**Salvador Visual Arts Standards – Elements of Art**

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| **Grades K-2 Standards** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Line** | • Students will know the definition of Line• Students will be able to produce 6 different line types• Students will be able to use different line types to make patterns (VAPA 2.1)• Students will be able to use lines in drawings and paintings to express feelings (VAPA 2.5) | • Students will know the definition of Line• Students will use various line types to create a composition• Students will be able to plan and use variations in line to communicate ideas or feelings in works of art (VAPA 2.4) | • Students will know the definition of Line• Students will be able to use bilateral or visual symmetry to create visual balance (VAPA 2.5)  |
| **Shape** | • Students will know the definition of Shape• Students will be able to use shapes/forms to make patterns (VAPA 2.1)• Students will be able to make a collage out of cut or torn paper shapes (VAPA 2.3)• Students will be able to use Geometric Shapes (*i.e. circle, triangle, square)* in a piece of art (VAPA 2.6) | • Students will know the definition of Shape• Students will be able to plan and use variations in shape to communicate ideas or feelings in works of art (VAPA 2.4) | • Students will know the definition of Shape • Students will be able to compare and contrast geometric and organic shapes• Students will be able to overlap shapes to make a composition |
| **Color** | • Students will know the definition of Color• Students will be able to name all of the colors (*i.e. Red, Orange, Yellow, Green, Blue, Purple [Violet])*• Students will be able to name and use the Primary Colors *(Red, Yellow, Blue)* in compositions• Students will be able to use color to make patterns (VAPA 2.1)  | • Students will know the definition of Color• Students will be able name and use the Primary and Secondary Colors (*Primary: Red, Yellow, and Blue; Secondary: Orange, Green, and Purple)*• Students will know how to mix the Primary Colors to create the Secondary Colors• Students will know the two reasons why primary colors are important (*i.e. You can use them to make all the other colors, but no other colors can be mixed to make them.*) • Students will be able to draw or paint a still life using Secondary Colors (VAPA 2.6)• Students will be able to plan and use variations in color to communicate ideas or feelings in works of art (V 2.4) | • Students will know the definition of Color• Students will know how to mix the Primary Colors to create the Secondary Colors• Students will be able name and use Warm and Cool Colors *(Warm Colors: Red, Orange, and Yellow; Cool Colors: Blue, Purple, and Green*) • Students will be able to create a painting or drawing, using warm or cool colors expressively (VAPA 2.4)• Students will be able to perceive and discuss differences in mood created by warm and cool colors (VAPA 1.2)  |
| **Grades K-2 Standards** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Value** | • Students will know the definition of Value | • Students will know the definition of Value | • Students will know the definition of Value• Students will be able to make different values using black and white only |
| **Texture** | • Students will know the definition of Texture | • Students will know the definition of Texture• Students will be able to use texture in two-dimensional and three-dimensional works of art (VAPA 2.1)• Students will be able to demonstrate beginning skill in the manipulation and use of sculptural materials (*i.e. clay, paper, and paper mache*) to create texture in works of art (VAPA 2.3)• Students will be able to plan and use variations in texture to communicate ideas or feelings in works of art (VAPA 2.4)• Students will be able to use visual and actual texture in original works of art (VAPA 2.7)  | • Students will know the definition of Texture• Students will be able to show texture in their demonstration of beginning skills in the use of basic tools and art-making processes (*crayon rubbings*) (VAPA 2.1) |
| **Form** | • Students will know the definition of Form• Students will be able to use scissors, glue, and paper to make a three-dimensional form (VAPA 2.2) • Students will be able to make a collage out of cut or torn paper forms (VAPA 2.3)• Students will be able to use Geometric Forms (*i.e. circle, triangle, square)* in a piece of art (VAPA 2.6) | • Students will know the definition of Form• Students will be able to demonstrate beginning skill in the manipulation and use of sculptural materials (*i.e. clay, paper, and paper mache*) to create form in works of art (VAPA 2.3)• Students will be able to plan and use variations in form to communicate ideas or feelings in works of art (VAPA 2.4) | • Students will know the definition of Form |
| **Space** | • Students will know the definition of Space• Students will be able to overlap objects and shapes in a composition to show the illusion of space | • Students will know the definition of Space• Students will be able to draw a scene using a horizon line and vanishing point | • Students will know the definition of Space• Students will be able to depict the illusion of space (or depth) using overlapping shapes, relative space, and placement in the composition (VAPA 2.3)  |

