

Product/Performance

I. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

Kindergarten

1. Students will produce a line using crayon, pencil, or marker
2. Students will demonstrate a simple print-making technique.

Grade 1

1. Students will fill an area with solid color/value using crayon, pencil or marker.
2. Students will apply paint with a dragging, not pushing motion.
3. Students will demonstrate a monoprint process.

Grade 2

1. Students will change pressure to create two values using crayon or pencil.
2. Students will paint lines with control of the brush.
3. Students will clean paint brush before changing colors.
4. Students will mix two colors to create a third color.
5. Students will create a paper weaving using plan weave. (over one, under one, alternating rows)

Grade 3

1. Students will layer two or more colors using crayon, colored pencil, or oil pastel.
2. Students will apply paint in even strokes to create a watercolor/thinned tempera wash.
3. Students will paint lines and fill in shapes with even color using tempera
4. Students will demonstrate an additive process. (e.g., string, cardboard, glue, found objects)

Grade 4

1. Students will create light, medium and dark values using pencil.
2. Students will apply water color paint to wet areas to blend color. (wet-on-wet technique)
3. Using tempera paints, students will add color to white to create a tint.
4. Using tempera paints, students will add black to a color to create a shade.
5. Students will create a fiber weaving using a simple loom. (e.g., cardboard, straws, paper plate)

Grade 5

1. Students will create texture or surface quality using any drawing media.
2. Students will mix a variety of hues to create new colors.
3. Students will apply layers of watercolor paint from lightest to darkest colors.

4. Using tempera paints, students will produce a sharp clear edge between areas of colors.
5. Students will demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images.

Grade 6

1. Students will use pencil or marker to draw a continuous line that describes and object from observation.
2. Using opaque paint, students will overlap brush strokes to create a smooth and even area of color.
3. Students will create different types of lines using general software.
4. Students will demonstrate a printmaking process. (e.g., monoprint, collagraph, string print)
5. Students will manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading).

Middle School Art I

1. Students will use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/implied texture.
2. Students will use a variety of brush strokes to create various textures.
3. Students will create different types of shapes using general software.
4. Students will demonstrate a type of relief block printmaking.
5. Students will demonstrate the process used in one type of fiber arts. (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)

Middle School Art II

1. Students will create even, continuous and gradual tones using pencil or colored pencil.
2. Students will create a variety of colors, tints, and shades by mixing pigments.
3. Students will create a composition of lines and shapes using general software.
4. Students will demonstrate a printmaking process using a variety of ink colors.
5. Students will create a simple fiber artwork. (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)

High School Art Appreciation

1. Students will demonstrate understanding of drawing media and techniques.
2. Students will demonstrate basic painting techniques and proper use of paint and tools (acrylic, watercolor, pastels)
3. Students will create or modify an image using general software.
4. Students will demonstrate a relief block printmaking process.

5. Students will create an artwork. Using a fiber art process (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)

High School Art 1

1. Students will demonstrate proficiency of drawing media and techniques.
2. Students will demonstrate basic painting techniques and proper use of paint and tools (acrylic and watercolor)
3. Students will create or modify an image using art software.
4. Students will demonstrate a printmaking process that requires registration.
5. Students will create an artwork using different fiber art processes (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)

High School Advanced Art

1. Select and apply drawing media and techniques that demonstrate:
 - a. Sensitivity and subtlety in use of media.
 - b. Engagement with experimentation and/or risk taking.
 - c. Informed decision making
2. Select and use paint expressively with above a-c.
3. Select and apply digital/computer media that demonstrate above a-c.
4. Select and apply printmaking media and techniques that demonstrate a-c.
5. Select and apply fiber media and techniques that demonstrate a-c.

II. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems.

Kindergarten

1. Students will use scissors with control.
2. When modeling with clay or a similar material, students will create a sphere.

Grade 1

1. Students will use glue with control.
2. Students will fold paper and identify folded edge.
3. Students will model with clay or a similar material: pinch, pull and roll material.

Grade 2

1. Students will manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)
2. Students will model with clay or similar material: roll coils; flatten material into a slab.

Grade 3

1. Students will manipulate paper to create forms (in the round).
2. Students will cut a symmetrical shape from a folded piece of paper.

- a. Students will model with clay or a similar material: create applied and impressed texture.

Grade 4

1. Students will build or layer materials to create a relief.
2. Students will apply a variety of paper folding techniques.
3. Students will model with clay or a similar material; make organic shapes.

Grade 5

1. Students will create, combine simple forms to create a complex object/form (in the round)
2. Students will use paper joining techniques such as tabs and slits.
 - a. Students will model with clay or a similar material: build a form using a coil technique.

Grade 6

1. Students will create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)

Middle School Art I

1. Students will create an in-the-round work by joining two or more surfaces using a layering material (e.g., paper mache, paper, plastercraft, cardboard, fibers).

