

**COMPETENCY ASSURANCE**

**ELEMENTARY VISUAL ART**

**PHASE I:**

**Curricular Foundations**

**March 2003**

# **Competency Assurance**

## **Phase I:**

### **Curricular Foundations**

This document is designed to help teachers make certain that they are teaching a balanced curriculum in line with the standards and assessments required by the Commonwealth of Kentucky and the Fayette County Public Schools.

Each page contains the appropriate **Performance Standards**, taken from **The Program of Studies; Academic Expectations and Demonstrators**, taken from the **Transformations** document; curricular content and **Specific Activities** taken from the **Core Content For Assessment**; as well as **Suggested Activities** and **Critical Vocabulary** as designed by art teachers in the Fayette County Public Schools.

It is hoped that this document will allow teachers to work from one comprehensive document that brings together all the state-mandated and suggested curricular standards. It is also hoped that the suggested activities will give teachers a sense of the kinds of activities necessary for them to achieve the stated academic goals.

**Please note: Although this document limits itself to concepts and skills covered in the Core Content For Assessment, there are several items that have been identified as appropriate “extensions” that might be approached upon completion of the required materials. In this document those extensions are identified by italics.**

# COMPETENCY ASSURANCE

## ELEMENTARY VISUAL ART

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## PRIMARY VISUAL ART: KINDERGARTEN//ELEMENTS & PRINCIPLES OF DESIGN

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience art with attention given to the elements of art. (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern)

#### Performance Standard

Students demonstrate an awareness of the elements of art and principles of design

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

### Core Content for Assessment:

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
AH-E-4.1.32 Art Elements – line, shape, form, texture, and color (primary and secondary hue) and color groups (warm, cool neutral)  
*value, space*

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modelings, and constructing to communicate ideas and feelings
- Explore the elements and principles of visual art forms
- Create original visual art

### Specific Activities:

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

### Suggested Activities:

- Experience with primary and secondary colors
- Drawing and identifying geometric shapes
- Manipulating clay to experience form and texture

### Critical Vocabulary:

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown)

## PRIMARY VISUAL ART: KINDERGARTEN// PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art

#### Performance Standard

Students experience a variety of media and processes used for creating works of art

### ACADEMIC EXPECTATION(S):

1.13 – Students make sense of ideas and communicate ideas with the visual arts

#### Core Content for Assessment:

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, (used to produce artworks)

AH-E-4.1.37 Art Processes – two-dimensional drawing, painting and collage

#### Demonstrators:

- Use art media, tools, techniques and processes.
- Use drawing, painting, print making, modelings, and constructing to communicate ideas and feelings
- Explore the elements and principles of art forms.
- Explore elements (space, line shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance)

#### Specific Activities:

- **AH-E-4.1.41** - Create artwork using the elements of art and principles of design
- **AH-E-4.1.42** – Use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork

#### Suggested Activities:

- Experience with primary and secondary colors
- Drawing and identifying geometric shapes
- Manipulating clay to experience form and texture

#### Critical Vocabulary:

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown)

## PRIMARY VISUAL ART: KINDERGARTEN// HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore art from different cultures, periods and styles

#### Performance Standard

Students experience art from different cultures, periods and styles

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

**2.24** – Students appreciate creativity and the values of the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

### Core Content for Assessment:

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

AH –E-4.2.36 Styles – Realistic, abstract

AH-E-4.2.37 Subject Matters – landscape, portrait, and still life

### Demonstrators:

- Explore a variety of art forms in visual art
- Experience a variety of art forms in visual art from diverse cultures
- Express openness to differences and commonalities among diverse cultures

### Specific Activities:

- **AH-E-4.2.34** – Cultures: Native American, Early American (folk/Appalachian), West African (Ivory Coast)

### Suggested Activities:

- Viewing art from different cultures around the world
- Introducing examples of landscape, portrait and still life

**Critical Vocabulary:** Culture, functional, non-functional

## PRIMARY VISUAL ART: FIRST GRADE // ELEMENTS & PRINCIPLES OF DESIGN

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern)

#### Performance Standard

Students demonstrate an awareness of the elements of art and principles of design

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance or interpretations

### Core Content for Assessment:

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
AH-E-4.1.32 Art Elements – line, shape, form, texture and color (primary and secondary hue) and color groups (warm, cool neutral)  
*value, space*  
AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print-making, modelings, and constructing to communicate ideas and feelings
- Explore elements (space, line shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance)
- Create original visual art

### Specific Activities:

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

### Suggested Activities:

- Recognizing and identifying basic geometric and organic shapes
- Recognizing primary and secondary colors
- Recognizing and using a combination of curved and straight lines (directional, fat, thin, zig-zag, wavy, etc.)

