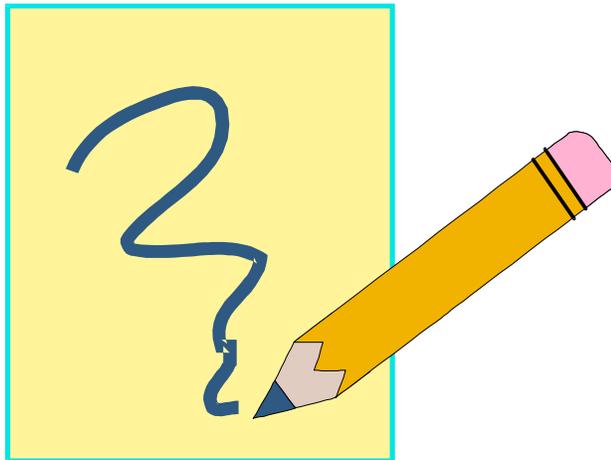


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

LINE

- ❖ Line is a moving dot.
- ❖ Lines make shapes.
- ❖ Line can have variety.
- ❖ Lines show movement.
- ❖ Line creates feeling.
- ❖ Line has texture.
- ❖ Line creates depth.
- ❖ Line can be implied.
- ❖ Line quality can be determined by medium.
- ❖ Lines can create perspective.