Middle School Art II

1. Students will create a three-dimensional artwork using carving techniques. Possible media choices would include clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks.
2. Students will model with clay or a similar material: create a three-dimensional artwork demonstrating appropriate joining.

High School Art Appreciation

1. Students will create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, papier mache, assemblage).
2. Students will create ceramics using a handbuilding process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness.

High School Art 1

1. Students will create a sculpture using carving techniques. Possible media choices could include clay, wax, soap, plaster, Styrofoam, commercial produced carving blocks.
2. Students will create ceramics combining hand-building processes, joining techniques, and uniform thickness through product.

High School Advanced Art

1. Students will create a functional ceramic piece of the potter's wheel (if available).
2. Students will demonstrate consistent glaze application; use of alternative decorative finish (e.g., graffito, slip painting, incising, or Mishima)
3. Select and apply sculpture media and techniques that demonstrate:
 - a. Sensitivity and subtlety in use of media
 - b. Engagement with experimentation and/or risk taking.
 - c. Informed decision-making
4. Select and apply ceramics media with above a-c.

III. *Communicate ideas about subject matter and themes in artworks created for various purposes.*

Kindergarten

1. Students will create an original picture of self or other person. (Portrait)
2. Students will create a picture showing outside. (Landscape)
3. Students will create a design using lines. (Non-Objective)
4. Students will create original artwork that communicates ideas about the following themes:
 - a. People,
 - b. Indoors,
 - c. Outdoors

Grade 1

1. Students will create an original artwork showing family members. (Portrait)
2. Students will create a still life with one object. (Still Life)
3. Students will design wearable art.
4. Students will create original artwork that communicates ideas about the following themes:
 - a. People
 - b. Animals
 - c. Things

Grade 2

1. Students will create an original still life from observation. (Still Life)
2. Students will create an original landscape. (Landscape)
3. Students will design a building that serves a function in the community and includes building parts. (e.g., roof, walls, door, windows, surface materials)
4. Students will create an original artwork that communicates ideas about the following themes:
 - a. Nature
 - b. Places

Grade 3

1. Students will create an original artwork of a figure in an action pose. (Figure)
2. Students will create an original cityscape. (Landscape)
3. Students will create an original artwork using line, shape and color. (Non-objective)
4. Students will create a container. (e.g. paper box, clay pot, fiber basket)
5. Students will create an original artwork that communicates ideas about the following themes:
 - a. Community
 - b. Group identity (e.g., family, classroom, groups, scouts, sports teams)

Grade 4

1. Students will create facial features in correct proportion. (Portrait)
2. Students will distort, or simplify features to create an abstract portrait.
3. Students will exaggerate, distort, or simplify observed objects to create an abstract still life. (Still Life)
4. Students will create an original seascape. (Landscape)
5. Students will create an example of graphic art. (e.g., poster, illustration, advertisement, greeting card)
6. Students will create an original artwork that communicates about the following themes:
 - a. Missouri
 - b. The Environment, Time (e.g., past, present, future)

Grade 5

1. Students will create a portrait from observation. (Portrait)
2. Students will create a still life from observation that shows the illusion of form. (Still Life)
3. Students will create an original outdoor scene to show the illusion of space. (Landscape)
4. Students will create an original building based upon elements of architectural styles. (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)
5. Students will create an original artwork that communicates ideas about the following themes:
 - a. United States
 - b. Patriotism
 - c. World
 - d. Time.

Grade 6

1. Students will create original artwork using the following subjects:
 - a. Realistic portrait
 - b. Abstract portrait.

2. Students will illustrate text.
3. Students will create an original artwork that communicates ideas about the following themes:
 - a. Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)
 - b. Personal Identity.

Middle School Art I

1. Students will create original artwork using the following subjects:
 - a. Human figure
 - b. Still life from observation.
2. Students will create an original artwork that communicates ideas about the following themes:
 - a. Group Identity
 - b. Nature.

Middle School Art II

1. Students will create original artwork using the following subjects:
 - a. Realistic landscape
 - b. Abstract landscape.
2. Students will create an original functional object.
3. Students will create an original artwork that communicates ideas about the following themes:
 - a. Environment
 - b. Time
- 4.

High School Art Appreciation

1. Students will create and recognize artworks using portrait, still life, landscape, non-objective and architecture.
2. Students will create an original functional artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion).

High School Art 1

1. Students will communicate ideas through the creation of a portrait, still life, landscape, non-objective and architecture.
2. Students will select subject matter to communicate personal ideas through a series of original, related works.
3. Students will create an original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
4. Students will create original functional artwork that communicates personal ideas, addresses complex visual and/or conceptual ideas; show imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety.

Elements and Principles

I. Select and use elements of art for their effect in communicating ideas through artwork.

Kindergarten

1. Students will identify and use lines.
2. Students will identify and use shapes.
3. Students will categorize shapes as large and small.
4. Students will identify and use color.