### Critical Vocabulary:

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown)

## PRIMARY VISUAL ART: FIRST GRADE // PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art

#### Performance Standard

Students experience a variety of media and processes used for creating works of art

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

#### Core Content for Assessment:

AH-E-4.1.34 Describe a variety of media and art processes used to produce two-dimensional artwork

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, (used to produce artworks)

AH-E-4.1.36 Media – stone, wood, and metal (properties of media need to be known in order to respond to artworks)

AH-E-4.1.37 Art Processes – two-dimensional drawing, painting and collage

AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving

#### Demonstrators:

- Use art media, tools, techniques and processes.
- Use drawing, painting, print making, modelings, and constructing to communicate ideas and feelings
- Explore the elements and principles of art forms.
- Explore elements (space, line shape/form, value, texture, color and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation. Dominance/subordination. Harmony, unity) of design in visual works.

#### Specific Activities:

- **AH-E-4.1.42** – Use a variety of media and art processes to produce two-dimensional and three dimensional artwork

#### Suggested Activities:

- Understanding use and care of paints
- Learning proper gluing and cutting techniques
- Experiencing simple clay construction
- Describing a variety of media and art processes
- Using crayon, pencil, paint, fabric, yarn, clay and paper to make art work
- Recognizing stone, wood and metal as artistic media
- Producing two-dimensional and three-dimensional works of art

**Critical Vocabulary:** line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown)

## PRIMARY VISUAL ART: FIRST GRADE // HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore art from different cultures, periods and styles

#### Performance Standard

Students experience art from different cultures, periods and styles

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

**2.24** – Students appreciate creativity and the values of the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

### Core Content for Assessment:

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

### Demonstrators:

- Use art media, tools, techniques and processes
- Explore a variety of art forms in visual art
- Experience a variety of art forms in visual art from diverse cultures
- Express openness to differences and commonalities among diverse cultures

### Specific Activities:

- **AH-E-4.1.34** – Cultures: Early American (folk/Appalachian)

### Suggested Activities:

- Looking at art from different cultures around the world
- Identifying purpose in art

### Critical Vocabulary:

Culture, functional, non-functional, decorative, expressive (expresses emotions and ideas) narrative (describes and illustrates experiences)

## PRIMARY VISUAL ART: SECOND GRADE // ELEMENTS & PRINCIPLES OF DESIGN

### **PROGRAM OF STUDIES:**

#### **Performance Standard**

Students experience art with attention given to the elements of art. (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern)

#### **Performance Standard**

Students demonstrate an awareness of the elements of art and principles of design

#### **Performance Standard**

Students recognize elements of art and principles of design in two- and three-dimensional works of art

### **ACADEMIC EXPECTATION(S):**

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

### **Core Content for Assessment:**

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
AH-E-4.1.32 Art Elements – line, shape, form, texture and color (primary and secondary hue) and color groups (warm, cool neutral)  
*value, space*  
AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

### **Demonstrators:**

- Use art media, tools, techniques and processes
- Use drawing, painting, print-making, modelings, and constructing to communicate ideas and feelings
- Explore elements (space, line shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance)
- Create original visual art
- Discuss works of art using appropriate concepts and terminology

### **Specific Activities:**

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

### **Suggested Activities:**

- Have knowledge of all basic shapes
- Continue using a variety of lines – horizontal, vertical, diagonal, spiral, curve dot, zig, zag, wavy
- Properties of lines – fat, thin, long, short, colors, textures, value
- Identify textural differences
- Able to mix primary colors to create secondary colors
- Continue use of clay
- Weaving experience
- Developing patterns and designs