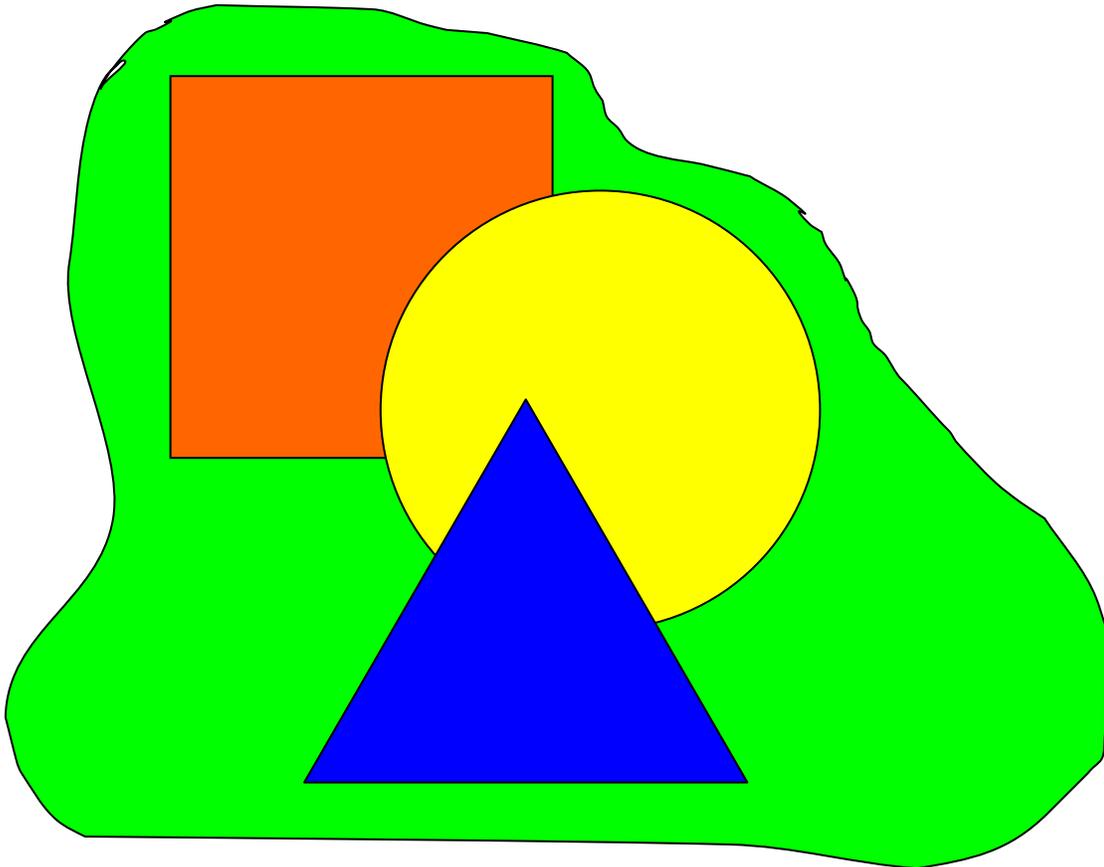


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

SHAPE

- ❖ Shape is two-dimensional.
- ❖ Shapes can be made with straight lines or curved lines.
- ❖ Shapes can be organic or geometric.
- ❖ Shapes can be positive or negative.
- ❖ Shapes create space.
- ❖ Shapes can be arranged to make a composition.
- ❖ Shapes can be symmetrical or asymmetrical.
- ❖ Shapes can be dominant or subordinate.

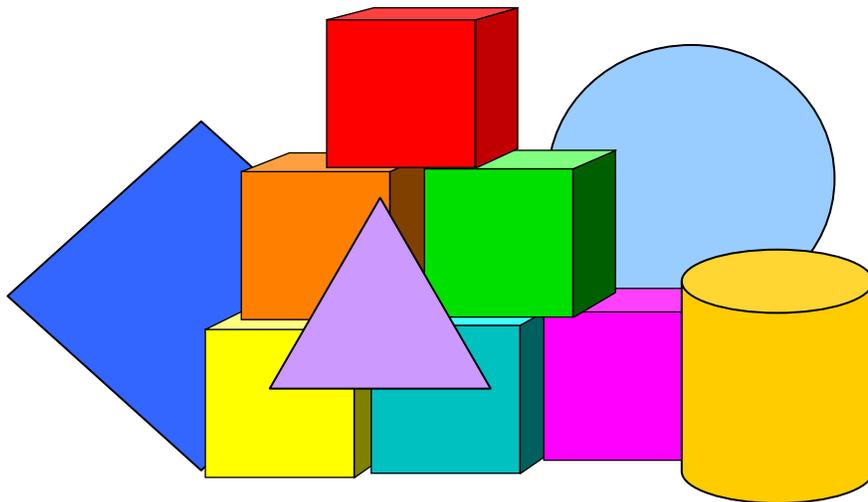


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

FORM

- ❖ Form is a three-dimensional shape.
- ❖ Form has negative and positive space.
- ❖ Form has either mass or volume.
- ❖ Form creates space.
- ❖ Forms can be arranged to make a composition.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

COLOR

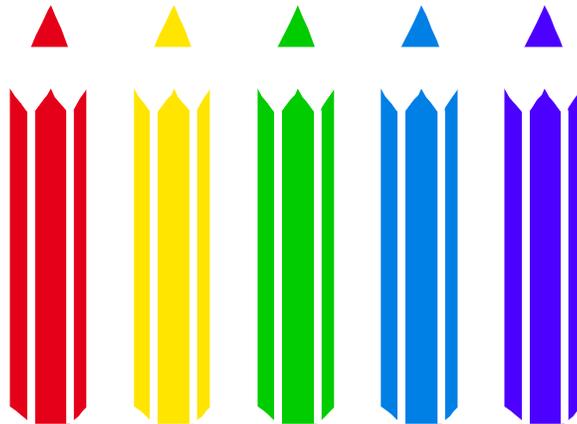
- ❖ Red, yellow, and blue are the three primary colors.
- ❖ Two primary colors mixed together produce a secondary color.
- ❖ Orange, green, and violet are the three secondary colors.
- ❖ Mixing a primary and a secondary color makes an intermediate [tertiary] color.
- ❖ Primary colors when mixed together produce all other colors on the color wheel.
- ❖ Primary and secondary colors on the color wheel create color families.
- ❖ The color wheel is a tool that helps artists use color effectively.
- ❖ Analogous colors always share a common primary color.
- ❖ Pigments represent the media that can be mixed to create colors.
- ❖ Color theory can be defined according to light or pigment.
- ❖ The reflection of light off an object defines the color.
- ❖ Complementary colors are directly opposite each other on the color wheel.
- ❖ Complementary colors, when placed next to each other, produce the illusion of a brighter color.
- ❖ Complementary colors, when mixed with each other, may become neutral or less intense.
- ❖ Variations in complementary color schemes are used to create contrast.
- ❖ Neutral colors, as applied to pigment, are brown, black, gray, and white.
- ❖ Neutrals, as applied to light, are not colors; they are black and white.
- ❖ The amount of white or black pigment adjusts the lightness or darkness of the value.
- ❖ White or black pigments, when mixed with a color, create a color value.
- ❖ The use of white pigment with a color becomes a tint.
- ❖ The use of black pigment with a color becomes a shade.
- ❖ The use of gray pigment with a color becomes a tone.
- ❖ A monochromatic color scheme contains one color with varying degrees of value.