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| **Grades 3-5 Standards** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Line** | • Students will know the definition of Line• Students will be able to use a continuous line to develop a form (ABSS) | • Students will know the definition of Line• Students will be able to use contour lines to create observational drawings | • Students will know the definition of Line• Students will be able to use gesture and contour lines to create observational drawings (VAPA 2.2) |
| **Shape** | • Students will know the definition of Shape  | • Students will know the definition of Shape• Students will be able to describe how positive and negative shapes are used in works of art (VAPA 1.2)• Students will be able to use shading to transform a two-dimensional shape into what appears to be a three-dimensional form(*e.g. circle to sphere (*V 2.1) | • Students will know the definition of Shape• Students will be able to draw three-dimensional shapes on a two-dimensional plane using proper perspective |
| **Color** | • Students will know the definition of Color• Students will be able to mix and apply tempera paints to create tints, shades, and neutral colors (VAPA 2.2) | • Students will know the definition of Color• Students will be able to identify complementary colors (*e.g. yellow/violet, red/green, and orange/blue*) and discuss how artists use them to communicate an idea or mood (VAPA 1.3) • Students will be able to use complementary colors in an original composition to show contrast and emphasis (VAPA 2.8)  | • Students will know the definition of Color• Students will be able to create a color wheel emphasizing the different values of each color (*i.e. Red, Red-Orange, Orange, Yellow-Orange, Yellow, Yellow-Green, Green, Blue-Green, Blue, Violet-Blue, Violet, Red-Violet*) |
| **Value** | • Students will know the definition of Value• Students will be able to mix and apply temper paints to create tints, shades, and neutral colors (VAPA 2.2)• Students will be able to describe how artists use tints and shades in painting (VAPA 1.2) • Students will be able to create a work based on the observation of objects and scenes in daily life, emphasizing value changes (VAPA 2.4) | • Students will know the definition of Value• Students will be able to use value (shading) to transform a two-dimensional shape into what appears to be a three-dimensional form (*e.g. circle to sphere*) (VAPA 2.1)• Students will be able to use contrast (light and dark) expressively in an original work of art (VAPA 2.7) | • Students will know the definition of Value• Students will be able to create a color wheel emphasizing the different values of each color (*i.e. Red, Red-Orange, Orange, Yellow-Orange, Yellow, Yellow-Green, Green, Blue-Green, Blue, Violet-Blue, Violet, Red-Violet*)  |
| **Grades 3-5 Standards** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Texture** | • Students will know the definition of Texture• Students will be able to create an original work of art emphasizing rhythm and movement, using a selected printing process (VAPA 2.6) | • Students will know the definition of Texture | • Students will know the definition of Texture |
| **Form** | • Students will know the definition of Form | • Students will know the definition of Form• Students will be able to describe how positive and negative forms are used in works of art (VAPA 1.2) | • Students will know the definition of Form |
| **Space** | • Students will know the definition of Space• Students will be able to describe how foreground, middle ground, and background are used to create the illusion of space (VAPA 1.3)• Students will be able to draw or paint a landscape, cityscape, or seascape that shows the illusion of space (VAPA 2.3) | • Students will know the definition of Space• Students will be able to use the interaction between positive and negative space expressively in a work of art (VAPA 2.6) | • Students will know the definition of Space• Students will be able to use one-point perspective to show the illusion of space (VAPA 2.1)• Students will be able to use perspective in an original work of art to create a real or imaginary space (VAPA 2.6)  |
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| **Term** | **Definition** (Grade Level appropriate definitions coming soon…) |
| Line | The path of a moving point. |
| Shape | A two-dimensional area or plane that may be open or closed, free form or geometric. It can be found in nature or is made by humans. |
| Color | Our perception of the way light is absorbed reflected, or refracted. |
| Value | Lightness or darkness of a hue or neutral color. A *value scale* shows the range of values from black to white.  |
| Texture | The surface quality of materials, either actual (tactile) or implied (visual). How the surface of something looks or feels.  |
| Form | A three-dimensional volume or the illusion of three-dimensions (related to shape, which is two-dimensional). |
| Space | The emptiness or area between, around, above, below, or contained within objects.  |