## PRIMARY VISUAL ART: SECOND GRADE // PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art

#### Performance Standard

Students experience a variety of media and processes used for creating works of art

#### Performance Standard

Students develop skills in a variety of media and processes used for creating works of art

#### Performance Standard

Students recognize and begin to understand a variety of media and processes used for creating works of art

#### Performance Standard

Students identify and use a variety of media and processes

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and other's artistic products and performances

### Core Content for Assessment:

AH-E-4.1.34 Describe a variety of media and art processes used to produce two- and three-dimensional artwork

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâché (used to produce artworks)

AH-E-4.1.36 Media – stone, wood, and metal (properties of media need to be known in order to respond to artworks)

AH-E-4.1.37 Art Processes – Two-dimensional drawing, painting and collage

AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving

AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art

### Demonstrators:

- Use art media, tools, techniques and processes  
Use drawing, painting, print-making, modelings, and constructing to communicate ideas and feelings
- Explore elements (space, line shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/graduation, dominance)
- Create original visual art
- Discuss works of art using appropriate concepts and terminology

**Specific Activities:**

- **AH-E-4.1.42** Use a variety of media and art processes to produce two-dimensional and three-dimensional artwork

**Suggested Activities:**

- Understanding use and care of paints
- Learning proper gluing and cutting techniques
- Experiencing simple clay construction
- Describing a variety of media and art processes
- Using crayon, pencil, paint, fabric, yarn, clay and paper to make art work
- Recognizing stone, wood and metal as artistic media
- Producing two-dimensional and three-dimensional works of art

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown)

## PRIMARY VISUAL ART: SECOND GRADE // HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore art from different cultures, periods and styles

#### Performance Standard

Students experience art from different cultures, periods and styles

#### Performance Standard

Students develop an awareness of different cultures, periods and styles

#### Performance Standard

Students recognize and begin to understand works of art as belonging to particular cultures, periods and styles

### ACADEMIC EXPECTATION(S):

**1.13** – Students make sense of ideas and communicate ideas with the visual arts

**2.24** – Students appreciate creativity and the values of the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

### Core Content for Assessment:

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

AH-E-4.2.34 Cultures -Native American

AH –E-4.2.36 Styles – Realistic, abstract

AH-E-4.2.37 Subject Matters – landscape, portrait, and still life

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modeling and constructing to communicate ideas and feelings
- Explore a variety of art forms in visual art
- Experience a variety of art forms in visual art from diverse cultures
- Express openness to differences and commonalities among diverse cultures
- Describe reaction to artworks using basic vocabulary
- Respond to the expressive qualities of visual art

### Specific Activities:

- **AH-E-4.2.34:** Cultures: Native American, Early American (folk/Appalachian)

### Suggested Activities:

- Looking at art from different cultures around the world
- Identifying purpose in art

### Critical Vocabulary:

Culture, functional, non-functional, decorative, expressive (expresses emotions and ideas) narrative (describes and illustrates experiences)

## PRIMARY VISUAL ART: THIRD GRADE // ELEMENTS & PRINCIPLES OF DESIGN

### PROGRAM OF STUDIES:

#### Performance Standard

Students experience art with attention given to the elements of art. (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern)

#### Performance Standard

Students demonstrate an awareness of the elements of art and principles of design

#### Performance Standard

Students recognize elements of art and principles of design in two- and three-dimensional works of art

#### Performance Standard

Students identify and use the elements of art and principles of design

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
AH-E-4.1.32 Art Elements – line, shape, form, texture and color (primary and secondary hue) and color groups (warm, cool neutral) *value, space*  
AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print-making, modelings, and constructing to communicate ideas and feelings
- Explore elements (space, line shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance)
- Create original visual art
- Discuss works of art using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in visual arts

### Specific Activities:

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

### Suggested Activities:

- Portrait drawing, self-portrait drawing, figure drawing
- Continue drawing shapes
- Continue weaving activities
- Introduce use of rulers as a drawing aid
- Continue use of clay
- Use symmetry in a variety of art projects
- Introduce simple perspective (overlapping, size, detail, value, position on the picture plane)
- Writing about elements of art: line, shape, form, texture, color, *value, space*
- Writing about principles of design: emphasis, pattern, balance, contrast