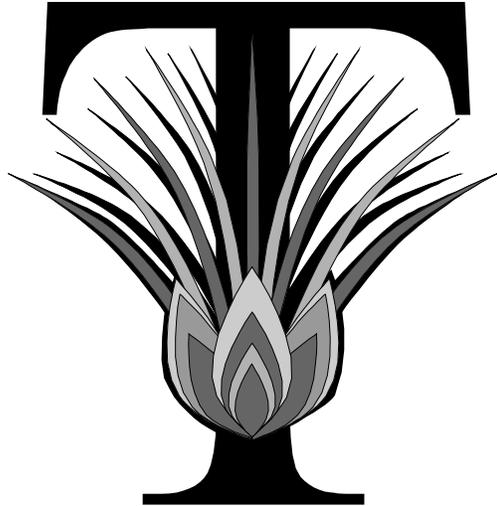
ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

COLOR

- ❖ Colors can be defined as warm or cool based on their association with the natural world [e.g. red/fire; blue/water].
- ❖ Colors can evoke or express emotion.
- ❖ Colors can create visual perceptions [e.g. warm colors advance; cool colors recede].
- ❖ Individual colors can have varying degrees of intensity.
- ❖ Color can be transparent, translucent, or opaque.
- ❖ Colors can be harmonious or discordant.
- ❖ Color can be used to create optical illusions.





ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

TEXTURE

- ❖ Textures can be visual or tactile.
- ❖ Texture adds variety to a composition.
- ❖ The illusion of texture can be created through changes in value.
- ❖ Texture can be actual or implied.
- ❖ Texture can evoke emotions.
- ❖ Texture can be natural or manufactured.

ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

SPACE

- ❖ Space can be implied or actual.
- ❖ Space can show depth.
- ❖ Figure-ground relationships define space.
- ❖ Space defines foreground, background, and middle ground [picture plane].
- ❖ Space can be defined as two-dimensional and three-dimensional.
- ❖ Space can be demonstrated by overlapping.
- ❖ Atmospheric, linear, and proportional perspective create the illusion of space.
- ❖ Scale can be defined by placement and size.
- ❖ Foreshortening is a drawing problem dealing with space.
- ❖ One-point perspective portrays space in one direction.
- ❖ Two-point perspective portrays space in two directions [angle].
- ❖ One-point perspective and two-point perspective create the illusion of three dimensions on a two dimensional surface.
- ❖ Linear perspective can show interior and exterior views.
- ❖ Space can be infinite or limited.
- ❖ Space can be defined.
- ❖ Space can be distorted.
- ❖ Space can be ambiguous.
- ❖ Aerial perspective is a bird's eye view.

