

SUNNY HILLS ELEMENTARY



ART DOCENT HANDBOOK 2009-2010



October 20, 2009

Welcome Art Docents!

Thank you for volunteering your time and talents to Sunny Hills Elementary's PTSA sponsored Art Docent Program. We are excited to have so many volunteers willing to help with this visual arts program. As an Art Docent, you will have the privilege of working with children in the classroom in a fun and creative manner.

Our main objective is to build a quality, educational visual arts program that provides children more opportunities to explore their art talents. We are working to integrate the elements of art into the program to meet state education requirements. Lesson plans will include a specific element of art for discussion. We expect to eventually have for each grade, at least one lesson plan for each required element of art.

We encourage docents with art experience to share their talents and ideas to help increase our library of lesson plans and art projects, or expand our program in a new direction.

Whether you are experienced in the field of art or you are just a beginner, we want to make this easy on you. Please contact either of us if you need assistance, have questions or want to provide input for improving the program.

Thank you for your commitment to the Art Docent Program and for all you do for the children at Sunny Hills.

Heather Hildebrant
heatherhildebrant@yahoo.com
425-427-9105

Donna Gelinis
donna.gelinis@comcast.net
425-922-3729

TABLE OF CONTENTS

SECTION 1: PROGRAM GOALS.....	3
WHY ARE THE ARTS IMPORTANT?.....	3
WHY IS THE ART DOCENT PROGRAM IMPORTANT?	3
MISSION STATEMENT	3
AN OVERVIEW OF ART PROGRAMS	3
GOALS.....	4
<i>Art Lesson Goals:</i>	4
<i>Program Goals:</i>	4
SECTION 2: ART DOCENT PROCEDURES.....	5
PLANNING STRATEGIES.....	5
LESSON GUIDELINES	6
MOTIVATING AND EXTENDING STUDENT THINKING.....	7
A METHOD FOR TEACHING ART.....	8
STUDENT DEVELOPMENT AND GROWTH.....	8
DEVELOPING NEW ART LESSONS.....	10
CHECKING OUT RESOURCES	10
ORDERING SUPPLIES	10
REIMBURSEMENT	10
SECTION 3: FORMS	11
TEACHER QUESTIONNAIRE FOR ART LESSON PLANNING.....	11
ART LESSON EVALUATION	12
ART DOCENT PROGRAM EVALUATION	13
SECTION 4: PROGRAM RESOURCES.....	14
ELEMENTS OF ART	14
PRINCIPLES OF DESIGN.....	16
RESOURCE BOOKS	17
SUPPLEMENTAL RESOURCES	17
<i>Internet</i>	17
<i>Libraries</i>	18
<i>Museums</i>	18
<i>Teaching Aids</i>	18
ART TERMS.....	19

SECTION 1: PROGRAM GOALS

Why are the Arts Important?

The Sunny Hills PTA believes the arts are an important part of the learning experience. Participation in the Arts – whether the visual arts, dance, music or theater – engages the mind, the heart and the body. It helps students discover the possibilities within themselves, gives them the courage to try things their way and records thoughts and images that only exist in the mind. It teaches new and creative ways of thinking.

Why is the Art Docent Program Important?

Arts education not only cultivates imagination, self-expression, and creativity, but also supports the development of critical thinking and problem-solving skills. Parents play a vital role in the survival of sufficient arts education in schools. Collaboration among parents, teachers and arts leaders creates a powerful constituency advocating for arts programs in schools.

Children deserve the opportunity to explore and think about their world in a variety of ways. It is through exploration, experience and relationships that elementary age children make sense of the world. By observing, touching, manipulating, and describing children learn. The art docent program gives students hands-on learning experiences that are so valuable to their development. It also gives them an opportunity to express their feelings and ideas freely because it is process oriented; this is true creative thinking.

Mission Statement

Provide a visual arts education to Sunny Hills students through age-appropriate lectures on art and artists, access to art installations, and hands-on, in-class art projects.

An Overview of Art Programs

- Art Walks: Held 6 times a year at Sunny Hills, these lectures and installations correlate to the art EALRS which include basic art elements such as line, texture, pattern, shape, form, space, and color. These lectures are held for two consecutive days. Students attend one twenty-minute lecture with their class. These lectures can be used as a guideline for artwork produced in the classrooms with the Art Docents.
- Art Docents: Art Docents work with teachers to determine appropriate art projects that tie in with teacher curriculum and/or Art Walk themes. The goal is to have one or more art docents per classroom. The Docents set up dates with teachers to come into classrooms to lecture, instruct, and oversee artwork, and work with the classroom to prepare on art installation for the Art Fair and/or art display. Help setup for monthly Art Walks
- Art Docent Chair: schedules docent meetings and training and offers guidance on finding appropriate art projects for classrooms, as well as coordinates projects with the Art Fair Chair.
- Art Fair: An evening event held every other year, this event gives children the chance to see their work displayed and build community. The students and parents are also able to learn from the works displayed by different classrooms. This event has had a common

theme. In the past some of the themes where Georgia O’Keeffe.

