

## VISUAL ARTS

### CONTENT STANDARD 2: Elements and Principles

**Students will understand and apply elements and organizational principles of art.**

#### PERFORMANCE STANDARDS K-4

**Students will:**

- a. Identify the different way visual characteristics are used to convey ideas.**
- b. Describe how different expressive features, and ways of organizing them, cause different responses.**
- c. Use the elements of art and principles of design to communicate ideas.**

Grade 2	Grade 4
<p>2.2.1 Students contrast works of art with a variety of line qualities (i.e., Chinese brush paintings, pen and ink drawings by Henri Matissee, Lascaux cave paintings, etc.) and compare how these qualities (i.e., width, direction, length, etc.) may suggest form as opposed to just shape (suggested by lines of uniform width); after practice making a variety of lines with a brush and black tempera paint to achieve different effects and viewer responses, create a line painting of a specific theme (i.e., landscape, plant, etc.) that incorporates a variety of line qualities; and discuss and evaluate the effectiveness of line (to suggest form) in the completed works. Standards: 1b, 2abc, 4b, 5bcd</p> <p>2.2.2 Students discuss how geometric shapes and patterns are used by artists in structuring a composition (i.e., Piet Mondrian, Frank Stella, Kasimir Malevich, etc.); compare examples in our environment (i.e., buildings, aerial photos, street maps, bridges, etc.); and create an artwork using basic geometric shapes and line for composition. Standards: 2a, 3a, 5b, 6d</p> <p>2.2.3 Students utilize appropriate art terminology (i.e., texture, balance, primary colors, etc.) when describing their own work and that of others. Standards 2b, 5b</p> <p>2.2.4 Students select and categorize works (i.e., magazine pictures) emphasizing a particular art element (i.e., line, shape, color, etc.). Standards 2ac, 6d</p> <p>2.2.5 Students identify various ways to create texture on a clay surface (i.e., pinch, stipple, incise, etc.) and discuss/describe responses to them. Standards 1a, 2abc</p>	<p>2.4.1 Students analyze artworks where the artist enlarges a specific subject (i.e., flowers by Georgia O’Keefe, portraits by Chuck Close, etc.) to transform the “ordinary into the extraordinary”; discuss the compositional structure of using one object to fill the painted area; review organizational elements and principles (i.e., shape, color, balance, etc.) to identify the artist’s intent; greatly enlarge a natural object (i.e., leaf, stone, feather, etc.) which was found or procured; evaluate which elements are the focus of completed pieces and how effectively each piece conveys the idea of the original object; and discuss how choice of subject matter affects viewer reaction to artwork. Standards 1b, 2abc, 3ab, 5bcd</p> <p>2.4.2 Students compare and contrast the use of materials, techniques, styles and intent between masks of various cultures (i.e., Peruvian, Nigerian, Japanese, Native American, etc.); discuss prominent elements (shape, color, texture, etc.) in each and the role of masks within the originating culture; identify and discuss the role of masks within our own culture and ways in which masks are used by people today; create a mask of found objects to be used for a specific function (i.e., ceremonial, decorative, representational, etc.); and evaluate how choice of objects and compositional arrangement of elements convey meaning and intent in finished mask (i.e., discuss qualities of expressiveness, formal balance, and proportion, etc.). Standards 1abc, 2abc, 3ab, 4a, 5abcd, 6de</p> <p>2.4.3 Students after viewing a body of art prints (i.e., Jacob Lawrence, van Gogh, Georgia O’Keefe, Hoskusai, etc.) that focus on the art elements and organizational principles (i.e., line, shape, color, balance, movement, etc.), select work(s) that appeal to them and justify reasons for their choice based on artist’s use of art elements and principles.</p>

Grade 2	Grade 4
	<p>Standards 2ab, 3a, 5bcd</p> <p>2.4.4 Students after viewing and discussing a motion piece (i.e., Marcel Duchamp’s “Nude Descending a Staircase”) to see how artists of the 20<sup>th</sup> century have tried to capture the idea of movement with a still image, viewing examples of current ads, photos, logos, etc. that portray movement and motion and listening to a variety of musical pieces that portray a series of movements at different paces, create a stencil or print that exemplifies motion and use it repeatedly within a single piece to describe movement (running, jumping, etc.); and evaluate each other’s artworks to interpret which motions and movements were intended.</p> <p>Standards 2abc, 5abcd, 6ad</p> <p>2.4.5 Students compare and contrast a variety of common functional items (i.e., cup, bowl, vase, etc.) to investigate how the art elements and design principles (line, shape, balance, variety, rhythm, etc.) were applied.</p> <p>Standard 2abc, 5b, 6d</p>

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#### PERFORMANCE STANDARDS 5-8

**Students will:**

- a. Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.**
- b. Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.**
- c. Select and use the elements of art and principles of design to improve communication of their ideas.**