Grade 2

1. Students will identify and use straight, curved, thick, and thin lines.
2. Students will identify and use triangle, circle, square, rectangle and oval shapes.
3. Students will categorize shapes as small, medium and large.
4. Students will identify and use form.
5. Students will identify and use texture.
6. Students will identify and use secondary colors.
7. Students will identify and use light and dark values.
8. Students will identify and use foreground and background to create illusion of space.

Grade 3

1. Students will identify and use horizontal, vertical, and diagonal lines.
2. Students will differentiate between shapes and forms.
3. Students will identify and demonstrate sculpture-in-the-round.
4. Students will identify and use invented textures.
5. Students will identify and use warm and cool colors.
6. Students will identify and use middle ground, overlapping and change of size to create illusion of space.

Grade 4

1. Students will identify and use outlines.
2. Students will identify and use organic (freeform) shapes.
3. Students will identify and demonstrate relief sculpture.
4. Students will identify and use organic form.
5. Students will identify and use tines and shades.
6. Students will identify and demonstrate a value scale.
7. Students will identify and use placement and change in detail to create illusion of space.
8. Students will identify and use positive and negative space.

Grade 5

1. Students will identify and use contour lines.
2. Students will identify and use symbolic shapes.

3. Students will identify and use the illusion of form: cube, sphere, cylinder, and cone.
4. Students will identify and use implied or simulated textures.
5. Students will identify and use intermediate and neutral colors.
6. Students will identify the arrangement of colors on a color wheel.
7. Students will identify and use converging lines to create the illusion of space.
8. Students will identify and use a single horizon line.

Grade 6

1. Students will identify and use converging lines.
2. Students will identify and use contour lines to define a complex object.
3. Students will identify and use complex shapes such as people, animals, vehicles.
4. Students will identify and use real/actual texture.
5. Students will identify and use monochromatic colors.
6. Students will identify and demonstrate color value. (tints and shades)
7. Students will identify and demonstrate a value scale.
8. Students will identify and use positive and negative shapes in two-dimensional work.

Middle School Art I

1. Students will identify and use rhythmic lines.
2. Students will identify and use rhythmic shapes.
3. Students will differentiate between and demonstrate high and low relief.
4. Students will identify and use implied or simulated texture.
5. Students will identify and use analogous colors.
6. Students will identify and use positive and negative forms in three-dimensional work.

Middle School Art II

1. Students will identify and use varied line quality.
2. Students will identify and use varied shapes.
3. Students will identify and use a range of values to create the illusion of form.
4. Students will identify and use invented texture.
5. Students will identify and use complementary colors.
6. Students will identify and use a range of values.

High School Art Appreciation

1. Students will identify and use horizontal, vertical and diagonal lines.
2. Students will differentiate between geometric and organic shapes.
3. Students will identify and demonstrate high/low relief; illusion of form; sphere, cube, cone and cylinder.
4. Students will identify and use real, invented, and simulated textures.

5. Students will identify and use color theory including color value and color schemes (analogous, monochromatic, complimentary, etc.)
6. Students will identify and use a range of values to create the illusion of simple forms (include highlights and cast shadows).
7. Students will identify and use positive and negative space in 2-D work; identify and use perspective techniques to create the illusion of space (one point perspective, overlapping and change of size, detail, placement, value, contrast) to create illusion of space.

High School Art 1

1. Students will identify and use hatching, crosshatching, stippling, gesture, implied and calligraphic lines.
2. Students will identify and use complex and implied shapes.
3. Students will identify and demonstrate high/low relief; illusion of form; sphere, cube, cone and cylinder, identify form in-the-round.
4. Students will identify and use real, invented, contrasting and simulated textures.
5. Students will identify and use color theory including color value and color schemes; local, arbitrary and symbolic colors.
6. Students will identify and use a range of values to create the illusion of forms through observation of transparent and reflective objects.
7. Students will identify and use positive and negative space in 2-D and 3-D work; identify and use perspective techniques to create the illusion of space (one point perspective, overlapping and change of size, detail, placement, value, contrast, color) to create illusion of space.

High School Advanced Art

1. Students will identify and use lines expressively to communicate ideas.
2. Students will identify and use shapes expressively to communicate ideas.
3. Students will identify and use forms expressively to communicate ideas.
4. Students will identify and use textures expressively to communicate ideas.
5. Students will identify and use color expressively to communicate ideas.
6. Students will identify and use value expressively to communicate ideas.
7. Students will identify and use space expressively to communicate ideas.

II. Select and use principles of art for their effect in communicating ideas through artwork.

Kindergarten

1. Students will identify and use a pattern by repeating a single shape, line or color.

Grade 1

1. Students will identify and demonstrate the concept of middle or center.
2. Students will identify and create alternating pattern. (abab)

Grade 2

1. Students will identify and create a complex pattern.

Grade 3

1. Students will identify and use symmetrical (formal) balance.
2. Students will identify and use size contrast.

Grade 4

1. Students will identify and use radial balance.
2. Students will identify and create center of interest. (focal point)
3. Students will identify and use value contrast.
4. Students will identify realistic facial proportions.