- Artists in the classroom: The PTA gives each classroom a budget to spend on bringing professional art instruction into the classroom in visual arts, dance, and theatre.

Goals

Art Lesson Goals:

- Introduce an Element/Principal of Design and/or an artist.
- Teach an artistic technique: painting, pasting, cutting/tearing, modeling and construction, drawing, etc...
- Teach thinking skills using the artistic process
- Teach students to communicate through the arts

Program Goals:

- Strive to meet the Washington State education requirements (Essential Academic Learning Requirements, also known as “EALRs”) for the visual arts:
 1. The student understands and applies arts knowledge and skills.
 2. The student demonstrates thinking skills using artistic processes.
 3. The student communicates through the arts.
 4. The student makes connections within and across the arts, to other disciplines, life cultures and work.
- Provide ongoing training to Art Docents
- Expose each student to the basic Elements of Art through Art Walks
- Obtain teacher and art docent feedback on classroom art lessons
- Increase library of art lessons and resources
- Create a sustainable Art Docent Program
- Advocate for Arts Education

SECTION 2: ART DOCENT PROCEDURES

In order to simplify the Art Docent Program, general **Planning Strategies** have been established to help art docents prepare for classroom lessons. Furthermore, specific **Art Docent Lesson Guidelines** will function as a checklist for presenting art lessons to the students. Additional procedures (i.e. Checking Out Resources or Developing New Art Lesson Plans) are provided to maintain organization, structure and further enhance the program. We hope that you find these procedures helpful; we welcome input for improving them.

Planning Strategies

These Planning Strategies are intended to help Art Docents prepare for classroom art lessons. They are important because teachers need to maintain their classroom routines. Therefore, art presentations should be prepared, organized and timely. Below are recommended planning strategies:

- Attend Art Docent Trainings
- Read **Art Docent Handbook**
- Meet with teacher to schedule dates, times and art lesson plans
 - Art lessons are recommended once per month or as mutually agreed upon
 - Use the **Teacher Questionnaire** as a tool for your meeting
 - Consider aligning art lessons with curriculum as appropriate
- Consider meeting with same grade level Art Docents to discuss art projects
- Review Lesson Plans for art project ideas or go on line (see **Supplemental Resources: Internet**)
- Select or develop a grade level appropriate **Art Lesson Plan**
- Determine one or two **Elements of Art** or **Principles of Design** to be discussed in the art lesson and/or introduce a masterpiece.
- Check on available supplies and resource books. Have enough supplies for each student and yourself in order to demonstrate and complete the art project.
- Try out the art lesson at home before bringing it to the classroom (**hint: have your kids test the project**).
 - Note the time required to complete the project.
 - Make a sample project if none exists (add to the art docent resources file cabinet).
- Send email reminder to the teacher in advance to remind them of the date and time of the art lesson.
- Set up the lesson and art project supplies before the children arrive in the classroom/art room.
- Conduct the art lesson within the prearranged time frame.

Lesson Guidelines

These **Lesson Guidelines** are intended to provide Art Docents with an outline to follow for presenting art lessons and art projects to students. Use these guidelines as a checklist to make your presentation flow smoothly, as well as make it fun, educational and meaningful to the children.

One tip to consider: Give yourself enough time to prepare the art supplies before the children arrive. This will provide you with more lesson time to work with the kids on the art project.

- **Introduce yourself and other art docents. Write your name on the board or wear a name tag.**
- **Inform children there will be a discussion about an art print and artist first, and then they will have an opportunity to be the artist.**
- **Ask children to raise their hands when they have a question.**
- **Present art print**—share the artist's name and the title of the art piece.
- **Provide relevant or interesting factual information**—discuss artist's biography, time period of the print, style of art (i.e. Impressionism). Keep this very simple and fun in the primary grades. It is always fun to share an interesting fact about the art or artist, it grabs the students' attention.
- **Lead discussion about artwork.** Keep the kids involved and encourage dialogue by asking thought provoking questions. Remember to allow time for several answers. Select several questions that would apply to the print you are presenting, or make up more appropriate questions.
 1. *What do you think is the title to this art piece? Why?*
 2. *How does this artwork make you feel? Happy? Sad? Excited? Confused? Curious?*
 3. *Does the picture make you feel hot or cold?*
 4. *If the artist selected different colors, would it change the feel of the art piece? How?*
 5. *What time of day is this?*
 6. *What season is this?*
 7. *What period of art? Impressionism, Dadaism, Renaissance*
 8. *Which way is up? (abstract art)*
 9. *What was the artist thinking when creating this work of art?*
 10. *What shapes do you see?*
 11. *Is there movement in the painting? Where? How does the artist convey movement?*
 12. *If you walked into this painting, where would you be?*
 13. *What is the artist's most important message?*
 14. *What materials were used to make this art?*
 15. *How did the artist create this piece?*
- **Introduce one element of art** (e.g. line, pattern, shape, color, space, texture, rhythm) or **principle of design** (e.g. balance, pattern, proportion). Define the art element or principle, write it on the board and repeat it during the lesson. Ask the students later to describe the art element(s) or principle(s).
- **Instruct students to wait to begin the project until after all directions are provided.**
- **Start the art project.** Describe the art project step by step. Make certain all the students understand the task and ask if there are any questions before beginning the project.

