



Diocese of Raleigh Catholic Schools

7200 Stonehenge Drive
Raleigh, NC 27613

www.dioceseofraleigh.org

Visual Arts K-8 Standards Diocese of Raleigh

May 2016

THE DIOCESE OF RALEIGH MISSION OF THE CATHOLIC SCHOOLS

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown-up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis
{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}

VISUAL ARTS 2016

Philosophy

Providing opportunities for children to explore, touch, see, hear, discuss and share allows for the outpouring of the gifts God has provided for all of us. Through the arts, students are able to gain awareness and understanding of their own cultural heritage as well as the vast global community. The visual arts program seeks to open students’ souls to the pure creative energy in all of life and instill confidence in the use of God given talents. When we open ourselves to all that has been offered to us, we open ourselves to God.

PREFACE

These guidelines contain three levels of goals:

Kindergarten - Grade 2

Grade 3 - Grade 5

Grade 6 - Grade 8

STRUCTURE
Overarching Strands
Achievement Standards
Grade Level Goals

Overarching Strands:

Visual Literacy and Expression [VLE]

- Encourages students to apply God’s gifts of creativity and critical thinking through artistic expressions. VLE relates to the language of art, how it is organized and used as a means of communication. Visual Literacy uses the language of art to communicate artistic ideas, concepts and personal expressions. These guidelines include an understanding of how the Elements of Art and Principles of Design are used to assist in these discoveries.

Critical Response and Reflection [CRR]

- Students will use critical analysis to generate responses to a variety of prompts. To achieve this, they will use critical analysis to respond using different modalities. CRR encourages the use of skills such as observing, analyzing, interpreting, suggestion, and reflection their own personal art and creative pieces from others.

Connections, Relationships and Appreciation [CRA]

- Students will understand and connect the global, historical, societal, and cultural contexts of the visual arts including those in our Catholic faith. They will understand connections with skills and concepts learned in art that can be applied in other content areas. Gaining appreciation and understanding that connections, relationships and appreciation of art, as well as the historical basis of art as it relates to our Catholic Faith are based on personal, cultural and historical contexts.

Curriculum aligned to North Carolina Essential Standards

Universal Design for Learning (UDL)

Along with Overarching Strands and Achievement Standards, you will find Grade Level Goals. The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself - to become expert learners. Using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal.

Curriculum Revision Team:

- John Bell, St. Peter Catholic School - Greenville
- Tara Girolimon, St. Michael the Archangel Catholic School - Cary
- Cindi Messina, Our Lady of Lourdes and St. Raphael Catholic Schools - Raleigh
- Kimberly Browning, Assistant Superintendent

	Strand Visual Literacy and Expression	K-2
Achievement Standard VLE.1: Use the language of visual arts to communicate artistic concepts and ideas.		
Kindergarten	1st Grade	2nd Grade
K.VLE 1.1: Use appropriate art vocabulary when discussing media, processes, or images in art.	1.VLE 1.1: Use appropriate art vocabulary when discussing media, processes, or images in art.	2.VLE 1.1: Use appropriate art vocabulary when discussing media, processes, or images in art.
K.VLE 1.2: Express ideas through creating original art.	1.VLE 1.2: Express ideas through creating original art.	2.VLE 1.2: Express and explain ideas through creating original art.
K.VLE 1.3: Understand and communicate the characteristics of the Elements of Art, which includes lines, shapes, colors, and textures.	1.VLE 1.3: Understand and communicate the characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.	2.VLE 1.3: Understand and communicate the characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
K.VLE 1.4: Recognize various symbols and themes encountered in daily life.	1.VLE 1.4: Recognize and communicate that symbols, subjects, or themes are works of expressions of others.	2.VLE 1.4: Understand and express the “story” in works of art.
K.VLE 1.5: Recognize characteristics of the Principles of Design, including repetition and contrast.	1.VLE 1.5: Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.	2.VLE 1.5: Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