Grade 6	Grade 8
<p>2.6.1 Students discuss the role of socially oriented muralists such as Diego Rivera, Siquieros, or Thomas Hart Benton and their choice of subject matter; focus on how different aesthetic theories such as representationalism, abstraction, formalism, etc., affect the viewer's response to the piece; create a cooperative group mural focusing on a contemporary or historical issue (i.e., the fragile environment of the sea); individually select effective media from a compiled list; and analyze the finished work using the elements and design principles as major criteria. Standards 1a, 2c, 3ab, 4ac, 5ab, 6d</p> <p>2.6.2 Students define and describe vocabulary terms associated with the elements of art and organizational principles. Standard 2b</p> <p>2.6.3 Students discuss the use of patterns taken from nature in historical art and craft forms and the related symbolism of those patterns; relate the artists use and choice of pattern to natural biological patterns and functions (i.e., branching cluster, etc.); utilize a pattern taken from nature to create a design for a Japanese kimono or other garment; and evaluate changes or similarities in shape and composition between original natural pattern and chosen composition as well as choices for symbolic use. Standards 2abc, 3ab, 5bc, 6ab</p> <p>2.6.4 Students create a visual motif or symbol that is repeated throughout a design system (i.e., grid, radial pattern, etc.) where each unit focuses on a specific art element or organizational principle (i.e., one unit may demonstrate a complimentary color scheme, another visual texture, etc.); explore similar themes in art (i.e., Tantric art, M.C. Escher, Chuck Close, Judy Chicago, etc.) and self-evaluate using a rubric. Standards 2bc</p>	<p>2.8.1 Students compare and contrast propaganda posters of different cultures/countries during WWII or Cold War era; analyze design decisions and psychological or interpretive effects of these decisions including color, shape, emphasis, etc.; create a persuasive poster meant to convey a current political idea or position; analyze and justify decisions made in the process; and for final evaluation select a current example of visual propaganda and explain its use of elements and principles in the intent to persuade. Standards 2abc, 3ab, 4abc, 5abcd, 6bd</p> <p>2.8.2 Students organize geometric and organic shapes to arrange a composition depicting a fable or fairy tale. Standards 2a, 3a, 6b</p> <p>2.8.3 Students compare and contrast the organizational principles in two different cultures in contemporary time periods (i.e. Japanese printmaking and Impressionist or Post Impressionist painting in 19<sup>th</sup> century France); discuss how advances in trade, travel and cultural interaction facilitated the sharing of artistic ideas, symbols, principles and techniques; distinguish 5 shared elements, principles, or source of content between the two cultures artworks; based on this criteria create an artwork (print, painting, etc.) using all 5 characteristics; and use a checklist to assess their finished piece. Standards: 2abc, 3a,4abc, 5bde, 6b</p> <p>2.8.4 Students study and reproduce a selected realistic sculpture into an abstract form focusing on compositional elements; examine and research the movement of abstraction with a focus on artists content and use of form with a variety of media, using the internet as a resource and/or graphics programs to help generate initial sketches of selected sculpture. Standards 1c, 2ab, 3b, 4b, 5b</p>

<b>Grade 6</b>	<b>Grade 8</b>
2.6.5 Students use the elements and principles as a criteria to evaluate a project in progress; isolate one element or principle that could improve the piece and present this information in a mid-point critique; and upon completion, reflect on and justify this choice. Standards 2abc, 5def	

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### PERFORMANCE STANDARDS 9-12

**Students will:**

- a. Judge the effectiveness of different ways of using visual characteristics in conveying ideas.**
- b. Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.**

Grade 10	Grade 12
<p>2.10.1 Students correct usage of visual terminology when evaluating their own work or that of others. Standards 2b, 5b</p> <p>2.10.2 Students research contemporary advertisements; design one advertisement for a community event (i.e., spring concert, senior class play, arts festival) using computer technology (PhotoShop or Superpaint) to alter the visual characteristics (such as font and placement) to appeal to different audiences; and use peer assessment to evaluate how the arrangement of the art elements and design principles affect the visual impact/focus of a work of art. Standards 1ab, 2abc, 5bc, 6d</p> <p>2.10.3 Students view and describe a variety of artwork dealing with the concept “word as image” and discuss such artists as Charles Demuth, Stuart Davis, Basquiat; combine words and images imaginatively and according to the principles of organization to assemble a mixed media portrait of a significant person in the student’s life (media may include: technology produced artwork, paint, cut paper). Standards 1abc, 2ab, 4c</p> <p>2.10.4 Students create a series of media squares that focuses on specific art elements or design principles (i.e., six apples, one drawn using line, another using shape, another using texture, etc.). Standards 2abc, 5b</p>	<p>2.12.1 Students apply and give justification for the arrangement of elements in a composition (placement of focal point). Standards 2ab</p> <p>2.12.2 Students analytically study organizational principles (i.e., rhythm, repetition) and elements of art (organic shape) used by such artists as Miro, Matisse and Delauney; and complete a unit within a large mural format with a specific focus of content (i.e., musical instruments or sea animals) where each composition smoothly transitions to the surrounding artwork of the other students in order to achieve unity. Standards 2abc, 5b</p> <p>2.12.3 Students develop a portfolio of work including artwork in a series to achieve an in-depth study of a technique and/or concept; select four works to assess using a peer assessment checklist; and examine other students’ artwork from the perspective of each element and principle of design to determine the work’s strengths and weaknesses. Standards 2abc, 3a, 5bef</p> <p>2.12.4 Students in groups, address the problem of creating an appropriate sculpture for the entrance to a state building; role play artists presenting sketches to a public official and justify their final choice using visual art terminology. Standards 2abc, 6e</p>