- **Allow students to complete the art project independently**—it is their art project, allow them to be the artists.
- **Assist artists by walking the room.**
- **Comment “factually” on student art work.** (i.e. That is bright blue paint. Those are thick lines.)
- **Keep within your allotted time for the art lesson**—and remember to allow time to clean up.
- **Ask students to title their art pieces and sign them.**
- **Set art projects aside to dry**
- **Clean up classroom**—leave the room as clean as when you started the art lesson.
- **Thank children for participating and for creating wonderful art work.**
- **Return unused art supplies and check-in art prints, art lesson plans and resource books.**

Things to remember:

- **There is no such thing as bad art**
- **Everyone approaches art differently**
- **There are no right or wrong answers when discussing art**
- **Support and encourage different views that are reasonable**
- **Know your students developmental levels and adapt lessons accordingly**
- **The process is important, not the product**
- **Remember, through our actions and attitudes we convince children that we have complete faith in their ability to express their own ideas in their own way!**

Motivating and Extending Student Thinking

(Or, what to do when a student says s/he doesn't know what to paint.)

- Pose a question about an event, activity, or object
- Have students recall content or concepts from a previous lessons
- Pose a problem (i.e. How can we use these oil pastels to make the fur on our cats look soft?)
- Present a technique (i.e. Today we are going to try painting the background first.)
- Brainstorm ideas as an entire class or have students partner up to gather ideas
- Engage the children's bodies to warm up their brains—draw in the air, make body lines or shapes, etc...
- Look at a variety of images
- Bring in objects to see, touch or smell
- Listen to music
- Recall feelings or vivid meaningful experiences
- Share stories
- Observe and comment on visual aspects of an object or artwork—shape, texture, color, size, direction, etc...
- Share photographs
- Provide devices that can expand students' visual perception—microscopes, prisms, kaleidoscope, mirrors, telescopes, magnifiers, etc...
- Read a book, poem or quotation.
- Provide a still life
- Bring in a guest speaker
- Watch a very short video clip
- Share artifacts from another country

A Method for Teaching Art

A common approach for talking about art is to ask, “What is it?” We also don’t always know what to say so adults tend to overuse comments such as “nice,” “lovely,” and “good” to describe a student’s artwork. In addition, we are often tempted to follow a positive comment with a well-intentioned correction or suggestion. At this stage in artistic development—ages 5 to 10—corrections or even positive criticism may discourage children. Below are a number of guidelines to encourage children while they create art. These suggestions also provide opportunities for dialog and learning.

- Allow students time to reflect and respond. When a child shows you his or her piece smile, pause and say nothing. This gives you time to reflect on what you might want to say and gives the student an opportunity to talk first.
- You may also describe the image. Talk about the elements of design evident in the student’s art. Comments can focus on concepts, content and feelings. Using the art vocabulary in relation to the student’s own work is more meaningful. It encourages observational skills through our modeling.

Refer to the Elements

“You have used dark colors in your picture.”

“I like the way the red contrasts with the blue.”

Refer to the Art Principal

“You did a nice job of repeating that circular shape. It gives your picture a sense of rhythm.”

“Those two dark red horses balance that large blue one on the other side.”

Comment on the Expressive Quality of the Piece

“The yellows in your picture make me feel warm and happy.”

“Those jagged lines make me think about angry feelings.”

Point out the Inventiveness, Ingenuity and Imagination of the Child’s Work

“Sara made her sun look different by using lots of warm colors.”

“Bob’s drawing shows us a unique way to think about horses.”

Highlight the Student’s Desired Behavior

“Joey has spent a long time on his work, paying lots of attention to all the details.”

Notice the Improved Skill and Control of the Medium

“Laura is doing an excellent job showing texture with her pastels. See how she has used short smooth lines.”

Remember that describing what you see does not mean saying what you think. Comments must remain non-judgmental. It should be possible to find something commendable in every child’s picture. Always be specific. *“You’ve used a lot of blue and black in your picture.”* *“You’ve filled up most of the paper.”* *“You’ve made both curved and straight lines.”* *“How did you move your hand to make those circles?”* *“How did hold your crayon to create such dark lines?”*

Student Development and Growth

When working in the classroom on art projects, it is important to realize that children within the same classroom are at different developmental levels and abilities. Art Docents should adapt according to the varying needs of the children.

Be positive and encouraging to the students. **Focus on the process of the art project**, not the end product or appearance of the product. Look to the teacher for guidance in directing children's behavior.

There are four periods of growth in artistic development for children ages five through eleven. Even a general understanding of these stages of development will help you deliver an art lesson to your class. Please realize that these are generalizations.