Achievement Standard VLE.2: Apply God’s gifts of creativity and critical thinking through artistic expressions.		
K.VLE 2.1: Recognize that artists may view or interpret art differently.	1.VLE 2.1: Recognize that artistic problems have multiple solutions.	2.VLE 2.1: Understand that artistic problems have multiple solutions.
K.VLE 2.2: Use sensory exploration as a source of imagery.	1.VLE 2.2: Use sensory observations of your environment as a source of imagery.	2.VLE 2.2: Use personal point of view of the environment as a source of imagery.
K.VLE 2.3: Create original art from personal interpretation and uniqueness.	1.VLE 2.3: Create art from imaginary sources of inspiration.	2.VLE 2.3: Create art from real and imaginary sources of inspiration.
Achievement Standard VLE.3: Create art using a variety of tools, media, and processes, safely and appropriately.		
K.VLE 3.1: Use a variety of tools safely and appropriately to create art.	1.VLE 3.1: Use a variety of tools safely and appropriately to create art.	2.VLE 3.1: Use a variety of tools safely and appropriately to create art.
K.VLE 3.2: Use a variety of media to create art.	1.VLE 3.2: Execute control of a variety of media.	2.VLE 3.2: Recognize characteristics of a variety of media.
K.VLE 3.3: Use a variety of media and processes to create art.	1.VLE 3.3: Use a variety of media and processes to create art.	2.VLE 3.3: Use a variety of media and processes to create art.

	Strand Connections, Relationships and Appreciation	K-2
Achievement Standard CRA.1: Understand the global, historical, societal, and cultural contexts of the visual arts including those in our Catholic faith.		
Kindergarten	1st Grade	2nd Grade
K.CRA 1.1: Use visual arts to illustrate how people express themselves differently.	1.CRA 1.1: Recognize how visual arts are used in customs and traditions of various cultures.	2.CRA 1.1: Exemplify visual arts representing the heritage, customs, and traditions of various cultures, especially those within our Church.
K.CRA 1.2: Recognize that art can depict something from the past (long ago) or present (today).	1.CRA 1.2: Identify images in art as depicting something old (historic) or new (contemporary).	2.CRA 1.2: Recognize that works of art represent specific time periods.
K.CRA 1.3: Recognize key components in works of art from different artists, styles, or movements.	1.CRA 1.3: Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.	2.CRA 1.3: Explore various movements in art and the artists that represent them.
K.CRA 1.4: Introduce art from different cultures.	1.CRA 1.4: Understand how art represents different cultures.	2.CRA 1.4: Compare art from various cultures.

Achievement Standard CRA.2: Understand the interdisciplinary connections and life applications of the visual arts		
K.CRA 2.1: Identify examples of functional objects of art in the immediate environment, including home and school.	1.CRA 2.1: Identify the role of functional art in various communities around the world.	2.CRA 2.1: Recognize the impact of regional differences on the production of art.
K.CRA 2.2: Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.	1.CRA 2.2: Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.	2.CRA 2.2: Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
K.CRA 2.3: Understand that artists sometimes share materials and ideas (collaboration).	1.CRA 2.3: Differentiate between sharing ideas and copying.	2.CRA 2.3: Recognize that some artists work in teams to create art.

	Strand Critical Response and Reflection	K-2
Achievement Standard CRR.1: Use critical analysis to generate responses to a variety of prompts.		
Kindergarten	1st Grade	2nd Grade
K.CRR 1.1: Identify the lines, colors, and shapes in works of art.	1.CRR 1.1: Use appropriate art terminology to express personal opinions about art.	2.CRR 1.1: Use art terminology to describe art in terms of subject and physical characteristics.
K.CRR 1.2: Explain personal art in terms of media and process.	1.CRR 1.2: Explain how and why personal works of art are made, focusing on media and processes.	2.CRR 1.2: Reflect upon and evaluate personal work, while in progress and at completion.

