

**Sharon Public Schools
Art Curriculum**

K - 5

Jennifer Biddle, Jennifer Grossman, Alex Mellman

The Elements and Principles of Art

The Elements of Art

According to the National Visual Arts Standards, the elements of art are color, value, form, shape, line, space, and texture.

Color

Color – red, orange, yellow, green, blue, indigo, and violet

Hue – a color's name of its position in the spectrum

Primary hues – yellow, red, and blue

Secondary hues – orange, purple, green

Intermediate (tertiary) hues – yellow-green, yellow-orange, red-orange, red-purple, blue-purple, blue-green; intermediate hues

Neutral hues – white, black, gray, brown

Complementary hues – opposite colors on the color wheel

Warm hues – tints of red, yellow, and orange

Cool hues – shades of green, blue, and purple

Value

Value – lightness or darkness of a hue

Shade – any hue blended with black

Tint – any hue blended with white

Monochromatic hues – different values of a single color

Intensity – brightness or dullness of a hue

Contrast – a large difference between two things

Form

Form – any three-dimensional object

Shape

Shape – a flat figure created when lines meet to enclose a space

Organic – forms or shapes that occur in nature that cannot be named

Geometric – forms or shapes characterized by points, lines, angles, planes, and measure

Line

Line – a continuous mark or stroke: long, short, thick, thin, straight, zigzagged, curved, looped, dotted

Space

Space – the area occupied by an object

Two-dimensional space – objects possessing height and width

Three-dimensional space – objects suggesting or possessing the illusion of height, width, and depth

Proportion – the size and placement of the elements of art in a composition

Texture

Texture – the surface characteristics of an object: soft, hard, smooth, rough, even, uneven

The Principles of Art

According to the National Visual Arts Standards, the principles of design are repetition, balance, emphasis, contrast, and unity.

Repetition

Repetition – the use of line, color, or a motif, in more than one place in a composition

Pattern – a choice of lines, colors or shapes, repeated in a planned way

Rhythm – the repeated use of similar elements such as color, line, or shape – the smooth transition from one part to another

Balance

Balance – the equilibrium of various elements in the work of art

Symmetrical or Formal balance – equal balance on each side of an imaginary middle line

Asymmetrical or Informal balance – balance achieved through unequal distribution on each side of an imaginary middle line

Radial balance – when objects are positioned equally around a focal point

Emphasis

Emphasis – given to a center-of-interest, which might be the largest, brightest, or lightest subject

Contrast

Contrast – the differences between the elements of art, which are: line, color, shape, value, space, form, and texture

Unity

Unity – the harmony of all the visual elements in a composition

Proportion – the pleasing relationship of all parts to each other and to the whole of the design

Variety – differences in scale, surface, line, value, and shape that give interest to a composition

Kindergarten

Elements

1. Color/Value

- Recognition of color: red, yellow, blue, orange, green, violet, black, white, and brown
- Identify and name primary colors
- Introduce and mix secondary colors
- Experience free color blending
- Relate colors to moods and feelings
- Repeat colors to make patterns (**principle: repetition**)

2. Form/Shape

- Identify and use shapes: circle, square, rectangle, triangle
- Create a picture using basic geometric shapes
- Explain shapes within a composition
- Fill in shapes
- Create simple three-dimensional sculptures

3. Line

- Recognition and use of line: long, short, thick, thin, curved, straight, looped, zigzagged, dotted
- Use lines to create shapes
- Repeat lines to make a pattern (**principle: repetition**)
- Use line to represent texture

4. Space

- Fold, cut, and build with strips of paper
- Roll, pinch, press, mold with clay or dough
- Understand relationships: near/far, above/below, high/low (**principle: unity**)
- Consider the whole composition (**principle: unity**)

5. Texture

- Visually and tactilely explore textures
- Introduce creating texture using line and pattern (**principle: repetition**)

Materials

- Crayons
- Paint: tempera, watercolor, finger paints
- Paper: drawing and tissue
- Chalk pastel
- Oil Pastel
- Scissors
- Glue
- Collage: paper, craft materials
- Markers: permanent, watercolor
- Model magic/ceramics

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration.
Possible subject matter could be:

- Wassily Kandinsky
- Piet Mondrian
- Vincent van Gogh
- Claude Monet
- Winter birds
- Paul Klee

Grade 1

Elements

1. Color/Value

- Review primary and secondary colors
- Readily mix secondary colors
- Introduce warm and cool (**principle: contrast**)
- Introduce contrasting colors (**principle: contrast**)
- Explore the use of realistic and expressive color
- Repeat colors to make patterns (**principle: repetition**)

2. Form/Shape

- Recognize and use basic geometric shapes and expand to include other polygons
- Continue to simplify objects by reducing them to geometric shapes
- Introduce comparison between two-dimensional and three-dimensional shapes and forms, such as a circle compared to a sphere
- Create expressive three-dimensional sculpture

