and express art.

#### Elementary Art Kindergarten Art Curriculum

Skills	Elements	Principles	Medium
Help develop small motor and hand eye coordination SAFETY using scissors on traced patterns.	LINE: distinguish different types.	Pattern/repetition: introduce	Age appropriate medium:
Be able to trace simple patterns.	SHAPE: recognize and draw basic shapes.	crayons finger-paint tempera paint	
Fold patterns and properly apply glue.	COLOR: identify primary colors and mix secondary.	clay colored chalk	
TEXTURE: explore		washable markers	

#### Elementary Art Grade One Art Curriculum

Skills	Elements	Principles	Medium
Expand scissor skills, cut and past in a specific space.	LINE: distinguish different types.	Pattern/repetition: recognize	Age appropriate medium:
Paper weaving.	SHAPE: recognize and draw basic shapes.	Movement: explore	crayons tempera paint

Proper use and care of paint brush.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors.	clay colored chalk
<b>TEXTURE:</b> explore.	washable markers	
<b>SPACE:</b> Introduce.	oil pastel	
<b>VALUE:</b> light, dark.	watercolors	

Elementary Art  
Grade Two Art Curriculum

Skills	Elements	Principles	Medium
Continue to develop scissor skills.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal.	<b>Pattern/repetition:</b> recognize.	Age appropriate medium:
Proper use and care of paint brush.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols.	<b>Movement:</b> explore.	crayons tempera paint clay
Simple measuring using a ruler.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors.	<b>Proportion:</b> the human face.	Oil pastel watercolors
Yarn weaving.	<b>TEXTURE:</b> explore.	yarn	
<b>SPACE:</b> foreground, background, relative size.		color pencils	
<b>VALUE:</b> light, dark.		washable marker	

Elementary Art  
Grade Three Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal.	<b>Pattern/repetition:</b> recognize.	Age appropriate medium:

Drawing using distance.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	<b>Movement:</b> explore.	tempera paint clay oil pastel
Mixing Black and white to colors.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints.	<b>Proportion:</b> the human face.	watercolors color pencils
<b>TEXTURE:</b> distinguish between visual and tactile.		washable marker	
<b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground.		chalk pastels	
<b>VALUE:</b> light, dark.		charcoal pencils	

Elementary Art  
Grade Four Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour.	<b>Pattern/repetition:</b> recognize.	Age appropriate medium:
Drawing using distance.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	<b>Movement:</b> explore.	tempera paint clay
Mixing Black and white to colors.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints, monochromatic.	<b>Proportion:</b> the human face and figure, recognize distance (large shapes close, small shapes far away).	oil pastel watercolors color pencils

printing, rubbing, stamping.	<b>TEXTURE:</b> distinguish between visual and tactile.	chalk pastels
construction.	<b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground, three-dimensional space (mobile).	charcoal pencils brayer printing ink
<b>VALUE:</b> light, dark, contrast.		

Elementary Art  
Grade Five Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	<b>Proportion:</b> the human face and figure.	Age appropriate medium:
Drawing using distance.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	recognize distance (large shapes close, small shapes far away)	tempera paint clay oil pastel
Mixing Black and white to colors.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.		watercolors color pencils chalk pastels charcoal pencils
3-D construction		<b>TEXTURE:</b> distinguish between visual and tactile.	
technical drawing skills	<b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground, three-dimensional space (mobile), begin points of view, vanishing point.		brayer printing ink pen and ink

VALUE: light, dark, contrast	acrylic paint
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Elementary Art  
Grade Six Art Curriculum

Skills	Elements	Principles	Medium
Critique: recognize elements and principles	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	Proportion: the human face and figure.	Age appropriate medium:
Create a Portfolio Keep two pieces	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	Movement	tempera paint clay oil pastel
Vocabulary	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	Pattern/Repetition	watercolors color pencils chalk pastels charcoal pencils
Critique Form	TEXTURE: distinguish between visual and tactile.	Balance Radial Symmetry	brayer
Assessment	SPACE: atmospheric (birds eye view)	printing ink	
VALUE: color value scale		pen and ink	
In addition to all of 5 <sup>th</sup> grade skills	FORM: geometric and abstract	acrylic paint	