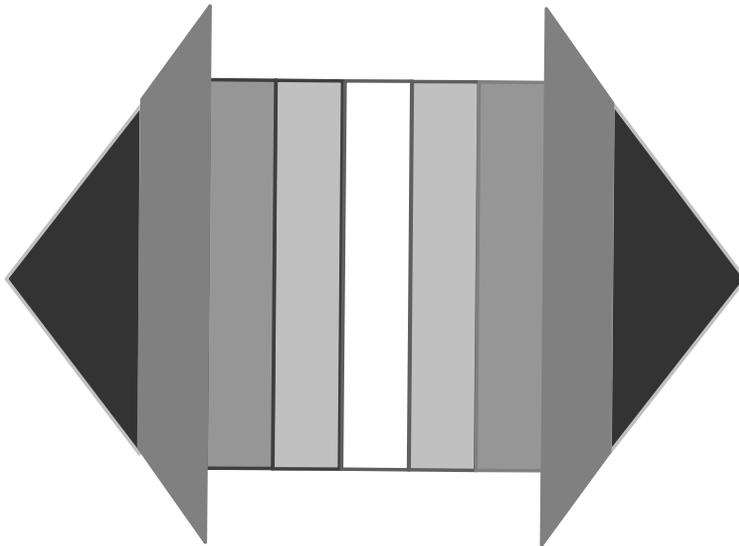


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ELEMENTS OF ART

VALUE

- ❖ Value can be the lightness or darkness of a color.
- ❖ Value can produce the illusion of three-dimensional form.
- ❖ Value is determined by the amount of white or black pigment.
- ❖ Value is determined by the amount of light reflecting off an object.
- ❖ Value creates contrast.

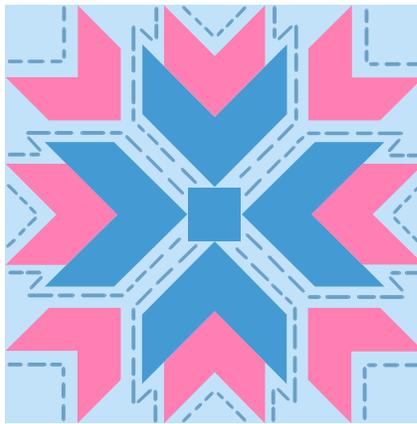


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

BALANCE

- ❖ Balance achieves equilibrium in the eyes of the viewer.
- ❖ Balance represents the arrangement and organization of a composition.
- ❖ Balance can be symmetrical or asymmetrical.
- ❖ Balance can be radial.
- ❖ Balance can be formal or informal in a composition.
- ❖ Balance can be physical and visual.

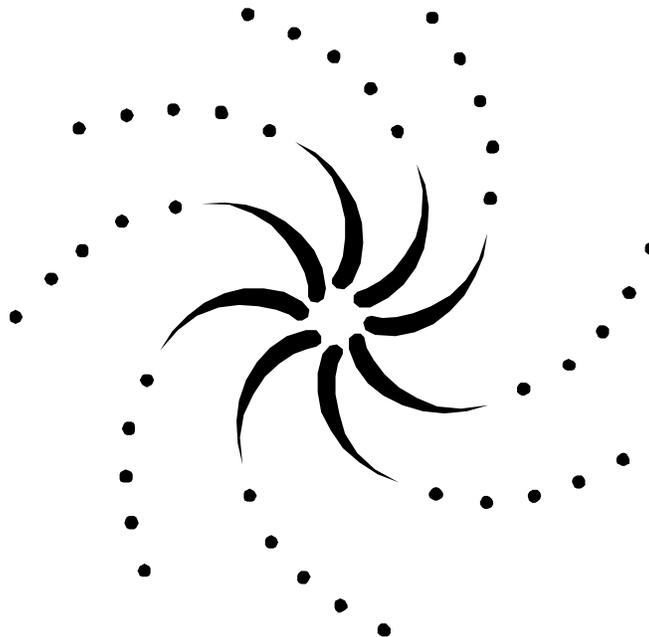


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

MOVEMENT

- ❖ Intentional use of the elements and principles help move the viewer's eye through a composition.
- ❖ Movement can be created through an optical illusion.
- ❖ Motion can be implied in a flat image to tell an ongoing story.
- ❖ Artists often use motion to depict events that exist in the real world.
- ❖ Animation is a form of art that appears to permit objects to possess motion.
- ❖ Motion can be given to static objects thus giving them life-like qualities.
- ❖ Motion shown in art objects need not be limited to only human or animal movement.
- ❖ Motion can be used to create a surreal environment, one that is known only to the artist.

