

Art Elements	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Line	Thick / thin, straight / curved, long / short.	Direction: vertical, horizontal, diagonal, spiral, Line may enclose space and form shapes, or just be used on its own.	Line is used to evoke emotional quality; quiet / exciting, active / passive, strong / weak.	Direction and emotion: diagonal, parallel, repeated, pattern forming, and interlocking i.e.: twisted, braided, woven, zigzag, dot.	Dynamic, static, broken, continuous, contour lines, line width.	Implied or stated; edge or contour lines. Graphics, symbols, signs, posters.
Shape	Circle, square, rectangle, triangle Dimension can be flat, like on a piece of paper, or exist in space like a balloon.	Geometric or organic, open or closed, two or three dimensions.	Same or different, geometric or organic, as three-dimensional shape.	Size of objects reflect relative position, i.e. in front or behind, overlapping, varying size, placement.	Balance light and shadow.	Shadows and light sources determining shapes, pattern and motif shapes.
Color / Value	Identify red, orange, yellow, green, blue, violet, brown, white, black. Associate light / dark, bright / dull.	Identify primary colors, variations of each color, many greens, different kinds of blue, etc dark / light, bright / dull, tints / shades.	Mixing secondary colors from primary; orange, green, violet. Degree of dark and light existing in color and in black and white.	Mixing intermediate colors, matching hue intensity, opaque and transparent.	Intensity; dull / bright, warm / cool, in same hue, monochrome, polychrome.	Emotional impact of color. Dark values make elements appear closer than light values. Tint, shade, printing and half tones.
Texture:	Rough / smooth, hard / soft.	Visual / tactile differences: gritty, granular, rough, bumpy, pebbled, raised, metallic, shiny	Visual / tactile.	Texture vs. pattern, hard edge / soft edge.	Identify texture and pattern in everyday environment.	Texture and pattern as an abstraction of reality, design repeat motif.
Form / Space	Near / far, inside / outside, under / over.	Objects and people, positive and negative space flows around shapes.	Interior and exterior, place in rank order, group by size.	Overlapping shapes, varying line, color size, texture, placement. Prepare and arrange forms in space.	Introduce one-point perspective. Point of view: above, below, inside, outside, in front of, or behind. Perspective formed by overlapping and placement; by light and dark.	Introduce two-point perspective. Atmospheric perspective, cool colors give greatest appearance of distance.

Design Elements	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Balance	Arrangement; even or uneven, large or small. How shapes and lines exist in a picture or in a sculpture. Do they look like they might fall over, or are they stable?	Arrangement; symmetry (balance), even or uneven, large or small. Related to math = < or >	Size relationships; large, medium, small. Related to math; equal, less than, or larger than.	Size relationships; large, medium, small. Related to math; equal, less than, or larger than.	One point perspective. Diminishing size to show distance in elementary perspective. Radiating from center point for circular movement and formality.	Two point perspective. Bi-lateral symmetry – animals and people, their structure. Asymmetry / symmetry, formal / informal.
Emphasis	Large or small, more or less important.	Large or small, more or less important.	Created through prominence in picture. Compose and arrange.	Created through contrasting hues, intensities, or values	Created by contrasts of light / dark, large / small, bright / dull, rough / smooth.	Created through focus, images blurred or clear.
Unity	Repeating, overlapping, grouping.	Repeating, overlapping, grouping	Unity through related forms or motifs. What looks the same? How is this different from pattern?	Unity through related forms or motifs to produce a harmonious effect. What looks the same? How is this different from pattern?	Achieved through overall tone. What links a work visually?	Grouping elements for unity. Proportion; golden section ratio of three to five.
Pattern / Rhythm	Shapes or lines that appear over and over again.	Regular repetition of line, shape, or color.	Measured and grouped repetition of line, shape, or color. What is the impact of pattern, why do artists' use this?	Measured and grouped repetition of line, shape, or color. What is the impact of pattern, why do artists' use this?	Repetition and variety. Measured and grouped repetition of line, shape, or color. What is the impact of pattern, why do artists' use this?	Repetition and variety. Measured and grouped repetition of line, shape, or color. What is the impact of pattern, why do artists' use this?
Content	Realistic, Abstract, Nonobjective. Narrative; art that tells a story.	Realistic, Abstract, Nonobjective. Narrative; art that tells a story.	Realistic, Abstract, Nonobjective. Artists make choices of color and design to express feelings: restful, happy, sad, fierce, graceful.	Realistic, Abstract, Nonobjective. Artists make choices of color and design to express feelings: restful, happy, sad, fierce, graceful.	Realistic, Abstract, Nonobjective. Artists use the expressive qualities of line, form, and color to tell their story. Movement - Implied or real.	Realistic, Abstract, Nonobjective. Artists use the expressive qualities of line, form, and color to tell their story. Movement - Implied or real.
Use large art prints to reinforce each concept. (A list is under construction.)						