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, portrait, self-portrait

## PRIMARY VISUAL ART: THIRD GRADE // PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art

#### Performance Standard

Students experience a variety of media and processes used for creating works of art

#### Performance Standard

Students develop skills in a variety of media and processes used for creating works of art

#### Performance Standard

Students recognize and begin to understand a variety of media and processes used for creating works of art

#### Performance Standard

Students identify and use a variety of media and processes

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

AH-E-4.1.34 Describe a variety of media and art processes used to produce two-and three-dimensional artwork

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâché (used to produce artworks)

AH-E-4.1.36 Media – stone, wood, and metal (properties of media need to be known in order to respond to artworks)

AH-E-4.1.37 Art Processes – Two-dimensional drawing, painting and collage

AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving

AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art

### Demonstrators:

- Use art media, tools, techniques and processes.
- Use drawing, painting, print making, modelings, and constructing to communicate ideas and feelings
- Explore the elements and principles of art forms.
- Create original visual art
- Discuss works of art using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in visual arts
- Identify and express arts concepts in visual arts

**Specific Activities:**

- **AH-E-4.1.34** – Describe a variety of media and art processes used to produce two-dimensional and three dimensional artwork
- **AH-E-4.1.35** – Media: crayon, pencil, paint, fabric, yarn, clay, paper, paper-mache (used to produce artworks)
- **AH-E-4.1.36** – Media: stone, wood, and metal (properties of media need to be known in order to respond to artworks)
- **AH-E-4.1.37** – Art processes: two-dimensional – drawing, painting and collage
- **AH-E-4.1.38** – Art processes: three-dimensional – pottery, sculpture and weaving
- **AH-E-4.1.39** – Analyze how an artist uses various media and processes to communicate meaning in a work of art

**Suggested Activities:**

- Understanding use and care of paints
- Learning proper gluing and cutting techniques
- Experiencing simple clay construction
- Describing a variety of media and art processes
- Using crayon, pencil, paint, fabric, yarn, clay and paper to make art work
- Recognizing stone, wood and metal as artistic media
- Producing two-dimensional and three-dimensional works of art
- Use pottery, weaving and sculpture to produce three-dimensional art
- Discuss personal and others' works of art
- Describe in writing a variety of media used to produce two- and three-dimensional artworks

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, portrait, self-portrait, pottery, sculpture, weaving

## PRIMARY VISUAL ART: THIRD GRADE // HISTORICAL/CULTURAL CONTEXT

### PROGRAM OF STUDIES:

#### Performance Standard

Students explore art from different cultures, periods and styles

#### Performance Standard

Students experience art from different cultures, periods and styles

#### Performance Standard

Students develop an awareness of different cultures, periods and styles

#### Performance Standard

Students recognize and begin to understand works of art as belonging to particular cultures, periods and styles

#### Performance Standard

Students identify works of art from particular cultures, periods and styles

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

**2.23** - Students analyze their own and others' artistic products and performances

**2.24** - Students appreciate creativity and the values of the arts and humanities

**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

**2.26** - Students recognize differences and commonalities in the human experience through their productions, performances and interpretations

### Core Content for Assessment:

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

AH-E-4.2.34 Cultures -Native American, Early American (folk/Appalachian), west African (Ivory Coast)

AH –E-4.2.36 Styles – Realistic, abstract

AH-E-4.2.37 Subject Matters – landscape, portrait, and still life

### Demonstrators:

- Explore a variety of artistic styles and forms in visual arts
- Experience a variety of art forms from diverse cultures
- Create original visual art
- Describe reaction to artworks and performances using basic vocabulary
- Express openness to differences and commonalities among diverse cultures
- Communicate recognition of the diversity of art forms and structures in visual arts
- Respond to the expressive qualities of visual arts
- Recognize and demonstrate arts concepts used to describe feelings
- Recognize the role of the artist in visual art