Period of Orientation

The 5 year old:

- Developing an ability to work with other children and share materials and tools.
- Plays with art materials and tools before realizing that they have a useful purpose.
- Scribbles, makes marks or uses masses of color for an expressive purpose.
- May fill or only use a small area of paper depending on the child's temperament.
- Becomes easily distracted.
- Boys progress slowly in the coordination of eye and hand movement.
- Chooses colors which satisfy and express inner feelings.
- Uses simple shapes (i.e. circles for heads and tree tops).
- Details are distorted and exaggerated.
- Conceptual understanding rather than visual observation.
- Regular repetition of schema.

Period of Fundamental Learning

The 6-7 year old:

- Wants to be active and has a short span of interest.
- Tends to turn first to painting and drawing.
- Begins by painting and drawing in one color then progresses to more color.
- Draws figures which are distorted.
- Still geometric.
- Makes observations and identifies distinguishing characteristics.
- Can use tools for construction after instruction and with supervision.
- Cooperative.
- Adds meaning with exaggeration.

Period of Enrichment

The 8-9 year old:

- Works on a large or small scale with equal confidence.
- Portrays proportioned figures.
- Perceives distinguishing characteristics of people.
- Adds significant detail.
- Discards the static pose and develops action in pictures.
- Develops richer backgrounds in compositions.
- Intuitively achieves an interest center.
- More sensitive to color so starts mixing hues and values.
- Interested in mimicking color in nature—realistic.
- Can integrate art with another subject.
- Becomes more objective in evaluation own work.

Period of Synthesis

The 10-11 year old:

- Longer attention span.
- Combines art media in imaginative ways.
- Draws with some skill.
- Interested in 3-dimensional design forms.

- A keen observer.
- Seeks teacher assistance before an anticipated need arises.
- Over critical of own work.
- Can participate in evaluation.

References:

Erdt, Margaret Hamilton, Teaching Art in the Elementary School, Holt, Rinehart and Winston, Inc., New York, 1952.

McFee, June King, Preparation for Art, Wadsworth Publishing Company, Inc., San Francisco, 1961.

Developing New Art Lessons

Art Docents may find alternative projects that incorporate one or two art elements or principles of design. One of the Art Docent Program goals is to expand the art lesson plans inventory. All Art Docents are encouraged to create new lesson plans and submit them to the chairperson(s) to include in the art lesson notebooks.

Checking out Resources

Resource books, art lesson plans and prints are located in the library. In order to track borrowed resource books, art lesson plans and prints, please complete the **Check Out Logs** located near each item. Include the item, your name, and the date. It is recommended that resources be returned promptly, as others may need to check them out. Upon return of the borrowed materials, write the return date on the Check Out Log (see example below).

Check Out Log

Name Phone Docent/Teacher	Item	Date Borrowed	Date Returned
Monet – Water Lillies	Art Docent Phone number	12-10-05	12-20-05

Ordering Supplies

The Art Docent Program supplies are sponsored by the PTA and are located in the PTA room. Please use the **Check Out Log** when you use these supplies also.

Reimbursement

All program expenses must be accounted for and remain within the allotted budget. It is also important to inform chairperson(s) of in-kind donations so she/he can plan accurately in the future. If you purchase the supplies and require reimbursement, complete a PTA **Reimbursement Form**, located in the **Reimbursement Form file in the PTA room**. All reimbursements need to be **approved by the Art Docent Chair**. Put the completed form in the Art Docent file and let the art docent chair know it is there. She will sign it and pass it on to the treasurer.

SECTION 3: FORMS

Teacher Questionnaire for Art Lesson Planning

Teacher: _____ Grade: _____

The Art Docent Program will present art lessons based on the works of master artists. Our goal is to introduce students to an element of art (i.e. line, shape/form, color, texture, space and value), provide biographical information about the artist, and create an art project using various art mediums (water colors, oil pastels, clay

What dates and times would work for your classroom?

Art Lesson Dates: _____

Art Lesson Times: _____

Month	Day(s)	Non-School Days	From:	To:
November				
December				
January				
February				
March				
April				
May				

Do you have any specific art projects you would like the art docent(s) to help facilitate?

Do you have any suggestions for delivering the art project or making the art lesson a positive experience?

How would you prefer the art docent handle disruptive children?

Where would you like us to display completed artwork?

Art Lesson Evaluation

To be completed by art docent(s):

Date:	
Art Docent(s):	
Teacher:	
Grade:	
Art Lesson Plan:	

1. Was the art lesson plan and project informative and engaging for the students?
2. Was any part of the lesson or project difficult to present or carry out? (*i.e. set up, doing the project*)
3. Was the time allowed adequate?
4. How could you improve your art lesson presentation or project activity?
5. Did you have time for setup and clean up?
6. Additional comments may be provided on the back of this page.

Please return completed evaluation to the Art Docent chaiperson.