	Strand Visual Literacy and Expression	3-5
Achievement Standard VLE.1: Use the language of visual arts to communicate artistic concepts and ideas.		
3rd Grade	4th Grade	5th Grade
3.VLE 1.1: Use art vocabulary, including specific artistic terms.	4.VLE 1.1: Use appropriate art vocabulary to compare artists' styles.	5.VLE 1.1: Use appropriate art vocabulary to describe art movements.
3.VLE 1.2: Understand that artists use their art to express personal ideas.	4.VLE 1.2: Apply personal choices while creating art.	5.VLE 1.2: Create art that reflects personal voice and choice.
3.VLE 1.3: Identify themes from masters' works, including art of the Church.	4.VLE 1.3: Infer meaning from art.	5.VLE 1.3: Classify works of art in terms of whether they are realistic, abstract, or non-objective.
3.VLE 1.4: Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space and value.	4.VLE 1.4: Understand how the Elements of Art are used to develop a composition.	5.VLE 1.4: Understand the relationship between the Elements of Art and the Principles of Design.
3.VLE 1.5: Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.	4.VLE 1.5: Understand how the Principles of Design work in relation to each other.	5.VLE 1.5: Apply the Principles of Design in creating compositions.

Achievement Standard VLE.2: Apply God’s gifts of creativity and critical thinking through artistic expressions.		
3.VLE 2.1: Create art through a process that includes generating ideas, planning solutions, and producing original art.	4.VLE 2.1: Identify different successful solutions to artistic problems.	5.VLE 2.1: Evaluate solutions to artistic problems, including their effectiveness.
3.VLE 2.2: Use personal point of view and experiences as sources for creating art.	4.VLE 2.2: Use ideas and imagery from our world as sources for creating art.	5.VLE 2.2: Use ideas and imagery from the global environment as sources for creating art.
3.VLE 2.3: Create art from realistic sources of inspiration.	4.VLE 2.3: Create abstract art that expresses ideas.	5.VLE 2.3: Create realistic, imaginative, abstract, and non-objective art.
Achievement Standard VLE.3: Create art using a variety of tools, media, and processes, safely and appropriately.		
3.VLE 3.1: Understand how a single tool can be manipulated in multiple ways, safely and appropriately.	4.VLE 3.1: Apply a variety of methods of manipulating a single tool, safely and appropriately.	5.VLE 3.1: Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.
3.VLE 3.2: Use a variety of media and processes with refined skills to create original art.	4.VLE 3.2: Compare characteristics of a variety of media, while creating original art.	5.VLE 3.2: Choose appropriate media for the creation of original art.

	Strand Connections, Relationships and Appreciation	3-5
Achievement Standard CRA.1: Understand the global, historical, societal, and cultural contexts of the visual arts including those in our Catholic faith.		
3rd Grade	4th Grade	5th Grade
3.CRA 1.1: Exemplify how visual arts are used by various groups of artists in the community.	4.CRA 1.1: Understand how the visual arts are reflected in the cultures, traditions, and history.	5.CRA 1.1: Understand how the visual arts have affected, and are reflected in, our culture, traditions, and history.
3.CRA 1.2: Understand how art reflects culture.	4.CRA 1.2: Recognize key contributions of North Carolina artists in art history.	5.CRA 1.2: Understand the role of artists through history, their cultural contributions, and their potential impact on the future.
3.CRA 1.3: Classify artists, styles, and movements.	4.CRA 1.3: Classify artists in terms of styles, genre, and/or movements.	5.CRA 1.3: Classify artists in terms of styles, genre, and/or movements.