**Specific Activities:**

- **AH-E-4.2.34** - Cultures: Native American, Early American (folk/Appalachian), West African, (Ivory Coast)
- **AH-E-4.2.36** - Styles: realistic, abstract, non-objective
- **AH-E-4.2.37** – Subject Matters: landscape, portrait and still life

**Suggested Activities:**

- Looking at and writing about art from different cultures around the world
- Identifying and writing about purpose in art
- Recognize and writing about styles: realistic and abstract
- Recognize and writing about subject matters: landscape, portrait and still life
- Identifying and writing about commonalities and differences between Native American, Early American and West African Art

**Critical Vocabulary:**

Culture, functional, non-functional, decorative, expressive (expresses emotions and ideas) narrative (describes and illustrates experiences), realistic, abstract, landscape, portrait, still life

**INTERMEDIATE VISUAL ART: FOURTH GRADE //**  
**ELEMENTS & PRINCIPLES OF DESIGN**

**PROGRAM OF STUDIES:**

**Performance Standard**

Students use appropriate terminology to describe the functions of the elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern)

**Performance Standard**

Students create works of art using the elements of art and principles of design

**Performance Standard**

Students compare and contrast visual works of art

**ACADEMIC EXPECTATION(S):**

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

**Core Content for Assessment:**

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
 AH-E-4.1.32 Art Elements – line, shape, form, texture and color. (primary and secondary hues) and color groups (warm, cool, neutral) *value, space*  
 AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

**Demonstrators:**

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings
- Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works
- Express an idea, image, or pattern utilizing elements and principles of design
- Observe and explore a variety of artistic styles and forms in visual arts
- Discuss works of art using appropriate concepts and terminology
- Create original visual art
- Produce individual and group works of art.
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from visual art and architecture
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts

**Demonstrators Continued:**

- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

**Specific Activities:**

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

**Suggested Activities:**

- Identify and use and write about the elements of art
- Use the principles of design to organize the elements of art
- Write about the use of the principles of design
- Describe and analyze works of art in writing using appropriate terminology
- Draw objects using shading and overlapping
- Draw three-dimensional forms, natural or geometric
- Mix paint to make a color wheel
- Use a variety of clay processes, pinch, slab, coil
- Continue print making
- Have a basic understanding of weaving techniques

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, landscape, portrait, self-portrait, still-life, pottery, sculpture, weaving, emphasis, focal point, pattern, balance (symmetry) contrast (light/dark)

## INTERMEDIATE VISUAL ART: FOURTH GRADE // PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students use a variety of media (crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche,) and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art

#### Performance Standard

Students describe how media and processes are used for creating a variety of art works

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

AH-E-4.1.34 Describe a variety of media and art processes used to produce two-and three-dimensional artwork

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche (used to produce artworks)

AH-E-4.1.36 Media – stone, wood, and metal (properties of media need to be known in order to respond to artworks)

AH-E-4.1.37 Art Processes – Two-dimensional drawing, painting and collage

AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving

AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings
- Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works
- Express an idea, image, or pattern utilizing elements and principles of design
- Observe and explore a variety of artistic styles and forms in visual arts
- Discuss works of art using appropriate concepts and terminology
- Create original visual art
- Produce individual and group works of art.
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from visual art and architecture
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts

**Demonstrators Continued:**

- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

**Specific Activities:**

- **AH-E-4.1.34** – Describe a variety of media and art processes used to produce two-dimensional and three dimensional artwork
- **AH-E-4.1.35** – Media: crayon, pencil, paint, fabric, yarn, clay, paper, paper-mache (used to produce artworks)
- **AH-E-4.1.36** – Media: stone, wood, and metal (properties of media need to be known in order to respond to artworks)
- **AH-E-4.1.37** – Art processes: two-dimensional – drawing, painting and collage
- **AH-E-4.1.38** – Art processes: three-dimensional – pottery, sculpture and weaving
- **AH-E-4.1.39** – Analyze how an artist uses various media and processes to communicate meaning in a work of art