Grade 5

1. Students will identify and use asymmetrical (informal) balance.
2. Students will identify and use texture contrast.
3. Students will identify and use relative size. (realistic scale)

Grade 6

1. Students will identify and use symmetrical (formal) balance.
2. Students will identify and use shape, line, and size contrast.
3. Students will create facial features in realistic proportion.

Middle School Art I

1. Students will identify and use radial balance.
2. Students will identify and use center of interest. (focal point)
3. Students will identify and use regular rhythm.

Middle School Art II

1. Students will identify and use asymmetrical (informal) balance.
2. Students will identify and use color and value contrast.
3. Students will identify and use progressive rhythm.
4. Students will identify and use appropriate scale relationship.

High School Art Appreciation

1. Students will differentiate among and use symmetrical (formal), asymmetrical (informal), and radial balance.
2. Students will identify and create emphasis (focal point) through contrast and convergence.
3. Students will identify and use variation within a single element to create contrast (e.g., different values), asymmetrical (information), and radial balance.
4. Students will identify and use elements to create regular rhythm.
5. Students will explain how elements and principles create unity in artworks.
6. Students will identify and use realistic facial proportions.

High School Art 1

1. Students will use elements to create compositional balance, and balance to support the communication of an idea.
2. Students will identify and use emphasis (focal point) through isolation and location, and to support the communication of an idea.
3. Students will identify and vary elements in the same work to create contrast (e.g., different values and different textures), and to support the communication of an idea.
4. Students will identify and use elements to create progressive rhythm, and to support the communication of an idea.
5. Students will identify and create unity, and to support the communication of an idea.
6. Students will identify and use realistic figure proportions and foreshortened figure proportions.

High School Advanced Art

1. Students will identify and use balance expressively to communicate ideas.
2. Students will identify and use emphasis expressively to communicate ideas.
3. Students will identify and use contrast expressively to communicate ideas.
4. Students will identify and use rhythm expressively to communicate ideas.
5. Students will identify and use unity to support the personal expression of an idea.
6. Students will identify and use facial and/or figure proportions expressively.

Artistic Perceptions

I. Investigate the nature of art and discuss responses to artworks.

Grade 1

1. Students will discuss a response (feeling or idea) to an artwork based upon the student's life experience.

Grade 2

1. Students will explain different responses you have to different artworks.

Grade 3

1. Students will compare different responses students may have to the same artwork.

Grade 4

1. Students will discuss and develop answers to questions about art, such as: What is art? What is beauty?

Grade 5

1. Students will discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?

Grade 6

1. Students will discuss how different cultures have different concepts of beauty.
2. Students will explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs.

Middle School Art I

1. Students will discuss and develop answers to questions about art:
 - a. What is art?
 - b. Should art look real?
 - c. Should art be beautiful?
 - d. Should art look real?
2. Students will compare and contrast responses of class members to realistic abstract, and non-objective artworks.

Middle School Art II

1. Students will discuss how people might respond differently to specific American artworks based upon their subgroup. (e.g., race gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education).

High School Art Appreciation

1. Students will discuss personal beliefs about the nature of art.

2. Students will define aesthetics as the branch of philosophy that deals with the nature and value of art.
3. Students will discuss and develop answers to questions about art, such as:
 - a. What is art?
 - b. Why do responses vary?
 - c. Who decides what makes an artwork special, valuable or good?

High School Art 1

1. Students will discuss personal beliefs about the nature of art.
2. Students will define aesthetics as the branch of philosophy that deals with the nature and value of art.
3. Students will discuss and develop answers to questions about art, such as:
 - a. What is art?
 - b. Why do responses vary?
 - c. Who decides what makes an artwork special, valuable or good?
4. Students will discuss how perceptions in art reflect community and/or cultural beliefs and values.
5. Students will compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created.

High School Advanced Art

1. Students will discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition.)
2. Students will discuss the evolution of personal beliefs about the nature of art.
3. Students will discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art.

