**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. |