Elementary Art  
Grade Seven Art Curriculum

Skills	Elements	Principles	Medium
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COMPOSITION: critique of Placement (landscape, Still Life, Portrait)	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	Proportion: the human face and figure.	Age appropriate medium:
To refine aesthetic sensitivity	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	recognize distance (large shapes close, small shapes far away)	tempera paint clay
IDENTIFY: Christian Works of Art	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.		oil pastels watercolors color pencils
Sketching	TEXTURE: distinguish between visual and tactile.		chalk pastels
PORTFOLIO: continued by adding three pieces of favorite art work mounted	SPACE: atmospheric (birds eye view)		charcoal pencils brayer printing ink
Art work should be matted on pre-cut construction paper or poster-board	VALUE: Color value scale		pen and ink
In addition to all of 5 <sup>th</sup> grade skills	FORM: geometric and abstract tessellations		acrylic paint

Elementary Art  
Grade Eight Art Curriculum

Skills	Elements	Principles	Medium
Write about an artist and one of their specific art works	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	PROPORTION: the human face and figure.	Age appropriate medium:

Include in Portfolio: 1 portrait 1 still life 1 original piece (artist's choice)	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	<b>MOVEMENT</b>	tempera paint clay oil pastels
Art work should be matted on pre-cut construction paper or poster-board	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	Pattern / Repetition	watercolors color pencils chalk pastels charcoal pencils
<b>CRITIQUE:</b> the three portfolio 8 <sup>th</sup> grade entries	<b>TEXTURE:</b> distinguish between visual and tactile.	<b>BALANCE:</b> Radial symmetry	brayer printing ink
technical drawing skills		<b>SPACE:</b> atmospheric (birds eye view)	
<b>VALUE:</b> color value scale		pen and ink	
In addition to all of 5 <sup>th</sup> grade skills	<b>FORM:</b> geometric and abstract tessellations	acrylic paint	

Suggested Requirements for High School Portfolio:

- \*Portrait
- \*Still life
- Print
- Painting
- Collage
- Character (non-licensed)
- Religious Theme

ART RUBRIC FOR GRADES 1 THROUGH 8

CRITERIA	4	3	2	1
Listens and Follows Directions	consistently listens and follows directions, always demonstrates responsibility with art materials	usually listens and follows directions, usually demonstrates responsibility with art materials	occasionally listens and follows directions, occasionally demonstrates responsibility with art materials	rarely listens and follows directions, misuse of art materials

Participates in Art Assignments	works independently, always completes project, always cleans up after project completion	usually completes project, usually cleans up after project completion	occasionally completes project, occasionally cleans up after project completion	rarely completes project, rarely cleans up
Demonstrates Artistic Proficiency in Various Mediums	consistently demonstrates artistic proficiency in various mediums	usually demonstrates artistic proficiency in various mediums	occasionally demonstrates artistic proficiency on various mediums	rarely demonstrates artistic proficiency in various mediums
Exhibits Creativity and an Appreciation of Art Styles	consistently exhibits creativity and an appreciation of art styles	usually exhibits creativity and an appreciation of art styles	occasionally exhibits creativity and an appreciation of art styles	rarely exhibits creativity and an appreciation of art styles

#### Kindergarten Prehistoric Art

The Cave Paintings: The earliest known paintings are the Cave paintings which date back t about 20,000 B.C. They were discovered during the past 100 years on the walls of caves in France and Spain. The cave paintings have a simple flat appearance and each one usually features a single animal. Sometimes this animal is one, which no longer exists or else lives only in regions much further north. The artists used paints made from clay and stones, limiting the colors to the Earth tones. These per-historic paintings have survived because they were preserved in the darkness and special atmospheric conditions, which exist deep within caves or tombs. Very few examples of painting have been discovered from the long period of approximately 14,000 years which followed the Cave Paintings.