Art Docent Program Evaluation

To be completed by the teacher:

Date:	
Art Docent(s):	
Teacher/Grade:	

1. Indicate the number of times a month your class participates in the Art Docent Program?
 - a. Weekly
 - b. bi-monthly
 - c. once a month
 - d. none
2. How many Art Docent volunteers do you have?
3. Do your parents come prepared? Yes or No
4. Do your volunteers come with a positive attitude? Yes or No
5. Are your students enjoying the lessons? Yes or No
6. What percent of the time are your students able to understand the art principles (i.e. Line, shape, color...) being introduced?
 - a. 90%
 - b. 80%
 - c. 70%
 - d. 60%
 - e. 50%
7. Do you correlate your class lesson plans with the Art Docent?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - e. Never
8. Do you find that these art lessons enrich your students' education? Yes or No
9. Would you like to see the program continue? Yes or No *(If no, please explain)*
10. Additional comments:

Please return completed evaluation to the Art Docent mail box in the PTA room.

SECTION 4: PROGRAM RESOURCES

Elements of Art

One of the Art Docent Program goals is to incorporate the Washington State visual arts education requirements (Essential Academic Learning Requirements, also known as “EALRs”). The EALRs are provided in six frameworks below; each framework representing a different element of art. Please reference these requirements when presenting art lessons in the classrooms.

Elements of Art: The language of art or artistic “building blocks,” vocabulary, and visual symbols used to create works of art. These basic elements include: line, shape, form, texture, color, and space.

Line: A continuous path of a moving point through space which can vary in width, direction, length, curvature, texture and color.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understands and demonstrates types of lines	Identifies line direction	Identifies and demonstrates different line qualities	Uses line to create details and designs.	Identifies and uses line to create texture	Understands and demonstrates the use of line through direction, type and quality
Straight and curved	Horizontal, vertical and diagonal	Thick/thin; solid/broken; dark/light; smooth/rough	Spiral, parallel, intersecting lines	Smooth/rough; bumpy/flat Created with a variety of lines	Explore and use a variety of lines in a composition

Shape: When a line connects, it creates a shape. Shapes are two dimensional objects containing length and width.

Form: Three dimensional objects that include length, width and depth. Forms and shapes can be geometric, organic or free form.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Uses line to create shapes. Recognizes, names and creates geometric shapes	Identifies and uses geometric and organic shapes	Combines geometric and organic shapes to create freeform shapes	Recognizes the relationship between 2D shape and 3D form	Identifies and uses geometric forms	Understands and demonstrates the relationship of 2D shape and 3D form
Rectangles, diamonds, triangles, circle, oval, square...	Geometric vs. irregular shapes (no two alike: pine cones or rocks)		Circle vs. sphere; Square vs. cube	Creates forms (i.e. sphere, cone or cube)	Creates 2D and 3D forms

Texture: The art element that refers to how objects look or feel. Textures can be visual, seen with the eyes, or **tactile**, both seen with the eyes as well as felt when touched.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identifies actual textures.	Identifies actual textures	Identifies actual textures	Uses texture in two and three dimensional work	Identifies and uses line to create texture	Recognizes and demonstrates actual and simulated texture
Defines texture as “the feel of things”. Rough, smooth, bumpy, etc.	Rough/smooth, coarse, fine, hard/soft, cold/warm, natural/artificial	Gritty, granular, shiny, metallic	Fabric art (2D), clay projects (3D)	Lines: thick, thin, straight, curvy, jagged, swirling, dots	Actual texture is natural (tactile). Simulated texture is artificial (visual). Use a variety of texture in an original work

Space: The art element that refers to the area between, around, under, over and within objects. Space defines shapes and forms and the relationship between them.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Not required for Kindergarten	May introduce contour lines to create space	Creates space in an artwork using the spatial devices of overlap and relative size	Identifies and uses the spatial concepts of positive/negative space	Defines space using horizon/ground line, foreground, middle ground and background	Recognizes and uses spatial devices and concepts to create depth
		Overlap objects or shapes. Introduce different size shapes	Positive space: the space a 2-dimensional or 3-dimensional object occupies. Negative space: the empty space around or within an object.	Nearer objects appear larger, darker, and warmer. Far away objects appear smaller, lighter, and cooler	Use basic (one point) perspective to create appearance of 3D artwork

Value: Describes the lightness or darkness of a color. It is one of the three properties of color. The other properties are hue and intensity.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			Identifies and makes light, dark, and middle values	Identifies and makes color values: tints/shades and monochromatic colors.	Explores and demonstrates a full range of color value. Identifies intensity, brightness, dullness
			A light color, like yellow, is high in value , or closer to white. A dark color, like blue, is low in value , or closer to black.	Tint: Color mixed with white. Shade: Color mixed with black. Monochromatic: One color varied in value and intensity	

Principles of Design

Art Docents may also discuss the Principles of Design as they relate to a print and art project presented in an art lesson.

Principles of Design: Rules that govern how artists organize the elements of art. The principles of design are: balance, contrast, emphasis/dominance, movement, pattern, proportion, rhythm and unity.

Balance: The principle of design concerned with equalizing the visual elements in an art work to make the art work look complete. There are two kinds of balance: **formal** (also called symmetrical) and **informal** (also called asymmetrical). **Radial balance** means lines or shapes grow from a center point.