3. Line

- Recognize and use a variety of lines
- Experiment with lines (**principle: unity**)
- Use lines to represent shapes and figures
- Use lines to create textures
- Use lines to create patterns (**principle: repetition**)

4. Space

- Fold, cut, pleat, fringe, twist, and curl with paper
- Introduce relationships between shapes within a composition such as overlap, size, and placement (**principle: unity**)
- Create a symmetrical composition (**principle: balance**)
- Consider the whole composition (**principle: unity**)

5. Texture

- Differentiate between tactile and visual texture
- Choose appropriate texture for familiar objects

Materials

- Crayons
- Paint: tempera, watercolor, finger paints
- Paper: drawing and tissue
- Scissors
- Collage: paper and craft materials
- Markers: permanent and watercolor
- Model Magic
- Oil pastel
- Chalk pastel
- Textured objects
- Glue
- Clay

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration. Possible subject matter could be:

- Piet Mondrian
- Pablo Picasso
- Joan Miro
- Eric Carle
- Paul Cezanne
- Moon/Space
- Animals
- Butterflies
- African Masks
- Cityscapes
- Columbus Ships

Grade 2

Elements

1. Color

- Identify primary and secondary colors and apply in rainbow order
- Review warm and cool colors and apply to artwork (**principle: contrast**)
- Introduce neutral colors
- Review and apply contrasting colors (**principle: contrast**)
- Gain an understanding between realistic color compared to expressive colors

2. Form/Shape

- Apply knowledge of geometric shapes
- Explain and identify organic shapes
- Explore differences in shapes: large and small, organic and geometric, etc.
- Practice the relationship between overlapping shapes and space (**principle: unity**)
- Recognize and understand basic shapes in complex drawings
- Create expressive three-dimensional sculpture

3. Line

- Explore line: short, long, thick, thin, curved, straight, looped, zigzagged, dotted (**principle: unity**)
- Explore direction: horizontal, vertical, and diagonal (**principle: contrast**)
- Repeat lines to make a pattern (**principle: repetition**)

4. Space

- Introduce the difference between two-dimensional and three-dimensional
- Introduce size to demonstrate different points of view such as frontal, profile, and overhead (**principle: unity**)
- Continue to use folding, cutting, fringing, slotting, bending, curling, pasting, and tabs with paper
- Consider the whole composition (**principle: unity**)

5. Texture

- Apply visual and tactile texture in artwork
- Identify natural and manufactured textures
- Use line and pattern to represent texture (**principle: repetition**)

Materials

- Paints: tempera, watercolor
- Scissors
- Markers: permanent, watercolor
- Crayons
- Model Magic
- Paper: tissue, drawing
- Colored pencils
- Chalk pastel
- Oil pastel
- Glue
- Texture objects
- Clay

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration.

Possible subject matter could be:

- Vincent van Gogh
- Joan Miro
- Georgia O'Keeffe
- Pablo Picasso
- Grandma Moses
- Native American Art
- African Art
- Animals
- Fairy Tales
- Laurel Burch
- Wassily Kandinsky

Grade 3

Elements

1. Color/Value

- Readily identify primary and secondary colors through the color wheel
- Understand and effectively apply warm, cool, and neutral colors in artwork
- Continue to use contrasting color (**principle: emphasis**)
- Use color for expression and realism
- Describe vibrant and quiet colors (**principle: contrast**)
- Use tones, shades, and tints (**principle: contrast and unity**)
- Effectively use pattern (**principle: repetition**)

2. Form/Shape

- Review and explore the use of geometric and organic shapes
- Introduce positive and negative shapes (**principle: emphasis**)
- Create structural three-dimensional forms

3. Line

- Recognize line from environment and artist works
- Observe and create linear texture
- Use line to depict different moods in pictures
- Recognize the direction of lines in pictures: diagonal, horizontal, vertical, straight, curved, and jagged (**principle: repetition**)
- Recognize line in two-dimensional and three-dimensional works

4. Space

- Recognize and incorporate foreground, middle ground, and background (**principle: unity**)
- Identify object from more than one position such as from the top, bottom, front, and side (**principle: unity**)
- Gain awareness of differences between two-dimensional and three-dimensional space
- Construct forms for paper: bending, slotting, fringing, pasting, stapling, curling
- Apply overlapping shapes to show depth (**principle: unity**)
- Consider the whole composition (**principle: unity**)

5. Texture

- Incorporate visual and tactile textures in artwork
- Identify how artists use texture in work
- Continue to explore the use of texture in two-dimensional and three-dimensional work

Materials

- Paints: tempera, watercolor
- Scissors
- Markers: permanent, watercolor
- Crayons
- Model Magic
- Paper: tissue, drawing
- Colored pencils
- Chalk
- Glue
- Chalk pastel
- Oil pastel
- Texture objects
- Printmaking materials
- Colored pencils
- Styrofoam
- Wire
- Carving tools
- Paper mache
- Weaving materials: burlap, yarn, needles
- Clay

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration.