#### Ancient

Although much more detailed and elaborate than the Cave paintings, the paintings from 3000 B.B. to 1300 B.C. were limited to the same two dimensional appearances because the technique of perspective and the use of shadows had not yet been adequately developed.

Recorded history began in Egypt about 3000 B.C. Much of it was revealed to us through the discovery of elaborate tombs, which had been prepared for noblemen and kings. The walls of the rooms inside the tombs were covered with paintings of everyday life – hunting, fishing, harvesting, eating, playing music, dancing, making jewelry, cutting hair, attending a party etc. Most of the faces are shown in profile with the shoulders facing front, indicating that these artists had difficulty drawing a full face or a side view of the shoulder. Most of the women in the paintings are wearing strange black wigs and their skin is painted a much lighter color than that of the men. Indeed most of the women look alike and most of the men look alike, since the artists made no attempt to portray any individual characteristics.

Architecture  
Pyramids  
King Tutankhamen  
Temples  
Sculpture  
Relief  
Textiles

First Grade  
Create 2000 B.C. – 1200 A.D.

The Palace of Minos at Knossos was discovered in recent years on the island of Crete. Paintings on its walls portray animals, flowers, birds, and imagery scenes, as well as human figures. Here the men are also painted darker than the women, but both the men and the women are freer and more graceful than in the Egyptian paintings. Other wall paintings depicting scenes of hunts and battles have been discovered in the Palace of Mycenae and the Palace of Tiryns, both on the mainland of Greece.

Greek and Etruscan Sculpture and Architecture

From the 7<sup>th</sup> to the 3<sup>rd</sup> century B.C. the Greeks produced their finest thinkers and artists. Because many famous examples of sculpture and architecture from this period still survive, we tend to speak of the masterpieces of Greek Art as temples and statues. Greek sculpture was primarily religious. They worshipped their deities in human form. The temples were built to house these forms. Statue of Apollo (460 B.C.), from the West Pediment of the Temple of Zeus at Olympia. The Parthenon (447 – 432 B.C.), Acropolis, Athens, Greece.

Painting

Painting however was equally important at the time. Unfortunately all the paintings, which decorated the walls of the temples, have been destroyed. The only remaining examples of Greek painting from this famous period are the beautiful Vase paintings with which they decorated their pottery. Some experts believe that lost paintings of the Greeks may have resembled the Etruscan tomb paintings which date from the 5<sup>th</sup> century B.C. The Etruscans who live in what is now Central Italy were great admirers of the Greeks. The figures in their paintings are well proportioned and have an almost three-dimensional appearance.

Roman

Both the Greeks and the Etruscans influenced the art of the Romans who conquered them. Many of the Roman wall paintings from the 1<sup>st</sup> century B.C. to the 1<sup>st</sup> century A.D. survive because of a catastrophe. They were buried, and thus preserved by the eruption of Vesuvius in 79 A.D. These paintings located in Pompeii, Herculaneum, and Stabiae, include landscapes, portraits, still life's and garden scenes. Some have an airy quality that is almost impressionistic. The tomb paintings in the city of Rome, which date from the early centuries A.D. are known as the catacomb paintings and are the first paintings to exhibit Christian themes.

Roman Sculpture

The Romans had a need to praise the deeds of their emperor and the grandeur of Roman. Their figures became very expressive and realistic. They fell into two classes, portraits and historical reliefs. The Arch of Titus, relief, Rome, Italy, The Triumph of Titus, (c. 82 A.D.), and Caracalla (c. 215 A.D.), Princeton University Art Museum.

#### Early Christian and Byzantine Art

In 323 A.D. Constantine the Great moved the capital of the Roman empire to Byzantium (Constantinople). By shifting the seat of Imperial power resulted in splitting the realm and led to a religious split as well. Differences in doctrine developed in the west in Rome known as Catholic, and the East or Orthodox Church in Constantinople began. Pantheon, Rome, 400B.C.