Contrast: The use of opposing art elements in a composition designed to arouse interest and draw in the viewer. For example: opposite textures (bumpy / smooth); contrast in colors (red / green; blue / orange), lines (thick / thin).

Emphasis / Dominance: A principle of design which is also known as the **focal point** in a composition. It is the dominant component in a work of art and draws the viewer's attention toward it.

Movement: The use of elements of art in a composition that create the appearance of action or motion. Typically movement in the art work leads the viewer's attention to a focal point.

Pattern: The repetition of art elements or the combination of elements in an organized manner. **Regular patterns** contain elements that are repeated with accuracy. **Irregular patterns** contain elements that are repeated randomly. **Radial patterns** are those that spread outward from a single point.

Proportion: The size comparison of one element to other elements in a composition or the relationship of one element to the whole composition.

Rhythm: The principle of design that indicates movement in an artwork by the repetition of the art elements – line, shape, color, or texture. There are five kinds of rhythms or patterns: random, regular/continuous, alternating, flowing and progressive.

Unity: The principle of design that creates a sense of wholeness when the elements and principles of design are used effectively. Unity is achieved through harmony, variety, and repetition.

- **Harmony:** The principle of design that creates unity by stressing or emphasizing the similarities among dissimilar parts. For example: roundness, color, or size.
- **Variety:** An object in a composition that is designed to be unique from the rest of the art work in order to create more excitement or interest.
- **Repetition:** The art elements that are reproduced to create a visual rhythm and provide a sense of unity to the whole composition.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Uses repetition of one element to create pattern	Uses repetition of several elements to create pattern	Identifies and uses emphasis / dominance	Identifies and uses movement within an artwork	Identifies and demonstrates symmetrical, asymmetrical and radial balance in two and three dimensions	Identifies and applies principles of balance repetition, emphasis and movement in an artwork.

The EALRs Frameworks were adapted from the Washington State Office of Superintendent of Public Instruction. The examples provided are interpretations of the requirements. In addition, most definitions were provided by Cascade Ridge Elementary and were adapted from *Art Smarts: Presenting Prints in the Classroom* written by the Bellevue Art Museum (Revised September 2003).

Resource Books

See list available at http://www.sunnyhillspta.org/art_science.html

Supplemental Resources

Internet

Google – search any art topic and you will be provided with websites containing art information. Search by artist or type of art or art masterpiece titles.

www.abcgallery.com – art information

www.arthistory.about.com – research artists

www.artmuseum.net - art information

www.barewalls.com – images and information

www.crayola.com – educators' lesson plans

www.geocities/theartkids -

www.globalgallery.com – images only

www.kinderart.com – project ideas and art history information.

www.kidsart.com – kids art lesson plans and projects

www.kidzart.org – art lesson plans inspired by master artists

www.LessonPlansPage.com – lesson plans by grade level

www.guggenheimcollection.org – Guggenheim Museum – modern/contemp

www.naturalchild.com – order posters of children's artwork

www.princetonol.com/groups/iad/lessons/elem/elemllessons.html - art lessons

www.the-artist.org – modern and contemporary artists

Libraries

King County Library

Issaquah Library – see catalog listing of books

Museums

Bellevue Arts Museum – www.bellevueart.org

Frye Art Museum - www.fryeart.org/pages/school.htm

Seattle Art Museum - www.seattleartmuseum.org/learn/trc/trc.asp

Seattle Asian Art Museum - www.seattleartmuseum.org/visit/visitSAAM.asp

Tacoma Art Museum - www.tacomaartmuseum.org

Teaching Aids

Prints and other teaching aids are available in the library. See list of prints at http://www.sunnyhillspta.org/art_science.html

Art Terms

Abstract - A work of art that depicts either real or unidentifiable objects using simplified shapes, lines, and colors.

Active lines - Lines that show action, movement, and add energy to artwork.

Aesthetics – The philosophy or study of the nature of beauty and art.

Aesthetic Judgment – Values used in judging a work of art involving reasons for finding art beautiful or satisfying.

Art Criticism – An organized system for studying a work of art. It has four stages: description, analysis, interpretation, and judgment.

Background – The area of a picture that appears to be farthest from the viewer. The background usually appears higher up on the picture plane.

Balance – The principle of design concerned with equalizing the visual elements in an art work to make the artwork look complete. There are two kinds of balance: **formal** (also called symmetrical) and **informal** (also called asymmetrical). **Radial balance** means lines or shapes grow from a center point.

Bust – a portrait or sculpture that shows only the head and shoulders of the subject.

Calm lines – Lines that express a calm, peaceful, and restful feeling to artwork.

Caricature – A drawing that exaggerates a person's features to be humorous or to suggest his or her unique characteristics.

Ceramic – Clay or porcelain material used to produce pottery and sculpture.

Chiaroscuro – The dramatic use of light and shadow; it is also called modeling and shading. This technique was introduced by Italian artists during the Renaissance and then commonly used by Baroque artists.