II. Analyze and evaluate art using art vocabulary.

Kindergarten

1. Students will identify the subject of artworks.

Grade 1

1. Students will identify the following in artworks:
 - a. Lines
 - b. Shapes
 - c. Colors
 - d. Patterns

Grade 2

1. Students will identify the following in artworks:
 - a. Geometric shapes
 - b. Geometric forms
 - c. Foreground and background
 - d. Real textures
 - e. Contrast/variety of colors

Grade 3

1. Students will identify the following in artworks:
 - a. Warm and cool colors
 - b. Symmetrical balance
 - c. Invented textures
 - d. Horizontal, diagonal, and vertical lines
 - e. Contrast/variety of sizes

Grade 4

1. Students will describe the use of the following in artworks:
 - a. Outlines
 - b. Organic shapes
 - c. Organic forms
 - d. Tints and shades
 - e. Values
 - f. Positive and negative space
 - g. Radial balance
 - h. Center of interest/focal point
 - i. Contrast/variety of values
 - j. Complex patterns
 - k. Facial proportions

Grade 5

1. Students will describe the use of the following in artworks:
 - a. Contour lines
 - b. Symbolic shapes
 - c. Illusion of form
 - d. Implied/simulated textures
 - e. Intermediate and neutral colors
 - f. Asymmetrical balance
 - g. Contrast variety of textures
 - h. Perspective: change in size, point of view

Grade 6

1. Students will identify the type of artwork (e.g., painting, drawing, print, sculpture)
2. Students will identify and explain symbolism or message communicated in an artwork.

3. Students will match the artwork with an aesthetic theory:
 - a. Showing a real or idealized image of life (Imitationalism)
 - b. Expressing feelings (Emotionalism/Expressionism)
 - c. Emphasis on elements and principles (Formalism)
 - d. Serving a purpose in the society or culture (Functionalism)

Middle School Art I

1. Students will identify the artwork and subject matter.
2. Students will describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks.
3. Students will interpret the subject and theme, supporting them with the artist's use of elements and principles.
4. Students will select an aesthetic theory and explain why it best fits the artwork:
 - a. Showing a real or idealized image of life (Imitationalism)
 - b. Expressing feelings (Emotionalism/Expressionism)
 - c. Emphasis on elements and principles (Formalism)
 - d. Serving a purpose in the society or culture (Functionalism)

Middle School Art II

1. Students will describe artwork in detail.
2. Students will analyze the use of elements.
3. Students will interpret the meaning of work and judge the work from each aesthetic theory:
 - a. Showing a real or idealized image of life (Imitationalism)
 - b. Expressing feelings (Emotionalism/Expressionism)
 - c. Emphasis on elements and principles (Formalism)
 - d. Serving a purpose in the society or culture (Functionalism)

High School Art Appreciation

1. Students will describe an artwork.
2. Students will analyze the use of elements and principles in the work.
3. Students will interpret the meaning of the work (subject, theme, symbolism, message communicated).
 - a. Judge the work from various perspectives.
 - b. Showing a real or idealized image of life (Imitationalism).
 - c. Expressing feelings (Emotionalism/Expressionism).
 - d. Emphasis on elements and principles (Formalism).
 - e. Serving a purpose in the society or culture (Functionalism).

High School Art 1

1. Students will compare and contrast two artworks.
2. Students will describe an artwork.
3. Students will analyze the use of elements and principles in the work.

4. Students will interpret the meaning of the work (subject, theme, symbolism, message communicated).
 - a. Judge the work from various perspectives.
 - b. Showing a real or idealized image of life (Imitationalism).
 - c. Expressing feelings (Emotionalism/Expressionism).
 - d. Emphasis on elements and principles (Formalism).
 - e. Serving a purpose in the society or culture (Functionalism).

High School Advanced Art

1. Students will compare and contrast student artwork with professional artworks or masterpieces.
2. Students will describe an artwork.
3. Students will analyze the use of elements and principles in the work.
4. Students will interpret the meaning of the work (subject, theme, symbolism, message communicated).
5. Students will judge the work from various perspectives:
 - a. Showing a real or idealized image of life (Imitationalism).
 - b. Expressing feelings (Emotionalism/Expressionism).
 - c. Emphasis on elements and principles (Formalism).
 - d. Serving a purpose in the society or culture (Functionalism).

Interdisciplinary Connections

I. Explain connections between visual art and performing arts.

Kindergarten

1. Students will use physical movement in dance to interpret line in artwork.

Grade 1

1. Students will relate costumes in theatre to clothing design.

Grade 2

1. Students will compare patterns in music to patterns in artworks.

Grade 3

1. Students will compare the art and music of a particular culture.

Grade 4

1. Students will explain how a play or skit could be inspired by a work of art.
(e.g., painting or statue)

Grade 5

1. Students will compare a work of art to a work of music.

Grade 6

1. Students will compare and contrast music and art from the same culture.

Middle School Art I

1. Students will explain how art is used in designing sets in film, television, or live theater.

Middle School Art II

1. Students will compare and contrast examples of American art and music.

High School Art Appreciation

1. Students will connect meanings of elements in art with terms in music, theatre, or dance.

High School Art 1

1. Students will connect the characteristics of art and music creates in the same culture or time period (e.g., Harlem Renaissance and jazz, Native-American art and music, Asian art and music, Latino art and music)

High School Advanced Art

1. Students will use theatre techniques to present information in art (e.g., voice, stage presence, props, video, script-writing, set)
2. Students will select and present music that expresses personal artwork.

II. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies

Kindergarten

1. Students will explain how stories can be told in pictures and/or words.

Grade 1

1. Students will explain how patterns in art are similar to patterns in math.

Grade 2

1. Students will explain the connection between American Indian culture and art.

Grade 3

1. Students will explain how the math principle of symmetry is used in art.

Grade 4

1. Students explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri.

Grade 5

1. Students will explain how American artists expressed the idea of patriotism.

Grade 6

1. Students will explain how artworks reflect the cultures in which they were created.

Middle School Art I

1. Students will explain the relationship between illustration and written text.

Middle School Art II

1. Students will explain how events and ideas in United States history are communicated through artworks.

High School Art Appreciation

1. Students will explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.

High School Art 1

1. Students will explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
2. Students will explain how contemporary events and social ideas are reflected in student artwork.

High School Advanced Art

1. Students will explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.
2. Students will explain how contemporary events and social ideas are reflected in student artwork.

Historical and Cultural Contexts

I. Compare and contrast artworks from different historical time periods and/or cultures.

Grade 1

1. Students will identify works of art from: United States, Europe (Cave), Asia.
2. Students will compare and contrast two artworks on: Subject matter and Use of line, color, and shape.

Grade 2

1. Students will identify works of art from: United States (Native American) and Egypt.
2. Students will compare and contrast two artworks on: Subject matter, Media, Use of line, color shape, and texture, Theme, and Purpose of art in culture.

Grade 3

1. Students will identify works of art from: United States, Europe (Realistic), Africa.
2. Students will compare and contrast two artworks on: Subject matter, Media, Use of line, color, shape and texture, Theme, Purpose of art in culture and Place.

Grade 4

1. Students will identify works of art from: United States (Realistic: Missouri, Westward Expansion), Europe (Abstract).
2. Students will compare and contrast two artworks on: Subject matter, Media, Use value and space, Theme, Purpose of art in culture, and Place.

Grade 5

1. Students will identify works of art from: United States (Painting, Architecture), Europe (Painting, Architecture).
2. Students will compare and contrast two artworks on: Time, Place, Subject matter, Media, Use of elements, Theme, Purpose of art in Culture, and Use of materials and technology.

Grade 6

1. Students will identify works of art from: Ancient Greece/Rome/Egypt, Pre-Columbian Americas (e.g., Aztec, Inca, Maya), Africa, Asia.
2. Students will compare and contrast two artworks on: Time, Place, Subject matter, Theme, Characteristics, Cultural context.

Middle School Art I

1. Students will identify works from: Europe (Real, Abstract, Non-Objective) and United States (Real, Abstract, Non-Objective).
2. Students will compare and contrast two artworks on: Time, Place, Subject matter, Theme, Characteristics, and Cultural Context.

Middle School Art II

1. Students will identify works from: United States (Native American, Painting, Sculpture, Architecture).
2. Students will compare and contrast two artworks on: Time, Place, Subject matter, Theme, Characteristics, Material/Technology, Ideas and beliefs of culture, and Function of art in culture/society.

High School Art Appreciation

1. Students will identify artworks from the following: Ancient Greece/Rome, Renaissance, Impressionism, Post-impressionism, Pop art, Op art.
2. Students will compare and contrast two artworks on: Time, Place, Artist, Subject matter, Theme, Characteristics, Material/Technology, Ideas and beliefs of culture, and Function of art in culture/society.

High School Art 1

1. Students will identify artworks from the following: Cubism, American Regionalism, Abstract Expressionism, Native American, Latino, Asia.
2. Students will compare and contrast two artworks on: Time, Place, Artist, Subject matter, Theme, Characteristics, Material/Technology, Ideas and beliefs of culture, and Function of art in culture/society.

High School Advanced Art

1. Students will identify artworks from the following: German Expressionism, Surrealism, Photorealism, Post-Modern.
2. Students will compare and contrast two artworks on: Time, Place, Artist, Subject matter, Theme, Characteristics, Material/Technology, Ideas and beliefs of culture, and Function of art in culture/society.
3. Students will describe the evolution of an artist's body of work over time.
4. Students will explain an artist's place in historical context.

Terms Used in Visual Arts K-12 Grade Level Expectations

Abstract - Art that exaggerates, is simplified or distorted

Actual Texture – The existing surface quality of an object as communicated primarily the sense of touch

Additive Sculpture - Technique of adding to or building up clay, plaster, metal or other pliable materials into three-dimensional forms. Also called *Modeling*

Aesthetics - The branch of philosophy that deals with the nature and value of art

Analogous - Colors next to each other on the color wheel that have a common hue

Architectural Style - Type of design used frequently during a certain time in history

Architecture - Art form of planning and constructing buildings to meet a variety of human needs

Arbitrary Color – Colors chosen by the artist independent of what is observed

Art Criticism Process – Organized approach to the observation and evaluation of a work of art using description, analysis, interpretation and judgment