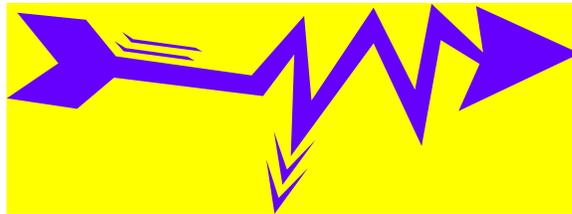


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

RHYTHM

- ❖ Repetition creates rhythm.
- ❖ Rhythm forms a pattern.
- ❖ Varieties in rhythm create interest.
- ❖ Accents and intervals create variety in rhythm.
- ❖ Rhythms can be regular or irregular.
- ❖ Harmony can be created through repetition of elements within a composition.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

REPETITION

- ❖ Repetition creates pattern.
- ❖ A series of two or more repeated elements creates pattern.
- ❖ Patterns can be regular and irregular.
- ❖ Patterns can have rhythm.
- ❖ A pattern becomes more interesting when there is variety.
- ❖ Pattern can create the illusion of texture.
- ❖ Repetition in a composition may create movement.

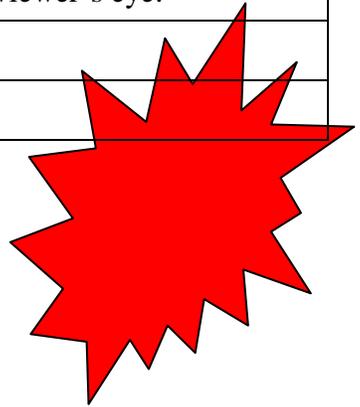


ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

EMPHASIS

- ❖ Emphasis creates a focal point in a composition which attracts the viewer's eye.
- ❖ Emphasis can be created in a variety of ways.
- ❖ Emphasis can create dominance.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

CONTRAST

- ❖ Contrast is the difference between two elements, such as color, texture, or value.
- ❖ Contrast can be used to create a focal point.
- ❖ Contrast can be visual or tactile.
- ❖ Contrasts can show opposites.
- ❖ Contrast can create dominance and subordination.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

PRINCIPLES OF DESIGN

UNITY

- ❖ Unity is created with the effective use of elements and principles.
- ❖ A composition is unified when its elements and principles work together as a whole.
- ❖ The consistency of style throughout a work of art creates unity.
- ❖ Color harmony promotes a sense of unity.
- ❖ Textural similarities promote unity.
- ❖ Pattern and repetition promote unity.
- ❖ A balance of value and contrast promotes unity.
- ❖ Visual balance promotes unity.
- ❖ Effective use of shape, form, and space promotes unity.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

VISUAL LEARNING

Visual communication

- ❖ Many ideas can be effectively communicated visually.
- ❖ Effective communication of ideas often involves the use of visuals.
- ❖ Visual techniques such as drawings, charts, and diagrams enhance thinking and problem solving.
- ❖ Visual techniques augment problem solving and the development of new ideas.
- ❖ Combining verbal and visual communication techniques strengthens understanding and improves communication.
- ❖ Many jobs and activities require strong visual thinking skills.
- ❖ Visual thinking and communication have applications in science, mathematics, social studies, and a wide variety of other areas.
- ❖ Solving many complex problems requires advanced visual thinking skills.
- ❖ Artists communicate using style, subject, theme, and medium

Visual Culture

- ❖ Making things is a way of thinking.
- ❖ Thinking and creating can be three-dimensional.
- ❖ Changing the shape and form of objects affects their use and the quality of their appearance.
- ❖ Improving two- and three-dimensional forms to make them more useful and more pleasing to the eye is a skill that can be learned.
- ❖ The usefulness and appearance of designed objects are influenced by their form and function.
- ❖ Improving the form and function of designed objects is a skill that can be learned.
- ❖ Understanding the structure and appearance of objects involves science, mathematics, social studies, and a wide variety of other areas.
- ❖ Solving many complex problems requires knowledge and skills from a variety of areas.