Collage – Usually two-dimensional artwork that consists of bits and pieces of textured paper, fabric, and other materials.

Color – The element of art that is the perceived wavelength of light reflected by an object. Color has three properties: **hue**, **value**, and **intensity**.

Complimentary Colors – Two colors opposite one another on the color wheel. For example: red and green, blue and orange, violet and yellow.

Composite – An object or substance made up of different and distinct parts. The composition of a work of art refers to the specific arrangement of all its parts.

Continuation – Technique for creating unity by arranging shapes so that the line or edge of one shape continues a line or edge of the next.

Contour lines – Define the edges and surface of an object.

Contrast - The use of opposing art elements in a composition designed to arouse interest and draw in the viewer. For example: opposite textures (bumpy / smooth); contrast in colors (red / green; blue / orange); lines (thick / thin).

Cool Colors – These colors suggest coolness and are hues that appear to recede from a viewer (appear to reduce in size). Cool colors are calm and restful. They consist of the following colors: blue, violet, and green and are the opposite of warm colors.

Cubism – This art style lasted in pure form from 1908 to 1914. Four artists who are credited with being “true” Cubists are Pablo Picasso, George Braque, Juan Gris, and Fernand Leger. Cubism evolved through several stages from an analytic representation of objects as simplified geometric shapes to include multi views of reality.

Decorative – Serving only to decorate and not make a meaningful statement.

Decorative Arts – Objects such as furniture, china, and metal that are used in a home.

Depict – To represent in a drawing, painting or sculpture.

Design – The plan, organization, or arrangement of different elements in a work of art.

Elements of Art – The language of art or artistic “building blocks,” vocabulary, and visual symbols used to create works of art. The basic elements include: line, shape, form, texture, color, and space.

Emphasis - A principle of design which is also known as the **focal point** in a composition. It is the dominant component in a work of art and draws the viewer’s attention toward it.

Etching – A form of printmaking where lines are chemically eroded in metallic surfaces of “plates”. Ink is rubbed into the lines and then transferred to paper.

Expression – The communication of feeling, meaning, spirit, or character in an artwork.

Foreground – The part of the picture plane that appears closest to the viewer. The foreground begins at the bottom of the picture.

Form – Objects having three-dimensions: length, width, and depth (while shapes only include two-dimensions). Forms and shapes can be geometric, organic, or free form.

Free Form – Objects and shapes that are not geometric and do not resemble objects in nature. Free form shapes and forms are usually imaginary and whimsical.

Geometric – The description of objects and shapes that are made with straight lines such as: circle, triangle, square, and rectangle. Many human made objects and forms are geometric.

Harmony – The principle of design that create unity by stressing or emphasizing the similarities among dissimilar parts. For example: roundness, color, or size.

Hue – The name of a spectral color and is related to the wavelength of reflected light.

Imagine – To make a mental picture or image of something or form an idea, think suppose, or guess.

Inspiration – To affect with feeling and motivation causing a person to create.

Intensity – The brightness or dullness of a hue.

Landscape – A painting or drawing in which natural land scenery such as: mountains, plains, trees, rivers, or lakes are featured.

Line – A mark drawn by moving a tool such as a paint brush or pencil. It is the path of a dot. Lines have direction: horizontal, vertical or diagonal. There are different kinds of lines: straight, curved, angular. They have attributes: thin, thick, smooth, rough, solid or broken.

Lithograph – A form of printmaking. The image is drawn with a greasy crayon on a stone or metal surface. Ink adheres to the grease in the crayon and transfers the image onto paper.

Medium – Material used to make art. The plural is media.

Middle ground – Area in the picture plane between the foreground and the background.

Monochromatic – One color on the color wheel which is varied in value and intensity to achieve a monochromatic color scheme.

Movement - The use of elements of art in a composition that create the appearance of action or motion. Typically movement in the art work leads the viewer's attention to a focal point.

Nonobjective art – Refers to artwork without a recognizable subject matter. It is also known as non-representational art.

Oil Paint – A slow drying paint made by mixing colored pigments with oil.

Opaque – Quality of a material that does not allow light to pass through it. The opposite of transparent.

Organic – Refers to shapes and forms in nature such as rocks, plants, animals, etc.

Overlapping – One figure or object that is partly in front of another object or figure.

Pastel – Light, soft, or subtle tints of a color. Also a material made by combining colored chalk and oil.

Pattern - The repetition of art elements or the combination of elements in an organized manner. **Regular patterns** contain elements that are repeated with accuracy. **Irregular patterns** contain elements that are repeated randomly. **Radial patterns** are those that spread outward from a single point.

Perspective – The technique to give the illusion of depth and distance on a flat surface. Perspective can be created by placement on the picture plane, overlapping, color, size, detail, and converging lines.

Picture Plane – The flat surface of a painting or drawing.

Portrait – Image of a person, especially the face and upper body.

Pose – The position in which a person sits or stands in a picture.

