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<th>Art Curriculum</th>
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| **6th Grade**  | The emphasis for the grade level is on:  
• The use of a variety of media  
• Imagining and implementing imagery  
• Elaborating on an idea or theme  
• Applying the elements of art and principles of design  
• Creating art as a means of communication and persuasion  
• Visually interpreting the environment  
• Developing an understanding of the purpose and functions of visual arts throughout history and cultures  
• Identifying connections, including similarities and differences  
• Technological impacts on visual arts  
• Art as a vocation and avocation  

The elements of art are the basic components of art-marking. It is impossible to create a work of art without using at least one of the seven elements of art. In order to be successful in art creation, an artist must be able to intelligently use the elements of art. Artwork can also be analyzed according to the use of the elements in a work of art. When an artwork is analyzed in this manner, it is considered a Formalist approach to art criticism. The elements of Art include Line, Shape, Form, Value, Space color and Texture.  

The principles of art generally deal with the way the elements of art are composed within the work of art. Therefore the principles of art typically deal with composition. The eight principles of art are balance, proportion, unity, harmony, variety, emphasis, rhythm, and movement. All of these principles clearly deal with the placement of elements within artwork.  

Students will identify and differentiate between primary and secondary Colors, and learn about complementary colors. They will also be able to distinguish Color Families/ Analogous colors. Students will also come to understand the difference between transparent, translucent and opaque colors, tertiary and intermediate colors as well as tints, shades and tones and develop their learning of Monochromatic colors and value. We will also explore the Science of color spectrum.  

1) Perception. The student develops and organizes ideas from the environment. The student is expected to:  
(A) illustrate themes from direct observation, personal experience, and traditional events; and  
(B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately. |
| **7th Grade**  | The emphasis for the grade level is on:  
• Organizing and creating art  
• Development of ideas over time  
• Techniques and processes for working with a variety of different media  
• The elements of art and principles of design  
• Artistic problem solving  
• Interpreting the environment  
• Inventing original imagery  
• Aesthetic diversity of various cultures  
• How art can meet its intended purpose  
• How art elements and design principles relate to all arts areas  
• The impact of future technology on the arts  
• Art as a vocation or avocation  

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As in 6th grade Students will further develop their knowledge of color by identifying and differentiating between primary and secondary Colors, and learn about complementary colors. They will also be able to distinguish Color Families/ Analogous colors. Students will further develop knowledge in understanding the difference between transparent, translucent and opaque colors, tertiary and intermediate colors as well as tints, shades and tones, Monochromatic colors and value. We will also further develop the science of color spectrum. This year they will also develop their skills further in understanding color intensity, color triads, color temperature and color symbolism.  

1) Perception. The student develops and organizes ideas from the environment. The student is expected to:  
(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and  
(B) compare and contrast the use of art elements and principles, using vocabulary accurately. |
| **8th Grade**  | The emphasis for the grade level is on:  
• Planning and organizing for unique and original solutions  
• Seeking inspiration from other artists  
• Using increasingly complex ideas and original expressions  
• Developing expressive media techniques to reach an original and personal solution  
• Developing original solutions  
• Using environmental imagery  
• The history, purpose, and function of visual arts  
• Evaluating the effectiveness of a work of art  
• Critiquing artwork  
• Interpreting and analyzing  
• Assessing the ways art enhances all aspects of life  

The elements of art are the basic components of art-marking. It is impossible to create a work of art without using at least one of the seven elements of art. In order to be successful in art creation, an artist must be able to intelligently use the elements of art. Artwork can also be analyzed according to the use of the elements in a work of art. When an artwork is analyzed in this manner, it is considered a Formalist approach to art criticism. The elements of Art include Line, Shape, Form, Value, Space color and Texture.  

The principles of art generally deal with the way the elements of art are composed within the work of art. Therefore the principles of art typically deal with composition. The eight principles of art are balance, proportion, unity, harmony, variety, emphasis, rhythm, and movement. All of these principles clearly deal with the placement of elements within artwork.  

As in 7th grade Students will further develop their knowledge of color by identifying and differentiating between primary and secondary Colors, and learn about complementary colors. Students will further develop knowledge in understanding the difference between transparent, translucent and opaque colors, tertiary and intermediate colors as well as tints, shades and tones, Monochromatic colors and value. We will also further develop the science of color spectrum. This year they will also develop their skills further in understanding color intensity, color triads, color temperature and color symbolism.  

1) Perception. The student develops and organizes ideas from the environment. The student is expected to:  
(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and  
(B) compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately. |
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<th>Creative expression/Performance</th>
<th>Historical/Cultural Heritage</th>
<th>Response/Evaluation</th>
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| (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:  
  (A) express a variety of ideas based on personal experience and direct observations;  
  (B) describe in detail a variety of practical applications for design ideas; and  
  (C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art. | (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:  
  (A) identify in artworks the influence of historical and political events;  
  (B) compare specific artworks from a variety of cultures; and  
  (C) compare career and avocational opportunities in art. | (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:  
  (A) conduct in-progress analyses and critiques of personal artworks; and  
  (B) analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts. |
| (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:  
  (A) create artworks based on direct observations, personal experience, and imagination;  
  (B) incorporate design into artworks for use in everyday life; and  
  (C) produce drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways. | (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:  
  (A) analyze ways that international, historical, and political issues influence artworks;  
  (B) analyze selected artworks to determine cultural contexts; and  
  (C) identify career and avocational choices in art. | (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:  
  (A) analyze and compare relationships, such as function and meaning, in personal artworks; and  
  (B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent. |
| (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:  
  (A) create visual solutions by elaborating on direct observation, experiences, and imagination;  
  (B) create designs for practical applications; and  
  (C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture. | (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:  
  (A) compare and contrast historical and contemporary styles, identifying general themes and trends;  
  (B) describe general characteristics in artworks from a variety of cultures; and  
  (C) compare and contrast career and avocational opportunities in art. | (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:  
  (A) interpret, evaluate, and justify artistic decisions in personal artworks; and  
  (B) select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings. |