3.CRA 1.4: Compare purposes of art in different cultures, time periods, and societies.	4.CRA 1.4: Explain how place and time influence ideas, issues, and themes found in art.	5.CRA 1.4: Explain how traditions and values influence ideas, issues, and themes found in art.
3.CRA 1.5: Use local, natural, or recycled resources to create art.	4.CRA 1.5: Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.	5.CRA 1.5: Analyze the effect of the geographic location and physical environment on the media and subject matter of art and artists.
Achievement Standard CRA.2: Understand the interdisciplinary connections and life applications of the visual arts.		
3.CRA 2.1: Understand how artists fit or function within a society.	4.CRA 2.1: Identify how artists can use their art to benefit a variety of local communities, i.e. schools, parishes, or local organizations.	5.CRA 2.1: Analyze the relationship between arts and daily life in product design, print, and digital media.
3.CRA 2.2: Understand the connections between other disciplines and the visual arts.	4.CRA 2.2: Apply skills and concepts learned in other disciplines to work in the visual arts.	5.CRA 2.2: Exemplify how information and skills learned in art can be applied in other disciplines.
3.CRA 2.3: Use appropriate collaborative skills to create a work of art.	4.CRA 2.3: Understand individual roles, while applying collaborative skills in creating art.	5.CRA 2.3: Understand the balance of individual roles and collaborative skills to create art.
3.CRA 2.4: Understand how visual arts has changed and remained the same, with changes in digital media.	4.CRA 2.4: Explain the effect of technology on the way products look and how they are created.	5.CRA 2.4: Interpret visual images from media sources and the immediate environment.

	Strand Critical Response and Reflection	3-5
Achievement Standard CRR.1: Use critical analysis to generate responses to a variety of prompts.		
3rd Grade	4th Grade	5th Grade
3.CRR 1.1: Analyze art in terms of the Elements of Art and Principles of Design.	4.CRR 1.1: Use visual clues to interpret the content of art.	5.CRR 1.1: Evaluate art through the application of art concepts and vocabulary.
3.CRR 1.2: Evaluate the compositional and expressive qualities of personal works of art.	4.CRR 1.2: Critique personal art based on teacher-established criteria.	5.CRR 1.2: Critique personal art based on established criteria and expressive qualities.

	Strand Visual Literacy and Expression	6-8
Achievement Standard VLE.1: Use the language of visual arts to communicate artistic concepts and ideas.		
6th Grade	7th Grade	8th Grade
6.VLE 1.1: Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.	7.VLE 1.1: Use art vocabulary to analyze art.	8.VLE 1.1: Use vocabulary to evaluate art.
6.VLE 1.2: Understand how the Elements of Art can aid in the planning and creation of personal art.	7.VLE 1.2: Understand how the Principles of Design aid in the planning and creating of personal art.	8.VLE 1.2: Apply the Elements of Art and Principles of Design in the planning and creation of personal art.
6.VLE 1.3: Identify artists' styles.	7.VLE 1.3: Identify themes in art, including art which is influenced by the Catholic Church.	8.VLE 1.3: Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.
6.VLE 1.4: Recognize how artists use the Elements of Art and Principles of Design in creating art.	7.VLE 1.4: Understand the relationship between the Elements of Art and the Principles of Design.	8.VLE 1.4: Understand the relationship between the Elements of Art and the Principles of Design.

<p>Achievement Standard VLE.2: Apply God’s gifts of creativity and critical thinking through artistic expressions.</p>		
<p>6.VLE 2.1: Generate solutions to artistic problems.</p>	<p>7.VLE 2.1: Evaluate solutions to artistic problems.</p>	<p>8.VLE 2.1: Create art that uses the best solutions to identified problems.</p>
<p>6.VLE 2.2: Observe the immediate environment in order to create original imagery.</p>	<p>7.VLE 2.2: Observe the environment and reflect on personal experiences in order to create original imagery.</p>	<p>8.VLE 2.2: Apply observation skills and personal experiences to create original art.</p>
<p>6.VLE 2.3: Understand that original imagery is a means of self-expression used to communicate ideas and feelings.</p>	<p>7.VLE 2.3: Create original art emphasizing selected elements and principles to express ideas or feelings.</p>	<p>8.VLE 2.3: Create original art that expresses one or more ideas or feelings.</p>
<p>Achievement Standard VLE.3: Create art using a variety of tools, media, and processes, safely and appropriately.</p>		
<p>6.VLE 3.1: Use tools and media appropriately to maintain a safe and orderly work space.</p>	<p>7.VLE 3.1: Apply safety knowledge to maintain a safe and orderly personal work space.</p>	<p>8.VLE 3.1: Apply knowledge of safety and media to maintain and take care of the work space and art.</p>
<p>6.VLE 3.2: Create art using a variety of 2-D and 3-D media, including current technology.</p>	<p>7.VLE 3.2: Compare media in order to choose the best option for creating art.</p>	<p>8.VLE 3.2: Use a variety of media to create art.</p>