**Suggested Activities:**

- Identify, use and write about the elements of art
- Use the principles of design to organize the elements of art
- Write about the use of the principles of design
- Describe and analyze works of art in writing using appropriate terminology
- Draw objects using shading and overlapping
- Draw three-dimensional forms, natural or geometric
- Mix paint to make a color wheel
- Use a variety of clay processes, pinch, slab, coil
- Continue print making
- Have a basic understanding of weaving techniques

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, portrait, self-portrait, pottery, sculpture, weaving, drawing, painting

**INTERMEDIATE VISUAL ART: FOURTH GRADE //  
HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**

**Performance Standard**

Students use appropriate terminology to describe art works from different cultures, periods, and styles

**Performance Standard**

Students recognize that artists express themselves in different styles

**Performance Standard**

Students identify various purposes for creating works of art

**Performance Standard**

Students describe the role of visual arts in different cultures

**ACADEMIC EXPECTATION(S):**

**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others’ artistic products and performances

**2.24** – Students appreciate creativity and the values of the arts and humanities

**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances and interpretations

**Core Content for Assessment:**

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

AH-E-4.2.33 Identify the role of visual arts in different cultures

AH-E-4.2.34 Cultures –Native American, Early American (folk/Appalachian), West African (Ivory coast)

AH –E-4.2.36 Styles – Realistic, abstract, non-objective

AH-E-4.2.37 Subject Matters – landscape, portrait, and still life

**Demonstrators:**

- Observe, experience and explore a variety of artistic styles and forms in visual arts
- Identify and express arts concepts in visual arts
- Describe reaction to artworks and performances using basic vocabulary
- Recognize the role of the artist in visual arts
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of visual art
- Respond to the expressive qualities of visual arts
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of visual arts from diverse cultures
- Examine the effects of time, place, and personality on art forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings

	<p><b>Demonstrators Continued:</b></p> <ul style="list-style-type: none"> <li>• Begin to formulate personal values based on the perception and reaction to the expressive qualities of visual art</li> <li>• Evaluate personal artistic creations and those of others using appropriate vocabulary</li> <li>• Reflect on, interpret, and revise own work and/or works of others in visual arts</li> </ul>
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<p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>AH-E-4.2.31</b> – Identify various purposes for creating works of art</li> <li>• <b>AH-E-4.2.32</b> – Purposes of Art: expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)</li> <li>• <b>AH-E-4.2.33</b> – Identify the role of visual arts in different cultures</li> <li>• <b>AH-E-4.2.34</b> – Cultures: Native American, Early American (folk/Appalachian), West African (Ivory Coast)</li> <li>• <b>AH-E-4.2.35</b> – Recognize that artists choose to express themselves in different styles and subject matters</li> <li>• <b>AH-E-4.2.36</b>- Styles: realistic, abstract, non-objective</li> <li>• <b>AH-E-4.2.37</b> – Subject Matters: landscape, portrait and still life</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Recognize and create abstract, realistic and non-objective works of art</li> <li>• Recognize and create landscapes, portraits and still-lives</li> <li>• Recognize and create expressive, narrative and functional works of art</li> <li>• Recognize similarities and differences between Native American, Early American and West African styles</li> <li>• Create works in the style of Native American, Early American and West African art</li> <li>• Write about abstract, realistic and non-objective works of art</li> <li>• Write about landscapes, portraits and still-lives</li> <li>• Write about the purposes or art, including expressive, narrative and functional.</li> <li>• Write about similarities and differences between Native American, Early American and West African styles of art</li> </ul>
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<p><b>Critical Vocabulary:</b>  Culture, functional, non-functional, decorative, expressive (expresses emotions and ideas) narrative (describes and illustrates experiences), realistic, abstract, landscape, portrait, still life</p>
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**INTERMEDIATE VISUAL ART: FIFTH GRADE //**  
**ELEMENTS & PRINCIPLES OF DESIGN**

**PROGRAM OF STUDIES:**

**Performance Standard**

Students will express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) and principles of design (balance, emphasis, pattern)

**Performance Standard**

Students will analyze how elements of art and principles of design are used in a variety of art works

**Performance Standard**

Students will reflect on, interpret, and revise own works of art and/or works of others

**Performance Standard**

Students will use appropriate terminology to evaluate personal artistic creations and those of others