#### Grade 2

#### Romanesque Period 1000 A.D.

#### Medieval Middle Ages

Spans one thousand years from the fall of the Roman Empire in the 5<sup>th</sup> century to the Renaissance in the 15<sup>th</sup> century.

Typically divided into three periods:

Early Medieval (ending in the 10<sup>th</sup> or 11<sup>th</sup> century)

Romanesque (10<sup>th</sup> to 12<sup>th</sup> century)

Gothic (12<sup>th</sup> to 15<sup>th</sup> century)

The Gothic style began with architecture. Europe was leaving the Dark Ages behind and moving into a period of prosperity. Christianity promoted the construction of magnificent cathedrals. Naturalism entered the world of painting.

#### Medieval – Middle Ages

Suits of Armor

Swords, shields, etc.

#### Castles

#### Gothic

Term coined for Architecture from 1150 – 1250

Great Cathedrals

sculpture 1220 – 1420

Painting 1300 – 1350 in Italy.

Notre Dame, Paris

Chartres Cathedral, Giotto Lorenzetti 1250

Paintings

Giotto

Pietro Lorenzetti

Hubert and Jan Van Eyck

Giovanni di Paolo

#### Renaissance

The Renaissance included the 14<sup>th</sup> and 15<sup>th</sup> centuries. It represented the climax of Gothic town life in Italy with the consequent emphasis on the importance of the individual and

the world in which he lived. With this stress on the dignity and humanity of the individual came an interest in the structure of the human body and the physical appearance of the environment in which the body moved. From these interests the artists of the 14<sup>th</sup> and 15<sup>th</sup> centuries developed anatomy, linear and aerial perspective, projective geometry and other devices that could enable them to accomplish their aim of showing the new man in the new world.

### Italian Renaissance painters

Early Renaissance

14<sup>th</sup> Century to 15<sup>th</sup> Century

Giotto di Bondone

Fra Angelico

Fra Filippo Lippi

Sandro Botticelli

Leonardo Da Vinci

High Renaissance

1500 – 1530 and the 16<sup>th</sup> Century

Michelangelo Buonarroti

Titian

Antonio Allegri Corregio

Raphael Sanzio

Tintoretto

Arcimboldo

Grade Three

Renaissance

Northern Europe: Born out of an interest in Italian Art

German Painters:

Albrecht Durer-woodcuts and engravings, scientific perspective and proportion

Hans Holbein the Younger-portraiture

Albrecht Altdorfer-accomplished landscape painter, awesome grandeur

Flemish Painters:

Peter Paul Rubens-dynamic, glowing paintings

Rogier van der Weyden-emotional and dramatic in style

Hieronymous Bosch-eccentric painter of religious topics, such as the torments of hell

Jan Van Eyck-skilled oil painter, total detail, refined, realistic form

Spanish Painters:

El Greco-Mannerism (away from balance & harmony of Renaissance, used intense emotions), elongated figures, unusual coloring

Diego Velasquez-Baroque artist (grandeur, appeal to senses, dramatic)

Master of realistic technique

Mexican Painters:

Diego Rivera-murals of Mexican life and history  
Frida Kahlo-emotional self-portraits  
Native American Artists (kinship with nature, use of visual symbols such as Sun, moon, animals, plants)  
Maria Martinez-pottery

Grade Four

Primitive Painters (without formal training)  
Henri Rousseau Edward Hicks Horace Pippin  
17<sup>th</sup> & 18<sup>th</sup> Century America  
Benjamin West Charles Wilson Peale Gilbert Stuart  
20<sup>th</sup> Century America  
painters  
Joseph Pickett Fred Beaver Cornelius Krieghoff  
3-D mobiles, stabiles  
Alexander Calder  
Architects  
Robert Smith John Haviland William Strickland  
Frank Furness Louis Kahn Robert Venturi  
Thomas U. Walters  
19<sup>th</sup> Century American Impressionists  
James McNeil Whistler Mary Cassatt William Merritt Chase  
Childe Hassam

Black American Artists  
Charles Allston Romare Beardon Jacob Lawrence  
Henry Ossawa Tanner Faith Ringgold Horace Pippin