<p>6.VLE 3.3: Create art in different media using various techniques and processes.</p>	<p>7.VLE 3.3: Compare techniques and processes for creating art.</p>	<p>8.VLE 3.3: Evaluate techniques and processes to select appropriate methods for creating art.</p>
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	Strand Connections, Relationships and Appreciation	6-8
Achievement Standard CRA.1: Understand the global, historical, societal, and cultural contexts of the visual arts including those in our Catholic faith.		
6th Grade	7th Grade	8th Grade
6.CRA 1.1: Understand the visual arts in relation to geography, history, and culture.	7.CRA 1.1: Enhance understanding of the relationship of the visual arts to geography, history, and culture.	8.CRA 1.1: Enhance understanding of the relationship of the visual arts to our Catholic Identity.
6.CRA 1.2: Understand art from historical periods in terms of style, subject matter, and movements.	7.CRA 1.2: Analyze art from historical periods in terms of style, subject matter, and movements.	8.CRA 1.2: Interpret art from historical periods in terms of style, subject matter, and movements.
6.CRA 1.3: Study the effect of geographic location and physical environment on the media and subject matter of art.	7.CRA 1.3: Analyze the effect of geographical location and physical environment on the media and subject matter of art.	8.CRA 1.3: Interpret the effect of geographic location and physical environment on the media and subject matter of art.

Achievement Standard CRA.2: Understand the interdisciplinary connections and life applications of the visual arts.		
6.CRA 2.1: Exemplify how skills and concepts developed in art are part of, and can be applied to daily life.	7.CRA 2.1: Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.	8.CRA 2.1: Identify abilities and interests acquired in art that can be applied in other careers.
6.CRA 2.2: Understand the connections between art and other disciplines.	7.CRA 2.2: Select skills and information needed from other disciplines to solve artistic problems.	8.CRA 2.2: Analyze skills and information needed from visual arts to solve problems in art and other disciplines.
6.CRA 2.3: Understand how collaborative planning is used to create art.	7.CRA 2.3: Implement collaborative planning and art skills to solve problems.	8.CRA 2.3: Use collaboration to arrive at effective solutions to identified problems.
6.CRA 2.4: Understand the role of art in creating digital images, technological products, and design.	7.CRA 2.4: Interpret visual images from media sources and the immediate environment through the context of art.	8.CRA 2.4: Exemplify the use of visual images from media sources and technological products to communicate in artistic contexts.

	Strand Critical Response and Reflection	6-8
Achievement Standard CRR.1: Use critical analysis to generate responses to a variety of prompts.		
6th Grade	7th Grade	8th Grade
6.CRR 1.1:Generate responses to art using personal preferences, prior knowledge, and relationship to self.	7.CRR 1.1: Generate responses to art using both personal and formal criteria. i.e. relationship with Catholic Church.	8.CRR 1.1: Use convincing and logical arguments to respond to art.
6.CRR 1.2: Use formative evaluations, self-evaluation strategies, and results to improve the quality of art.	7.CRR 1.2: Implement formative and summative evaluations of personal art.	8.CRR 1.2: Critique personal art based on identified criteria.

Diocese of Raleigh Visual Arts Resources

Ackland Museum of Art

The Ackland's collection provides ample opportunities for rich investigation of specific artistic traditions and cultures, as well as a remarkable range of ideas and values that may be associated with them. The materials and programs you find within are designed to help you and your students apply your interest, knowledge, and personal experiences to works of art, and to find resonance, more questions, and continuing interest in the process.

<http://ackland.org/education/>

North Carolina Museum of Art

With gallery tours, professional development workshops, and online resources, teachers and their students can explore and enjoy the Museum, both in the galleries and in the classroom. The NCMA offers a variety of programs and resources, onsite and statewide, to help you teach in and through the arts.