**ACADEMIC EXPECTATION(S):**

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

**Core Content for Assessment:**

AH-E-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)  
AH-E-4.1.32 Art Elements – line, shape, form, texture and color. (primary and secondary hues) and color groups (warm, cool, neutral) *value, space*  
AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

**Demonstrators:**

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings
- Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works
- Express an idea, image, or pattern utilizing elements and principles of design
- Observe and explore a variety of artistic styles and forms in visual arts
- Discuss works of art using appropriate concepts and terminology
- Create original visual art
- Produce individual and group works of art.
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from visual art and architecture
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts

**Demonstrators Continued:**

- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

**Specific Activities:**

- **AH-E-4.1.41** – Create artwork using the elements of art and principles of design

**Suggested Activities:**

- Identify, use and write about the elements of art
- Use the principles of design to organize the elements of art
- Write about the use of the principles of design
- Describe and analyze works of art in writing using appropriate terminology
- Draw objects using shading and overlapping
- Draw three-dimensional forms, natural or geometric
- Mix paint to make a color wheel
- Use a variety of clay processes, pinch, slab, coil
- Continue print making
- Utilize more advanced weaving techniques
- Introduce contour drawing
- Understand additive and subtractive methods of sculpture
- Develop a basic understanding of shades and tints
- Recognize radial balance

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, pattern, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, landscape, portrait, self-portrait, still-life, pottery, sculpture, weaving, emphasis, focal point, pattern, balance (symmetry) contrast (light/dark)

## INTERMEDIATE VISUAL ART: FIFTH GRADE // PROCESSES AND MEDIA

### PROGRAM OF STUDIES:

#### Performance Standard

Students use a variety of media (crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche,) and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art

#### Performance Standard

Students describe how media and processes are used for creating a variety of art works

#### Performance Standard

Students will analyze how responses to personal works of art and the works of others are influenced by various media and processes

### ACADEMIC EXPECTATION(S):

**1.13** – Students construct meaning and/or communicate ideas and emotions through the visual arts

**2.22** – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

**2.23** – Students analyze their own and others' artistic products and performances

### Core Content for Assessment:

AH-E-4.1.34 Describe a variety of media and art processes used to produce two-and three-dimensional artwork

AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche (used to produce artworks)

AH-E-4.1.36 Media – stone, wood, and metal (properties of media need to be known in order to respond to artworks)

AH-E-4.1.37 Art Processes – Two-dimensional drawing, painting and collage

AH-E-4.1.38 Art Processes – Three-dimensional pottery, sculpture and weaving

AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art

### Demonstrators:

- Use art media, tools, techniques and processes
- Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings
- Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, transition/gradation, dominance/subordination, harmony, unity) of design in visual works
- Express an idea, image, or pattern utilizing elements and principles of design
- Observe and explore a variety of artistic styles and forms in visual arts
- Discuss works of art using appropriate concepts and terminology
- Create original visual art
- Produce individual and group works of art
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from visual art and architecture
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts

**Demonstrators Continued:**

- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

**Specific Activities:**

- **AH-E-4.1.34** – Describe a variety of media and art processes used to produce two-dimensional and three dimensional artwork
- **AH-E-4.1.35** – Media: crayon, pencil, paint, fabric, yarn, clay, paper, paper-mache (used to produce artworks)
- **AH-E-4.1.36** – Media: stone, wood, and metal (properties of media need to be known in order to respond to artworks)
- **AH-E-4.1.37** – Art processes: two-dimensional – drawing, painting and collage
- **AH-E-4.1.38** – Art processes: three-dimensional – pottery, sculpture and weaving
- **AH-E-4.1.39** – Analyze how an artist uses various media and processes to communicate meaning in a work of art

**Suggested Activities:**

- Identify, use and write about the elements of art
- Use the principles of design to organize the elements of art
- Write about the use of the principles of design
- Describe and analyze works of art in writing using appropriate terminology
- Draw objects using shading and overlapping
- Draw three-dimensional forms, natural or geometric
- Mix paint to make a color wheel
- Use a variety of clay processes, pinch, slab, coil
- Continue print making
- Have a basic understanding of weaving techniques