Assemblage – An artwork created by combining three-dimensional objects

Asymmetrical Balance - Two sides of a composition are different, but have the same visual weight. Also called *Informal Balance*

Atmospheric Perspective – A method of creating the illusion of depth by representing objects further away with less clarity of contour and diminished color and contrast. Also called *Aerial Perspective*

Background - The part of an artwork farthest away from the viewer and closest to the horizon line

Balance – Principle of design that deals with arranging visual elements so that a composition has equal visual weight on each side of an imaginary middle line

Batik - Method of dyeing cloth that involves the use of resist materials to prevent dye from coloring certain areas of the cloth

Center of Interest - The focal point or area of emphasis

Ceramics - Sculpture or pottery made from clay

Cityscape - A picture of the outside, with the city or buildings being the most important part

Clay - Natural A moist earth of decomposed rock used to create pottery

Coil – Long roll of clay or fiber joined into a circle or spiral

Collage - From the French word 'coller' that means 'to paste.' A collage is a composition made by attaching a variety of materials to a flat surface.

Collagraph – A print made from a specifically constructed plate that has been produced in a collage manner, resulting in high and low surfaces which hold ink differently during printing

Color – Element of art derived from reflected light. Color has three properties: hue, value and intensity

Color Schemes - Purposely selected group of colors chosen for their unique relationship to one another. Types of color schemes include: monochromatic, analogous, complementary, triad, split-complementary

Color Wheel – A predetermined arrangement of the primary, secondary and intermediate colors on a circular wheel used to define color relationships

Complementary Colors - Any two colors opposite each other on the color wheel. Ex. Red-green, blue-orange, yellow-violet

Composition - The arrangement of the elements and/or objects in an artwork. The way principles of art are used to organize elements

Contour Line - An outline drawing of a form or object. Defines edges and surface ridges

Contrast – A Principle of design that refers to a difference between elements in an artwork

Cool Colors - Colors around blue on the color wheel: green, blue, violet

Crosshatching - Shading technique which uses layering of repeated, parallel lines in different directions to create the appearance of volume

Depth - Distance between foreground, middleground and background

Design - A visual plan, organization or arrangements of elements in a work of art

Diagonal – Lines that slant

Drawing - Using lines to show forms or figures

Dry Brush - Lightly touching the surface with a brush coated in ink, paint or other medium to create a scratchy, textured effect

Edition – Set of prints made from the same plate

Elements of Art The language of art of the basic elements used when producing works of art: Line, Shape, Form, Texture, Color, Value, Space

Emphasis - The principle of design that stresses one element or area of a work of art to make it attract the viewer's attention

Etching – Intaglio technique in which acid is used to incise lines in a metal plate. Includes aquatint, soft grounds and hard ground

Fiber Arts -

Figure Drawing - Drawing the whole body of a person

Focal Point – Area of an artwork that attracts the attention first

Foreground - The part of an artwork closest to the viewer and usually positioned at the bottom of the artwork

Form - An Element of art that has three dimensions (height, width and depth) and encloses space

Formal Balance - Two sides of a composition are identical. Also called Symmetrical Balance

Free Form Shape - Unique shapes without given names

Function - The purpose for which an object is to be used

Geometric - Shapes or forms with mathematical names that can be defined using mathematical formulas: circle, triangle, square, sphere, cube, prism, pyramid

Hatching - Shading technique that uses layering of repeated, parallel lines to create the appearance of volume

Hard Edge – In 2-dimensional artwork, shapes with clearly define outlines

Horizon Line - Line where the sky and ground appear to meet

Horizontal - A line that is parallel to the top and bottom edges of the surface plane

Hue - Another name for color. Hue is related to the wavelength of the reflected light

Illusion of Depth - Feeling or appearance of distance created by color, value, line, placement and size on a flat surface

Impressed Texture -

Informal Balance - Two sides of a composition have the same visual weight, but the lines, shapes and colors are not the same. Also called *Asymmetrical Balance*

Intensity - The brightness or dullness of a color

Intermediate Colors - Colors created by the combination of a primary and a secondary color that are next to each other on the color wheel: yellow-orange, red-orange, red-violet, blueviolet, blue-green, yellow-green. Also called tertiary colors

Invented Texture - A type of invented texture that does not represent a real texture but creates the sensation of one by repeating lines and shapes in a two-dimensional pattern. Fabricated texture from the imagination in contrast to one produced by nature. Texture derived by observation and simplification of actual texture

Landscape - A picture of the outside, with the landforms being the most important part

Line - The path of a moving dot

Linear Perspective – A system of drawing or painting to give the illusion of depth on a flat surface. All parallel lines receding into the distance are drawn to one or more imaginary vanishing points on the horizon in such a work

Medium – Material, such as pencil, pen, watercolors, oil paint, pastel, acrylic paint, clay, wood, stone, found objects, etc., used to create art. Plural is Media

Middleground - Area in an artwork between the foreground and background

Modeling - Technique of adding to or building up clay, plaster, metal or other pliable materials into three-dimensional forms. Also called *Additive*

Monochromatic – A color scheme using tints and shades of one color

Mono-print - A print made in an edition of one, often from a painting made on a non-absorbent surface

Negative Shape - Flat area that is not the subject matter

Negative Space – Empty spaces surrounding shapes and forms

Neutral Colors - Color category that encompasses whites, grays, blacks and browns

Non-Objective - Style of art in which there is no recognizable subject matter

Opaque – Quality of a material that does not let any light pass through. Opposite of transparent

Organic Shapes - A fluid shape having none of the angularity associated with geometric shapes.