<http://ncartmuseum.org/>

The Nasher Museum of Art at Duke University

The museum is dedicated to an innovative approach, and presents collections, exhibitions, publications, and programs that attain the highest level of artistic excellence, stimulate intellectual discourse, enrich individual lives, and generate new knowledge in the service of society.

<http://nasher.duke.edu/>

National Gallery of Art

Resources for Education and Teachers <http://www.nga.gov/content/ngaweb/education/teachers.html>

Getty Education Institute for the Arts

Provides a variety of resources and services for K-12 educators.

<http://www.getty.edu/education/>

The John F. Kennedy Center Education Department's Arts Edge

The Kennedy Center's free digital resource for teaching and learning in, through, and about the arts. The web site features current arts education news, professional resources for teachers and others, and an annotated catalog of other related web sites.

<https://artsedge.kennedy-center.org/educators.aspx>

Lincoln Center Institute for the Arts in Education

Features information on professional development opportunities for educators on exploring the arts with their students through an experiential approach that emphasizes learning across the curriculum.

<https://www.nyc-arts.org/organizations/1992/lincoln-center-institute-for-the-arts-in-education>

North Carolina Department of Public Instruction

This site is a great resource for information about arts education in North Carolina schools. Click on Curriculum then Arts Education for arts education curriculum.

<http://www.dpi.state.nc.us/>

Edutopia STEM to STEAM Resources

<http://www.edutopia.org/stem-to-steam-resources>

3Dvinci

A resource for learning about computer-aided 3D modeling and printing techniques and exercises (Extensive information on Sketch Up CAD software and Tinkercad software is available.)

<http://3dvinci.net/>

Sketch Up

Make computer-aided design software can be downloaded for no cost to a PC or Mac from this site.

<http://www.sketchup.com/products/sketchup-make>

Tinkercad

Cloud-based Tinkercad computer-aided design software from this site can be used for no cost on a PC, Mac, or Chromebook.

<https://www.tinkercad.com/>

Autodesk 123d CAD software

Versions of cloud-based Autodesk 123d computer-aided design software from this site can be used for no cost on an i-Pad.

<http://usa.autodesk.com/autodesk-123d/>

North Carolina Arts Education Association

<http://www.ncaea.org/>

ARTS North Carolina

National Endowment for the Arts

Includes descriptions of current and former arts education publications available on-line and through other resources, an Arts Learning Resource Center, a list of cultural funding opportunities, and guidelines and application forms for Arts Learning grants for which schools and non-profit organizations can apply.

<https://artsnc.org/>

Artsonia

ARTSONIA is the world's largest online student art museum. It is a free, educational program for schools, teachers, and parents.

<https://www.artsonia.com/>

Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

<http://www.udlcenter.org/>

Diocese of Raleigh Visual Arts Curriculum Scope and Sequence

The information below is a general overview of revised art curriculum for the Diocese of Raleigh and is provided as a supplement to the document. Bolded items under the grade bands represent new concepts which are encouraged to be taught during that span.

Grade Level	K - 2	3 - 5	6 - 8
	Recognize	Apply	Evaluate
Design Elements	Line, Shape, Color, Texture	Value, Form, Space , Line, Shape, Color, Texture	Value, Form, Space , Line, Shape, Color, Texture
Design Principles	Repetition, Contrast , Emphasis, Balance, Proportion	Repetition, Contrast , Emphasis, Balance, Proportion, Unity, Movement, Harmony	Repetition, Contran , Emphasis, Balance, Proportion , Unity, Movement, Harmony
Color Theory	Primary, Warm & Cool, Color Wheel	Tint/Shade, Complementary, Neutral, Tertiary, Primary, Warm & Cool, Color Wheel	A-Chromatic, Mono-Chromatic, Tint/Shade, Complementary, Neutral, Tertiary, Primary, Warm & Cool, Color Wheel