Grade 5

17<sup>th</sup> Century Dutch  
Frans Hals Joannes Vermeer  
17<sup>th</sup> Century Dutch Painting & Printmaking  
Rembrandt van Rijn  
17<sup>th</sup> Century French  
Georges de la Tour Claude Lorrain  
18th Century French  
Jean Baptiste Chardin Jean Honore Fragonard  
18<sup>th</sup> Century English  
Joshua Reynolds Thomas Gainsborough  
19<sup>th</sup> Century Romanticism (imaginative, dreamlike, mystical) and Realism  
Francisco de Goya J.M.W. Turner John Constable  
Eugene Delacroix Camille Corot  
19<sup>th</sup> Century Realist  
Honore Daumier Charles Daubigny  
Neoclassical Painters (linear, balanced, formal, cool-toned)

Jean Auguste Ingres

Grade 6

19<sup>th</sup> Century Romantic / Hudson River School  
Thomas Cole George Innes Frederick Edwin Church  
Realist Genre Painters  
Winslow Homer Thomas Eakins Henry Ossawa Tanner  
Francois Millet  
Sculptors  
Auguste Rodin Frederic Remington Louise Nevelson  
Western Painters  
Georgia O'Keefe Frederic Remington

19<sup>th</sup> & 20<sup>th</sup> Century English Book Illustrators  
Randolph Caldecott Kate Greenway Edward Lear  
Beatrix Potter W.W. Denslow Ernest Shepard  
19<sup>th</sup> & 20<sup>th</sup> Century Book Illustrators  
N.C. Wyeth Howard Pyle Norman Rockwell  
20<sup>th</sup> Century American Realists  
Edward Hopper Andrew Wyeth Ben Shahn

Grade 7

French Impressionist Painters (general impression of light and color)  
Edouard Manet Auguste Rodin Edgar Degas  
Mary Cassatt Claude Monet Pierre Auguste Renoir  
Berthe Morisot  
United States  
James McNeil Whistler Henry O. Tanner Winslow Homer  
Thomas Eakins  
Post-Impressionist Painters (more creative and emotionally charged than Impressionists)  
Paul Cezanne Henri Rousseau Georges Seurat  
Odilon Redon Vincent Van Gogh Pierre Bonnard  
Henri de Toulouse Lautrec Paul Gauguin  
Symbolism (concentrated on the metaphysical and psychological aspects)  
Aubrey Beardsley Pablo Picasso (Blue Period)  
Odilon Redon  
Fauvism (explosion of color, bold, spontaneous)  
Henri Matisse Georges Rouault  
German Expressionism (paint, not as it looks, but as it feels)  
Emil Nolde Wassily Kandinsky Oskar Kokoschka  
Cubism (fragmented objects, several sides viewed simultaneously)  
Georges Braque Pablo Picasso  
Futurism (away from confining artistic conventions)  
Umberto Boccioni

Grade 8

Fantasy before WWI

Giorgio de Chirico Marc Chagall  
Realism before WWI: Ashcan School  
George Bellows  
The Eight:  
George Luke Maurice Prendergast William J. Glakens  
Arthur B. Davies John Sloan Earnest Lawson  
Everett Shinn Robert Henri  
Abstraction between the Wars  
Fernand Leger Piet Mondrian  
Fantasy between the Wars: Dada  
Max Ernst Marcel Duchamp  
Surrealism (direct expression of the unconscious)  
Joan Miro Paul Klee Salvadore Dali  
Rene Magritte  
Expressionism between the Wars  
Kathe Kollowitz Max Beckman  
Painting since WWII  
Abstract Impressionism/Action Painting (spontaneous improvisation)  
Jackson Pollock William De Kooning  
Color Field Painting (painting with solid areas of color)  
Mark Rothko Morris Louis Josef Albers  
Pop Art (focus on familiar images of the popular culture)  
Jasper Johns Roy Lichtenstein Andy Warhol  
Chuck Close  
Photo Realism  
Janet Fish  
Japanese  
Katsushika Hokusai  
Chinese  
Wang Yani