Media Literacy

- ❖ Visual media, past and present, use special techniques to create different effects on the viewers.
- ❖ Identification of the special media techniques is a skill that can be learned.

ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

VISUAL LEARNING

Media Literacy, continued

- ❖ Visual media include many messages that are not readily noticed.
- ❖ Discovering and understanding the visual techniques used to influence the public are skills that can be learned.
- ❖ Visual media involve many different types of visual artists.
- ❖ Visual factors such as color, light, camera angle, movement, and scene design enhance visual media.
- ❖ Media can exert powerful negative or positive effects depending on the producers and the viewers.
- ❖ Noticing, understanding, analyzing, and producing media require advanced visual thinking skills.

Visual Relationships & Problem Solving

- ❖ Visual learning fosters mental development in the areas of perception and thinking.
- ❖ The drawing process enhances an individual's ability to clarify understanding of unfamiliar ideas, objects, or events.
- ❖ Visual problem solving is a key component of visual learning.
- ❖ Visual problem solving is a skill that can be learned.
- ❖ Solutions to difficult problems require individuals to visualize ideas in several ways.
- ❖ Visual problem solving serves as an essential tool in learning.
- ❖ Making sound judgments requires the ability to see clearly, accurately, and perceptively.
- ❖ Using the relationships of visual data to solve problems is a skill that can be learned.
- ❖ The knowledge and interpretation of visual relationships augments an individual's understanding of the world.
- ❖ Interpretation of visual relationships helps individuals to deal with complex systems of information and ideas.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

ART and SOCIETY

Popular Arts

- ❖ Popular images are designed to appeal to different groups of people.
- ❖ Popular images change over time.
- ❖ An individual's perception of what is popular changes over time.
- ❖ Popular images communicate society and society's needs.
- ❖ Popular images appeal to individuals to different degrees.
- ❖ Popular images reflect the needs and desires of people in various cultures.
- ❖ The methods people use to make popular images change over time.
- ❖ Popular images appeal to the trait that is most similar to individuals in a similar group.
- ❖ Differentiating between what is popular and individual expression is a skill that can be learned.

Folk and Traditional Arts

- ❖ Many objects people use every day are beautifully designed.
- ❖ Everyday objects can be made more pleasing by incorporating good design.
- ❖ Many factors determine the way everyday objects look.
- ❖ Recognizing, appreciating, and making well-designed objects are skills that can be learned.
- ❖ Everyday objects are created to look the way they do to fulfill specific purposes.
- ❖ The way people make objects look changes over time.
- ❖ Beautiful objects that are made by individuals are often taken for granted and not fully appreciated.
- ❖ Recognizing and appreciating quality objects whenever they are encountered are learned skills.