Grade Level	K - 2	3 - 5	6 - 8
Critical Response	Self-Generated Criteria	Pre-Determined Criteria (Teacher)	Self- Generated and Formal Criteria
Appreciation	Media, Subject, Process, Symbolism	Genres, Movements, Styles	Design, Architecture, Technology
Connections	Environment, Celebrations, Traditions	Community, State, Region	World, Society, Self
Ideation	Sensory/Observation, Imagination/Stories, Experiences/Daily Life	Realistic/ Personal, Abstract/World, Non-Objective/Global	Original Imagery, Ideas, Feelings

Diocese of Raleigh Visual Arts Glossary

Abstract Art: Imagery which departs from representational accuracy to a variable range of possible degrees. Abstract artists select and then exaggerate or simplify the forms suggested by the world around them.

Aesthetics: The study or theory of the beautiful, in taste or art

Analogous Colors: Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors

Animation: Creating the appearance of movement by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that are viewed quickly, one after another

Architecture: Art of designing and making buildings

Armature: A skeleton-like framework which gives rigid internal support to a sculpture

Art Criticism: The description, analysis, evaluation, interpretation, and judgment of works of art

Assemblage Sculpture: A three-dimensional composition made of various materials such as found objects, paper, wood, and textiles

Asymmetrical: A type of balance where elements are arranged differently on each side of an imaginary midline

Background: The area that appears to be farthest away or behind other objects

Balance: A state in which parts of an artwork are arranged symmetrically or asymmetrically so that areas seem to have equal visual weight

Caricature: Cartoon of a person that exaggerates features to produce a comic or grotesque effect

Ceramics: Functional and decorative objects made from clay

Cityscape: A scenic view of an urban environment

Clay: A pliable natural earth

Collage: A composition created by adhering such basically flat elements as newspaper, wallpaper, printed text and illustrations, photographs, cloth, string, etc., to a flat surface

Collograph: A printing block made from objects and textures glued to a surface

Color: An element of art defined as the effect of light reflecting from an object onto the eye

Composition: Organization of elements in space

Complementary Colors: Opposites on the color wheel which contrast with each other, and which form neutral gray, brown, or black when mixed together

Concept: An abstract general notion; an idea

Contrast: Difference between two things; for example, hot and cold, green and red, light and shadow

Cool Colors: The blues and greens of the color spectrum, associated with water, sky, ice, and cooler temperatures

Design: To create a work of art by combining elements of art into a planned whole

Distort: To change the natural, normal, or original shape, appearance, or sound of something

Elements of Art: Those components that make up a composition: line, value, space, texture, shape/form, and color

Emphasis: Any forcefulness that gives importance, dominance, or weight to some feature or features of an artwork; one of the principles of design

Expression: In visual arts, a process of conveying ideas, feelings, and meanings through selective use of communicative possibilities

Foreground: The area that appears to be nearest and in front of other objects

Foreshortening: To shorten the lines or edges of an object in a drawing or painting in order to show depth or distance

Form: An element of art that is three-dimensional (possessing height, width, and depth) and encloses volume. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form.

Fragmentation: Dividing an object or image into segments or parts

Fresco: Technique of painting into freshly laid plaster, as in the Sistine Chapel

Genre: A category of artistic composition characterized by a particular style, form, or content

Geometric: Shapes and forms that are made using specific mathematical formulas and are named, such as circle, hexagon, sphere, etc.

Grout: A fine cement (with little or no sand) used to fill in the spaces between the pieces in mosaics

Highlight: A spot or area in a drawing or painting that is of the very lightest value. It reflects light coming from a light source.

Horizon Line: A level line where water or land seems to end and the sky begins. Vanishing points are usually located on this line.