## GLOSSARY

**Abstract** A type of art executed in lines, shapes, and colors without reference to the appearance of natural objects.

**Aesthetic** Literally, sensitive to art and beauty, generally used as a philosophy of beauty.

**Analogous Colors** that appear next to one another on the color wheel.

**Architecture** The art of designing and planning the construction of buildings, cities and bridges.

**Area** An enclosed limited flat surface.

**Assemblage** A three-dimensional work of art consisting of many pieces joined together.

**Asymmetrical** A type of visual balance in which two sides of a composition are different yet balanced. The two sides are equal without being the same.

**Background** Parts of artwork that appears to be in the distance or behind the objects in the foreground or the front.

**Balance** A principle of design that describes the arrangement of parts of an artwork. An artwork

that is balanced seems to have visual weight or interest in all areas.

**Bi-symmetrical** A kind of balance where the things on each side of a center line are the same.

**Block Print** Any design cut into a linoleum or wood block for reproduction purposes. A product of this process.

**Brayer** A small roller used for inking type, plates, or blocks by hand.

**Center of Interest** The part of an artwork which attracts the viewers eye.

**Charcoal** A soft drawing material made from charred wood or vines.

**Collage** A work of art created by gluing bits of paper, fabric, scrapes, photographs or other material to a flat surface.

**Complementary Colors** that are directly opposite each other on the color wheel.

**Composition** To create, form or design something by arranging separate parts to create a whole.

**Contour** A line which shows or describes the edges, ridges, or outline of a shape or form.

**Cool Colors** Colors often connected with cool places, things or feelings.

**Crayon Resist** A process in which a drawing is made with wax crayon covered with a coat of paint.

**Critique** To analyze a work of art in a positive manner.

**Design** The arrangement of elements in a work of art.

**Elements of Design** The visual tools used to create art work. They include color, form, line, shape, space, subject, and texture.

**Exhibit** A display or show of artwork

**Focal Point** An area of artwork that attracts attention.

**Foreground** The part of an artwork that seems closest to you.

**Form** That which gives or determines the shape of an object.

**Hue** Refers to various kinds of colors as arranged on the color wheel. Also the name of a color.

**Intermediate Color** A color made by mixing a secondary color with a primary color.

**Landscape** Art work that shows natural scenery such as lakes, mountains, trees, and valleys

**Line** A mark with direction and length. A line can be two –dimensional ( pencil line on paper), three-dimensional (wire), or implied (separate points).

**Monochromatic** One color with all its tints and shades.

**Montage** A form of collage in which photographs are combined to produce an art product.

**Mosaic** An artwork made of stone and ,or glass set into cement.

**Mural** A painting or artwork executed directly on a wall or ceiling.

**Negative Space** The empty space in a piece of artwork.

**Oil Pastel** An oil based crayon.

**Pastel** A chalk -like crayon.

**Pattern** A design using a repeated motif.

**Perspective** The look of depth on a two dimensional-surface.

**Portfolio** A sample of an artists work.

**Portrait** The representation of a person or animal.

**Primary Colors** Red, yellow and blue. These three basic colors are used for mixing other colors.

**Printmaking** The printing process in which multiple images are made.

**Proportion** Relation of one part to the whole. Relative size of the visual elements in a composition.

**Secondary Colors** Orange, green, and purple; produced by mixing two primary colors together.

**Self Portrait** An artwork of ones self.

**Silhouette** A two dimensional outline of an object.

**Shade** A dark value of a color.

**Still Life** An arrangement of objects that are not alive and cannot move.

**Tessellations** Shapes that do not overlap and have no gap. See M.C Escher

**Textile** Any material that is woven.

**Texture** The way a surface feels.

**Three –dimensional** Artwork that can be measured by height, width, and depth. This artwork is not flat.

**Tint** The value of a color made by adding white.

**Two-dimensional** Artwork that is measured in height and width.

**Value** The amount of dark and light in a color. More light the higher value, less light lower value.

**Wash** A very thin coat of paint.