Organic shapes are often associated with objects in nature

Original - One of a kind

Overlapping - Placing one object in front of another to show depth

Paint – Pigment mixed with oil or water

Painting - To make an artwork using wet media such as tempera or watercolor paints

Palette - Tray used by painters for mixing colors of paint

Parallel – Lines that move in the same direction and always stay the same distance apart

Perpendicular -

Pattern – A choice of lines, colors and/or shapes repeated over and over in a planned way

Perspective - A way of creating the illusion of depth on a two-dimensional surface

Pigment – Any coloring matter mixed with a liquid or binder to make paint, ink, crayons, etc.

Pinch – A method of hand-building pottery or sculpture by pressing, pulling, and pinching clay or other soft materials

Point of View – Angle from which the viewer sees an object

Portrait - An artwork that shows a specific person or animal. Often shows only the face

Positive Space - Shapes or forms.

Primary Colors - The first colors from which all other spectrum are mixed: red, yellow, blue.

Principles of Design - The rules by which an artist organizes the Elements of Art to create a work of art: Balance, Emphasis, Contrast/Variety, Rhythm/Repetition, Unity, Proportion

Printmaking - The design and production of prints by an artist

Proportion - The size relationships of parts to a whole and to each other

Radial Balance – Type of balance in which lines, shapes or elements branch out from a central point in a circular pattern

Realistic - Art that shows life as it is. Art that aims to reproduce things as they appear

Relief Printmaking – Technique in which the image is printed from a raised surface, usually by cutting away non-image area. Includes linocut, woodcut, collagraph and etching.

Relief Sculpture – Type of sculpture in which forms project from a flat background.

Rhythm – Principle of Design that shows the regular repetition of any of the elements of design, with or without periodic alteration

Scale - The relative size of an object as compared to other objects, to the environment or the human figure

Sculpture - Three-dimensional artwork

Sculpture in the Round - Freestanding sculpture that is complete on all sides

Seascape - A picture of the outside, with the body of water being the most important part

Secondary Colors - Color made by mixing two primary colors: orange, violet, green

Serigraph – Technique that uses a squeegee to force ink through selected parts of stretched mesh containing the image. The process is also called silkscreen.

Shade - The dark value of a color made by mixing black with a color. The opposite of tint

Shading - The use of a range of values to define form

Shape – An element of art. Shape is enclosed space having only two dimensions (height x width)

Simulated Texture –Texture that is created through careful and methodical imitation of actual and natural textures.

Slab - Hand building ceramic method in which flat pieces of moist clay are joined together with slip

Soft Edge -

Space – An element of art that refers to the emptiness between, around, above, below, or within objects. The distance around and between things. An area that can be filled with an art element

Still Life – An arrangement of inanimate objects

Stippling – A shading technique which uses layering of repeated dots to create the appearance of volume

Subject – The image that viewers can easily recognize in a work of art

Subtractive – A sculpture technique in which material is removed by carved or cutting

Symbol – An image that stands for an idea or has a meaning other than its outward appearance

Symmetrical Balance Two sides of a composition are identical. Also called *Formal Balance*

Texture – Element of art that refers to how things feel or how they might look on the surface

Theme – The most important idea or subject in a composition; the subject of a work of art, sometimes with a number of phrases or variations

Three-Dimensional – Artwork that has height, width and depth

Tint – Light value of a color made by mixing white with a color

Translucent – Quality of a material that allows light to pass through it, but one cannot see through it

Transparent – Quality of a material that allows light to pass through it

Two-Dimensional –Artwork that is flat or measured in only two ways (height and width)

Unity – Principle of design that relates to the sense of wholeness in an artwork. A coherent relationship among the elements in a work of art

Value – Element of art that refers to lightness or darkness of gray or a color

Vanishing Point – Point on the horizon where receding parallel lines seem to meet

Variety – Principle of design concerned with difference or contrast

Warm Colors – Colors around orange on the color wheel: red, orange, yellow

Warp – In weaving, lengthwise threads held in place on the loom and crossed by the weft threads

Wash – A thin, transparent layer of paint

Weaving – Interlacing two sets of parallel threads. Decorative art made by interlocking one material into other materials

Weft – In weaving, the filling threads, running horizontally in weaving