Primary Colors – The colors on the color wheel which can be mixed to make all the other colors. The primary colors are: red, yellow, and blue.

Principles of Design – Rules that govern how artists organize the elements of art. The principles of design are: rhythm, movement, balance, harmony, proportion, variety, emphasis, and unity.

Printmaking – The art form of making prints, usually by applying ink to a textured surface and directly pressing paper on that surface, transferring the ink to the paper.

Proportion - The size comparison of one element to other elements in a composition or the relationship of one element to the whole composition.

Reflection – The image of an object or person that is cast back to the viewer from a shiny surface such as a mirror. Thoughts or ideas about a past event.

Repetition - The art elements that are reproduced to create a visual rhythm and provide a sense of unity to the whole composition

Rhythm – The principle of design that indicates movement in an artwork by the repetition of the elements: line, shape, color, or texture. There are five kinds of rhythms or patterns: random, regular/continuous, alternating, flowing and progressive.

Rotunda – A round building or circular area covered by a dome.

Rubbing - The technique for transferring the textural qualities of a surface onto paper by placing the paper over the rough surface and rubbing the top of the paper with a crayon or pencil.

Sculpture – A three-dimensional work created from wood, stone, metal, clay, or plastic by carving, welding, casting, molding, or modeling.

Secondary Colors – The colors on the color wheel which are made by mixing sets of primary colors. The secondary hues are orange, green, and violet.

Shade – A dark value of a hue made by adding black.

Shape – The element of art that refers to objects that have two-dimensions: length and height. Shapes are made when lines connect and can be geometric, organic, or free form.

Silk Screen – A form of printmaking. A stencil is applied to fine silk fabric and then ink is pressed through the stencil and applied to fabric or paper.

Space – The element of art that refers to the area around, below, above, and with objects. Space defines shapes and forms and the relationship between them.

- **Positive Space** – the space a two-dimensional or three-dimensional object occupies.
- **Negative Space** – the empty space around or within an object.

Stencil – A shape used for applying a pattern or design to a surface. First, all kinds of shapes and letters are cut from paper, cardboard, plastic, or other materials, Then paint is brushed, sprayed, or stamped through the inner or outer edges of the stencil leaving a printed image.

Still Life – A painting, drawing, or collage whose subject matter is usually inanimate objects (objects that do not move) such as fruit, vegetables, plants, containers, musical instruments, and books; however, live subjects are sometimes included.

Study – In art, an educational exercise, usually a sketch of a particular detail for practice before the final artwork is produced.

Subject – The person or things represented. Subject is the topic, theme, or motif in a work of art.

Surrealism – Twentieth century art style in which dreams, fantasy, and the subconscious are inspirations for artists.

Symbol – A visual image that stands for or represents an idea.

Symmetry – The kind of formal balance when two halves of an object or composition “match” in colors, lines, and shapes producing mirror images.

Texture – The element of art that shows how an object looks and sometimes feels. There are two kinds of texture: visual and tactile. **Visual textures** you can only see with your eyes while **tactile textures** you can both see and feel by touching.

Tint – The light value of a hue made by mixing white or water to a color.

Translucent – The quality of objects and surfaces that allows some light to pass through it but does not become clearly visible.

Unity – The principle of design that creates a sense of wholeness when the elements and principles of design are used effectively. Unity is achieved through harmony, variety, and repetition.

Value – Describes the lightness or darkness of a hue. It is one of the three properties of color. The other properties are hue and intensity. A light color such as yellow is high in value (closer to white), and a dark color such as violet or blue is low in value (closer to black).

Variety - An object in a composition that is designed to be unique from the rest of the art work in order to create more excitement or interest.

Warm Colors – Warm colors suggest warmth and appear to advance or move forward. They make an object appear larger, and nearer to the observer. Warm colors are yellow, orange, and red and are the opposite of cool colors.

Watercolors – A material used for painting made of colored pigments mixed with water.

Additional Terms:

Art Criticism – An organized system for studying a work of art. It has four stages: description, analysis, interpretation, and judgment.

- **Describe** – A list of all the things you see in a work.
- **Analyze** – The step in art criticism in which you discover how a work is organized, or how the elements and principles of art are used.
- **Interpret** – Deciding the mood, meaning, or idea the artist conveys in the artwork.
- **Judge** – This step determines the degree of artistic merit.

Aesthetic Theories:

- **Imitationalism** – Is the aesthetic theory that focuses on realistic presentation.
- **Formalism** – the aesthetic theory that emphasizes how the art elements are arranged using the principles of design.

- **Emotionalism** – Is the aesthetic theory that emphasizes the strong communication of feelings, moods, or ideas.

Literal qualities – The realistic qualities that appear in the subject of the artwork.

Design qualities – Focus on how the artwork is organized when you look at the composition using the principles of design.

Expressive qualities – Describe how the artwork communicates ideas and moods.

The majority of the definitions were provided by Cascade Ridge Elementary and were adapted from *Art Smarts: Presenting Prints in the Classroom* written by the Bellevue Art Museum (Revised September 2003).