Academic Curriculum	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Art Instruction Objectives: Nurture an aesthetically literate citizen.	Identify what is familiar using language of art.	Discover art in natural and man made world. How is art similar to and different from other things in the world?	How do art works express moods?	What purposes do art works serve? Visit an art museum.	Can viewers be objective about art? Philosophers of art think about "big questions" in art.	What kinds of things in the world are beautiful? Does art represent the world? Does non-objective art say anything? How are various forms of art similar different?
Art Categories, Art Criticism, Art History	Narrative art that tells a story, children are familiar with this form	Narrative art that tells a story, children are familiar with this form	Realistic, Abstract, Nonobjective	Realistic, Abstract, Nonobjective	Realistic, Abstract, Nonobjective	Realistic, Abstract, Nonobjective
Math Skills	Count to 30, patterning, categorizing, shapes, measurement.	Count to 100. Equal, < or >, use of balance scale. Symmetry	Count above 100. Telling time, two & three dimensional shapes, measure length, width, girth, symmetry.	Measuring length and liquid, perimeter, area, volume, geometry, bar graphs, logic, money, temperature, multiplication,	Angles, polygons, times tables, probability, fractions.	Use of protractor, tessellation, problem solving strategies, base ten numbers, infinitely large and small, volume and ounce in ounces.
Science	Physical Earth.	Mammals, marine life, light energy, color, human body.	Compass rose, maps, nutrition.	Simple machines, Earth, compass rose, directions, land forms, life science.	Astronomy, weather, ecology.	Ocean
History, Social Science	Learning & working, now & long ago.	A child's place in time & space, family and community.	People who make a difference in the community: teachers, artists, police. Ancestors, biographies, families.	Maps, globes, timelines. Understanding historical change and continuity. Local history, Chumash Indian, Mexican American, food chain, and water regions.	A changing state, California Missions 1769-1823, Gold Rush 1849.	History and geography, making a new nation. Oregon Trail. Civil War. Career options; recognize role of artists, architects, musicians in the community.

Art Vocabulary	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>Definitions help us to use words more carefully. Includes:</p> <ol style="list-style-type: none"> 1. Art Concepts, 2. Principles of Composition, 3. Descriptions and Careers, 4. Materials, 5. Techniques. 	<p>Introduce line, shape, color, texture, space, balance, emphasis, pattern....Line, shape, rough, smooth, bright, dull, color, brush, paint, Black, green, blue, orange, yellow, red, white</p>	<p>Architecture... Artist, clay, chalk, clay, collage, crayon, creative, drawing, mural, painting, primary colors, sculpture, sharp, dull, texture</p>	<p>Geometric, organic, intermediate colors, weaving...Design, original, pattern, sketch, landscape, seascape, portrait, mural, negative space, positive space, print, secondary colors, value, glaze, kiln,</p>	<p>three dimensions, visual movement, volume....Career, painter, print-maker, photographer, sculptor, ceramists, composition, contour, decorative, free-form, gesture, interpret, modeling, realism, shading, stabile, studio, three dimensions, visual movement, volume, wash, clay, ceramic, mobile, mosaic, relief painting,</p>	<p>Color temperature, warm and cool, print making....Abstract, balance, docent, inspiration, intensity, medium, mood, perception, proportion, still life, technique</p>	<p>Triangles and quadrilaterals; equilateral, scalene, isosceles, trapezoid, quadrilateral, rhombus, parallelogram. Architecture, Produce graphic symbols, sign, posters. Carve by taking away material. aesthetic, transparent, graphics, opaque, foreshorten, symmetrical, asymmetrical, silhouette</p>