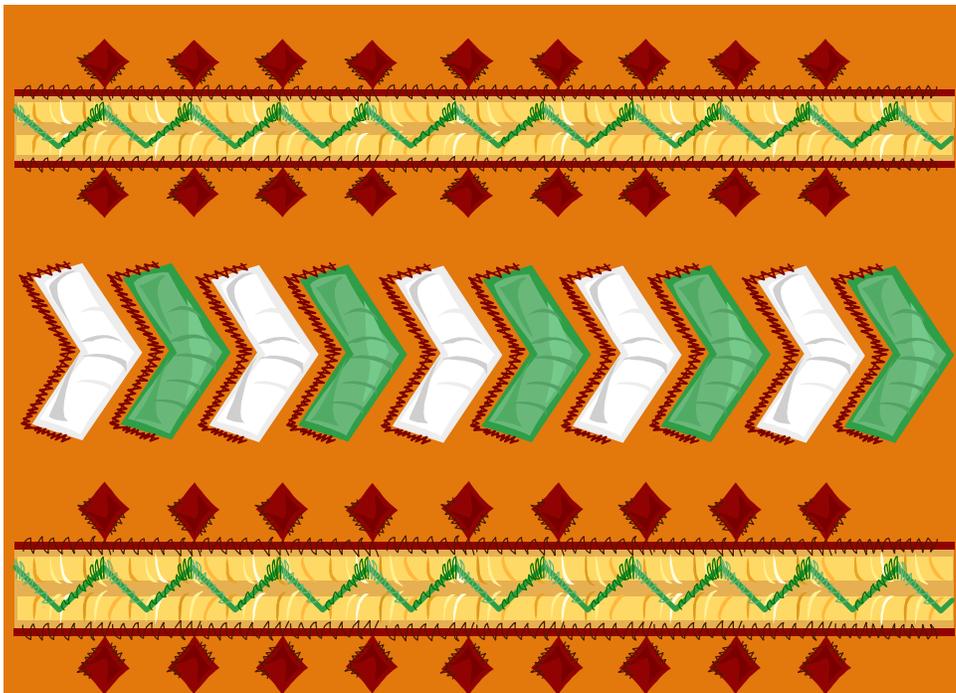
ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

ART and SOCIETY

Multicultural Arts

- ❖ Many different kinds of people create objects of beauty.
- ❖ Enjoying the variety of different ways people make things beautiful is a learned skill.
- ❖ Seeing similarities and differences in the way people make things provides individuals with ideas for improving their lives.
- ❖ Everyone can discover ways to use the arts to improve their lives and the lives of others.
- ❖ The world can be made better by imagining how it would look and then by working to create that vision.
- ❖ Cultural background influences the objects that people create.
- ❖ Society and experience influence individuals.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

DESIGN ARTS

The Built Environment

- ❖ Altering the surroundings to suit society's needs constitutes environmental design.
- ❖ The environment consists of two types of spaces—landscape and architecture.
- ❖ City planning and architecture influence daily living patterns and reflect the spirit of the community.
- ❖ Each culture uses environmental design to meet the needs of the society.
- ❖ Environmental design impacts the environment and the world, country, state, city, and home.
- ❖ Architecture can be aesthetic, but must also be logical and utilitarian.
- ❖ Physical and psychological needs of people are affected by their surroundings.
- ❖ Environmental designers work with a variety of individuals, including architects, city officials, corporate clients, and individual clients.

Product Design and Commercial Application

- ❖ The design of objects changes over time.
- ❖ Designers create products which are designed and manufactured.
- ❖ Industrial design involves creative choices and solutions in the development of products.
- ❖ Product design solutions produce new products or modifies existing ones.
- ❖ Industrial designers are responsible for the quality, aesthetic appeal and function of items that are purchased and used by consumers.
- ❖ Contemporary design of functional objects is affected by ergonomics.
- ❖ Fashion designers create modern, wearable clothing, accessories, and jewelry.
- ❖ An awareness of line, proportion and movement of the human body is important in clothing design.
- ❖ Shape, color, and texture are major considerations in fashion design.
- ❖ Cultural influences affect fashion design.
- ❖ The process of design must address the tension that exists between form and function.

ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

DESIGN ARTS

Graphic Arts

- ❖ Industrial design involves ethics: concerns for safety, aesthetics, craftsmanship, quality, long-term utility, function, and resource management of energy and materials.
- ❖ Graphic arts are used to communicate ideas visually.
- ❖ Graphic artists design images intended to attract attention and provide information.
- ❖ The products of graphics designers are extremely varied.
- ❖ Graphic designers provide visual images for a variety of venues.
- ❖ The graphic artist needs to possess a variety of skills involving art media and technology.