Hue: The name of any color as found in its pure state in the spectrum or rainbow, or that aspect of any color. May refer to a particular wavelength

Ideation: The act of forming or contemplating ideas

Intensity: Refers to the brightness or dullness of a color; amount of saturation

Kinetic Art: Art that moves, such as a mobile

Landscape: A scenic view of land, usually an area in the countryside

Line: The path of a moving point that is made by a tool, instrument, or medium as it moves across an area; one of the elements of art

Medium/Media: Material or materials used to create artwork

Middle Ground: The area that appears between the foreground and background

Monochromatic: A color scheme which uses only tints, tones, and shades of a single hue

Movement: In visual arts, the direction or flow in artwork; one of the principles of design

Negative Space: Unoccupied space existing between shapes or forms in a composition

Neutrals: A color not associated with a hue; blacks, whites, grays, and browns

Non-objective (Non-representational): Art that has no recognizable subject matter

Opaque: Not letting light pass through

Organic: Any living or natural shape that is not geometric

Original art: Any work considered to be an authentic example of the works of an artist, rather than a reproduction or imitation

Overlap: One shape covering up some part of another. Overlapping objects appear to be closer than the objects they cover. Overlap is often used to create the illusion of depth in two-dimensional works of art.

Paper-mache: Paper pulp mixed with wheat paste or other type of glue and molded or modelled into three-dimensional forms

Paper Making: The process of creating paper in which water is used with fibers and/or recycled papers

Pattern: A principle of design in which an element or combination of elements are repeated in a planned way

Perception: Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings

Perspective: Representation of three-dimensional objects on a two-dimensional surface in which the appearances of the objects and the distances between them are made to look real

Photography: The art or process of producing images by the action of light on surfaces sensitized by chemical processes

Portrait: Artwork emphasizing the face or figure of a specific person

Positive Space: Space in an artwork that is filled with something, such as line, color, designs, shape, or form

Primary Colors: The basic colors that can't be reduced into component colors and can be used to mix all other colors. The three traditional primary colors for painters are red, yellow, and blue. Modern printing press primaries are magenta, yellow, and cyan. The primaries of light are red, blue, and green.

Principles of Design: The way the elements of art such as balance, movement, pattern/repetition, unity/variety, and emphasis are used to create a composition

Printmaking: The art of using a printing plate or stamp to create one or a series of multiple originals which are called prints

Quilting: The process of making art using two or more layers of fabric that are then stitched in a pattern through all the layers

Relief: In sculpture, figures which project from a background to which they are attached. Thicker forms are high relief, shallower forms are low or bas-relief, and forms sunken below the surface of the background are called intaglio

Repetition: A principle of design in which an element is used more than once

Rhythm: The flow or movement within a work of art

Scale: Relative size; proportion that a representation of an object bears to the original object

Sculpture: Carved, cut, hewn, cast, molded, welded, or assembled into three-dimensional representations, forms, or figures

Secondary Colors: Colors made by mixing two primary colors. When red, yellow, and blue are used as primary colors, the secondary colors are orange, green, and violet.

Seascape: A scenic view which features large areas of water

Shade: A color which has been darkened in value by the addition of black

Shadow: An area that is not illuminated or is only partially illuminated because an opaque object is between the area and the source of light

Shape: A two-dimensional or flat area formed when a line meets itself; one of the elements of art

Space: Two or three-dimensional areas in a work of art; can be positive or negative; an element of art

Still Life: An arrangement of inanimate objects

Stitchery: Artwork made by using a needle and thread or yarn to create a design

Style: An artist's special way of creating art; helps to determine how one artwork is different from other artworks

Symbol: An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning

Symmetrical/Symmetry: A type of balance in which elements are arranged the same on each side of an imaginary line

Tertiary Colors: Made by mixing a primary color with a secondary color

Texture: An element of art that is the way an object feels or looks like it feels

Tint: A color which has been lightened in value by the addition of white

Tone: A color mixed with black and white; a grayed color

Three-dimensional: Possessing the qualities of height, width, and depth

Two-dimensional: Possessing the qualities of height and width

Unity: A principle of design which is the quality of having all parts look as if they belong together

Value: An element of art that describes the relative lightness or darkness of a color

Variety: Differences achieved by adding contrasting elements to a composition in order to create interest; one of the principles of design

Warm Colors: The reds, oranges, and yellows of the color spectrum, associated with fire, sun, and heat

Weaving: A process and product created by interlacing strands of material

Sources:

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Bloom's Taxonomy (Revised)