Possible subject matter could be:

- Space
- Weather
- Native American Art
- Chinese Art
- Vincent van Gogh
- Leonardo da Vinci
- Henri Matisse
- Robert Indiana
- Jim Dine
- African Art
- Dale Chihuly

Grade 4

Elements

Color/Value

- Review mixing primary and secondary colors and recognize them on the color wheel
- Learn to mix complementary colors in the creation of neutral colors
- Understand, identify, and apply complementary colors (**principles: contrast**)
- Review tints, shades, and tones (**principles: unity and emphasis**)
- Review warm, cool, and neutral colors
- Introduce and apply values and colors to create depth in a picture (**principle: unity and contrast**)

2. Form/Shape

- Integrate the use of geometric and organic shapes (**principles: unity**)
- Identify and explore the use of simple forms: sphere, cones, cubes
- Review positive and negative shapes (**principle: emphasis and contrast**)
- Create dynamic three-dimensional forms

3. Line

- Use a variety of line to indicate appropriate visual texture
- Increase the complexity of detail in drawings of familiar objects
- Identify how lines create patterns, textures, and shapes (**principle: repetition**)
- Introduce contour drawing

4. Space

- Recognize various viewpoints: ant's eye view, bird's eye view, etc.
- Discuss foreground, middleground, and background concepts and placement (**principle: unity**)
- Build on the awareness of differences between two-dimensional and three-dimensional space
- Use overlapping shapes to create depth (**principle: unity**)
- Continue to explore radial symmetry (**principle: balance and repetition**)
- Consider the whole composition (**principle: unity**)

5. Texture

- Observe and recreate a given texture
- Further explore the use of texture in creating more realistic drawings to create more realistic pictures

Materials

- Paints: tempera, watercolor
- Scissors
- Markers: permanent, watercolors
- Crayons
- Model Magic
- Paper: tissue, drawing
- Colored pencils
- Chalk pastel
- Oil pastels
- Texture objects
- Glue
- Printmaking materials
- Colored pencils
- Styrofoam
- Wire
- Carving tools
- Paper mache
- Weaving materials: yarn, needles
- Tooling foil
- Clay

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration.

Possible subject matter could be:

- Native American Art
- African Art
- Chinese Art
- Geometry
- Georgia O'Keeffe
- David Hockney
- Pablo Picasso
- Immigration - Statue of Liberty

Grade 5

Elements

1. Color/Value

- Recognize primary, secondary, and intermediate (tertiary) colors, as well as complementary, warm, cool, and neutral colors, and recognize them on the color wheel
- Explore how colors advance and recede in space (**principles: emphasis**)
- Continue to practice mixing tints, shades, and tones to create contrast with visuals (**principle: unity and contrast**)
- Recognize and use color vocabulary

2. Form/Shape

- Continue to develop use of geometric and organic shapes (**principle: unity**)
- Observe similarities and differences in usage of shapes in portraits, figures, landscapes, and still life
- Review the use of overlap to achieve depth (**principle: unity**)
- Practice using positive and negative shapes within composition (**principle: unity**)
- Introduce the effect of light and dark in producing the illusion of form (**principle: emphasis and contrast**)
- Expand on the creation of dynamic three-dimensional forms

3. Line

- Use a variety of line to indicate appropriate visual texture
- Use a variety of lines to suggest feelings and ideas
- Experiment with contour line to describe an object
- Develop the use of one point perspective to show depth in a composition
- Use lines to show depth (**principle: repetition**)

4. Space

- Identify and practice differences between two-dimensional (flat) and three-dimensional (volume) space
- Analyze how artists use space in artworks
- Practice foreground, middleground, and background relationships (**principle: unity**)
- Develop use of the horizon line, vanishing point, and point of view (**principle: unity**)
- Use shading and shadows to indicate the illusion of three-dimensional space in a composition
- Consider the whole composition (**principle: unity**)

5. Texture

- Analyze how artists use texture in artwork and crafts
- Continue to explore visual and tactile textures
- Create textures in drawing, painting, ceramics, weaving, sculpture, fiber, and printmaking

Materials

- Paints: tempera, watercolor, acrylic
- Scissors
- Markers: permanent, watercolor
- Crayons
- Model Magic
- Paper: tissue, drawing
- Colored pencils
- Chalk pastel
- Oil pastel
- Glue
- Texture objects
- Printmaking materials
- Indian ink
- Colored pencils
- Styrofoam
- Wire
- Carving tools
- Paper mache
- Weaving materials: yarn, needles
- Tooling foil
- Clay

Art History/Integration

Students look at various artists and cultures that support the elements and principles for inspiration.
Possible subject matter could be:

- Tessellation
- Henri Matisse
- Pablo Picasso
- Native American Art
- Chinese Art
- Aztec, Incan, and Mayan Art