Media Arts

- ❖ Media images are designed by artists.
- ❖ Creating moving images requires different techniques than drawing and painting.
- ❖ Media arts involve movement and light in ways that are different from other media.
- ❖ Designing images with light and movement are learned skills.
- ❖ The creation of media arts is purposeful.
- ❖ The techniques and look of media arts change over time.
- ❖ Media arts are usually cooperative projects involving a variety of artists.
- ❖ Recognizing and appreciating quality media arts and artists are learned skills.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

STUDIO ARTS

Two-Dimensional Art Forms

- ❖ Artists work with a variety of media.
- ❖ Artistic media, by their very nature, can be manipulated.
- ❖ People use visual media to communicate and express perceptions and interpretations of their world and experience.
- ❖ Various artistic media can be combined to create a single composition.
- ❖ People who work with media develop plans to communicate effectively through those media.
- ❖ Various artistic media can be used together to accomplish one visual artistic statement.
- ❖ The visual world is often constructed to communicate meaning and understanding to individuals.
- ❖ Artists create by manipulating all variables of medium, height, width, the illusion of depth, time, and history.

Three-Dimensional Art Forms

- ❖ Sculpture involves the visual and physical manipulation of three-dimensional forms.
- ❖ Sculpture can be functional or non-functional.
- ❖ Sculpture can be produced through additive or subtractive processes.
- ❖ Throughout time, cultures have created sculptural forms, both utilitarian and aesthetic.

Installation and Experimental/Alternative Art Forms

- ❖ Art is limited only by the creativity of the artist.
- ❖ Performance art is a hybrid art form that can be a combination of visual art, theater, dance, movement, social interaction, music, comedy, and writing.
- ❖ Performance art challenges traditional notions of frame, space, and medium in the visual arts by causing viewers or participants to question where and when the work of art begins and ends, and whether or not it is visual art.
- ❖ Installation art can actively involve the viewer, be non-permanent, and be site specific.
- ❖ Every segment of art history has had an alternative art form.
- ❖ Cultural acceptance can turn alternative art into the norm.

ART CURRICULUM ESSENTIAL UNDERSTANDINGS

DOMAINS OF ART

STUDIO ARTS

Installation and Experimental/Alternative Art Forms, continued

- ❖ Alternative art forms can be controversial.
- ❖ Alternative art forms test beliefs and expand acceptance.
- ❖ Alternative art forms promote artistic growth.
- ❖ Film in theaters, on video, on computer software, or on television is an art medium.
- ❖ Art can be staged and choreographed events that involve more than the lone sense of sight.



ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ARTISTIC DEVELOPMENT

Observation

- ⇒ Drawing from life provides individuals with opportunities to develop observational skills.
- ⇒ The process of drawing encourages observations that would not occur with simple looking.
- ⇒ Observation enhances the process of critiquing and careful analytical thinking.

Memory

- ⇒ Visual memory can be strengthened through exercise and practice.
- ⇒ Strengthened powers of observation increase visual memory.

Imagination and Creativity

- ⇒ Imagination involves extending beyond what is seen.
- ⇒ Visual memory contributes to the ability to imagine.
- ⇒ It is difficult to overcome the power of visual memory to develop images from imagination.

Innovation

- ⇒ Innovation is the development of something that is truly new and unique.
- ⇒ Encouraging individual solutions fosters innovation.
- ⇒ Individual and group problem-solving activities can result in innovation.
- ⇒ Critical thinking activities encourage innovation.

Interaction

- ⇒ Interactions with various materials are the source of inspiration for many works of art.
- ⇒ Part of the task of an artist is to be sensitive to the qualities of the materials and to develop appropriate new ways to exploit the aesthetic potential of the materials in their art.
- ⇒ The interaction among artist, materials, and the creative process produces art.

ART CURRICULUM ESSENTIAL UNDERSTANDINGS

ARTISTIC DEVELOPMENT

Reflection

- Reflection provides the opportunity to think deeply about experiences and create works that capture the depth of the experience.
- Through the process of reflection, artwork can be revised or redirected.
- Time, opportunity, encouragement, and training aid in reflection.

Independent Thinking

- Encouraging independent thinking fosters diverse results.
- The process of independent thinking provides opportunities to exercise skills in organizing, analyzing, creating, integrating, and evaluating to solve aesthetic problems.
- The process of gathering information through observation and formulating aesthetic questions increases independent thinking.