**Critical Vocabulary:**

Line, shape (2-D), texture, form (3-D), color, *space*, balance, contrast (light/dark), *value* (*lightness or darkness of a color or neutral*), hue/color primary (red, yellow, blue), secondary (green, orange, violet), warm colors, (red, orange, yellow), cool colors (blue, green, violet) neutrals (black, white, gray, brown), foreground, middle ground background, complementary colors, intermediate colors, symmetry, overlap, detail, portrait, self-portrait, pottery, sculpture, weaving, drawing, painting

**INTERMEDIATE VISUAL ART: FIFTH GRADE //**  
**HISTORICAL/CULTURAL CONTEXT**

**PROGRAM OF STUDIES:**

**Performance Standard**

Students will examine the effects of time, place and purpose on art forms

**Performance Standard**

Students will investigate and communicate the differences and commonalities in visual artistic expressions from diverse cultures and periods

**Performance Standard**

Students will demonstrate through products forms of art from diverse cultures

**Performance Standard**

Students will create products that demonstrate forms of art from diverse cultures

**ACADEMIC EXPECTATION(S):**

**2.22** – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

**2.23** – Students analyze their own and others’ artistic products and performances

**2.24** – Students appreciate creativity and the values of the arts and humanities

**2.25** – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities

**2.26** – Students recognize differences and commonalities in the human experience through their productions, performances and interpretations

**Core Content for Assessment:**

AH-E-4.2.31 Identify various purposes for creating works of art

AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)

AH-E-4.2.33 Identify the role of visual arts in different cultures

AH-E-4.2.34 Cultures –Native American, Early American (folk/Appalachian), West African (Ivory coast)

AH –E-4.2.36 Styles – Realistic, abstract, non-objective

AH-E-4.2.37 Subject Matters – landscape, portrait, and still life

**Demonstrators:**

- Observe, experience and explore a variety of artistic styles and forms in visual arts
- Identify and express arts concepts in visual arts
- Describe reaction to artworks and performances using basic vocabulary
- Recognize the role of the artist in visual arts
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of visual art
- Respond to the expressive qualities of visual arts
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of visual arts from diverse cultures
- Examine the effects of time, place, and personality on art forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings

	<p><b>Demonstrators Continued:</b></p> <ul style="list-style-type: none"> <li>• Begin to formulate personal values based on the perception and reaction to the expressive qualities of visual art</li> <li>• Evaluate personal artistic creations and those of others using appropriate vocabulary</li> <li>• Reflect on, interpret, and revise own work and/or works of others in visual arts</li> </ul>
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<p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>AH-E-4.2.31</b> – Identify various purposes for creating works of art</li> <li>• <b>AH-E-4.2.32</b> – Purposes of Art: expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)</li> <li>• <b>AH-E-4.2.33</b> – Identify the role of visual arts in different cultures</li> <li>• <b>AH-E-4.2.34</b> – Cultures: Native American, Early American (folk/Appalachian), West African (Ivory Coast)</li> <li>• <b>AH-E-4.2.35</b> – Recognize that artists choose to express themselves in different styles and subject matters</li> <li>• <b>AH-E-4.2.36</b>- Styles: realistic, abstract, non-objective</li> <li>• <b>AH-E-4.2.37</b> – Subject Matters: landscape, portrait and still life</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Recognize and create abstract, realistic and non-objective works of art</li> <li>• Recognize and create landscapes, portraits and still-lives</li> <li>• Recognize and create expressive, narrative and functional works of art</li> <li>• Recognize similarities and differences between Native American, Early American and West African styles</li> <li>• Create works in the style of Native American, Early American and West African art</li> <li>• Write about abstract, realistic and non-objective works of art</li> <li>• Write about landscapes, portraits and still-lives</li> <li>• Write about the purposes or art, including expressive, narrative and functional.</li> <li>• Write about similarities and differences between Native American, Early American and West African styles of art</li> </ul>
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<p><b>Critical Vocabulary:</b>  Culture, functional, non-functional, decorative, expressive (expresses emotions and ideas) narrative (describes and illustrates experiences), realistic, abstract, landscape, portrait, still life</p>
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