



Busan International Foreign School

VISUAL ARTS Scope & Sequence

Version 2 (2012)



Visual Arts Scope and Sequence

Responding Strand

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual Understandings			
We enjoy and experience different forms of Visual Art.	We are receptive to visual art practices and artworks from different cultures, places and times (including our own).	When experiencing Visual Art, we make connections between different cultures, places and times.	Through exploring Visual Art across cultures, places and time, we can appreciate that people innovate.
Visual art is a means of communication and expression.	People communicate ideas, feelings and experiences through Visual Art.	People explore issues, beliefs and values through Visual Art.	People communicate across cultures, places and times through Visual Art.
People make meaning through the use of symbols. People share Visual Art with others.	We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the viewer.	There are different kinds of viewers responding to different Visual Art. We use what we know to interpret visual arts and deepen our understanding of ourselves and the world around us.	Visual art provides us with multiple perspectives. We reflect and act in the responses to our creative work.
We express our responses to artwork in a variety of ways.			
We reflect on our artwork and the work of others.			

Learning Outcomes

Learners will:

Early Learning Centre	Reception	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1a. Enjoy experiencing artworks	2a. Introduced to the purposes of artwork from different times, places and a range of cultures including their own	3a. show curiosity and ask questions about artworks with guidance	4a. show curiosity and ask questions about artworks	5a. be aware of the purposes of artwork from different times, places and a range of cultures including their own	6a. investigate the purposes of artwork from different times, places and a range of cultures including their own	7a. explain the cultural and historical perspectives of an artwork
1b. Show curiosity and ask simple questions about artworks	2b. Sharpen their powers of observation	3b. describe what they notice about an artwork	4b. describe what they notice about an artwork and be aware of the formal elements	5b. identify the formal elements in an artwork	6b. be aware of the factors that influence personal reactions to artwork	7b. understand the role and relevance of visual arts in society
1c. Name what they notice about an artwork	2c. Introduced to the formal elements of an artwork	3c. be aware of the materials and processes used in the creation of an artwork	4c. identify the materials and processes used in the creation of an artwork	5c. use appropriate terminology to discuss artwork	6c. describe similarities and differences between artworks by using proper art terms	7c. reflect on the factors that influence personal reactions to artwork
1d. Identify the simple materials and processes used in the creation of an artwork	2d. Begin to describe similarities and differences between artworks	3d. try to identify the relationships within an artwork	4d. analyse the relationships within an artwork and construct meanings	5d. describe similarities and differences between artworks by starting to use proper art terms	6d. identify the stages of their own and others' creative processes	7d. reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
1e. Begin to respond to an artwork in visual, oral or physical modes	2e. Begin to become an engaged and responsive audience for a variety of art forms		4e. communicate their initial responses to an artwork in visual, oral or physical modes	5e. be aware of the stages of their own and others' creative processes	6e. identify the stages of their own and others' creative processes	7e. critique and make informed judgments about artworks.
1f. Begin to make personal connections to some artworks			4f. make personal connections to artworks	5f. start to become an engaged and responsive audience for a variety of art forms.	6f. become an engaged and responsive audience for a variety of art forms.	7f. reflect on the relevance of Korean art and its role in the country's history
1g. Begin to express opinions about an artwork						
1h. Create artwork in response to a variety of stimuli						

Strategies

1i. using reproductions to expose children to masterpiece art	Use visual art vocabulary:	Use visual art vocabulary:	4g. Explain how artists use their work to share experiences or communicate ideas.	5g. Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and	6g. Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.	7g. Describe how local and national art galleries and museums contribute to the conservation of art.
1j. taking field trips to local museums to provide opportunities for art appreciation	2f. Have an awareness of line, shape, color and texture in works of art, including everyday objects	3e. Identify line, shape, color and texture in works of art, including everyday objects	4h. Use the vocabulary of art to describe art objects from various cultures and time periods.	5h. Describe how using the language of the visual arts helps to clarify personal responses to works of art.	6h. Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.	7h. Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

1k. displaying children's artwork in a classroom gallery/ children able to display own work in classroom	2g. Begin discussing why people make art	3f. Discuss why people make art	4i. Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.	5i. Identify and describe how a person's own cultural context influences individual responses to works of art.	6i. Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).	7i. Identify and compare works of art from various countries and/or cultures.
*See additional documentation showing progression of Visual Art in the Early Learning Centre	2h. Start discussing about their own works of art, by starting to use appropriate art vocabulary (e.g., color, shape/form, texture).	3g. Describe how and why students created their own works of art	4j. Compare ideas expressed through their own works of art with ideas expressed in the work of others.	5j. Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.	6j. Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to Korea's history and art heritage.	7j. View selected works of art from a major culture and observe changes in materials and styles over a period of time.
	2i. Attempt to explain how and why they made their own art.	3h. Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).	4k. Compare different responses to the same work of art.	5k. Describe how the individual experiences of an artist may influence the development of specific works of art.	6k. Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in Korea both past and present.	7k. Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
	2j. Start identifying where they see the elements of art in nature and surroundings.	3i. Discuss how and why they made a specific work of art.	4l. Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.	5l. Describe and replicate repeated patterns in nature, in the environment, and in works of art.	6l. Identify and describe how various cultures define and value art differently.	7l. Compare the different purposes of a specific culture for creating art.
		3j. Give reasons why they like a particular work of art they made, using appropriate art vocabulary.	4m. Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	5m. Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.	6m. Select something they like about their work of art and something they would change.	7m. Develop and use specific criteria as individuals and in groups to assess works of art.
		3k. Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).		5n. Describe how and why they made a selected work of art, focusing on the media and technique.		7n. Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.
				5o. Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).		
				5p. Identify and describe various reasons for making art.		



Visual Arts Scope and Sequence

Creating Strand

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual Understandings			
We enjoy and learn from creating art.	We can communicate our ideas and experiences through our artwork.	Visual Art has the power to influence thinking and behaviour.	We act on the responses to our artwork to inform and challenge our artistic development.
The creative process involves joining in, exploring and taking risks.	We solve problems during the creative process by thinking critically and imaginatively.	We make connections between our artwork and that of others to extend our thinking.	We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
In creating art, people make choices to construct meaning about the world around them. We can express ourselves through Visual Art	Applying a range of strategies helps us to express ourselves.	We can explore our personal interests, beliefs and values through Visual Art.	Visual Art provides opportunities to explore our creative potential and engage in a personal artistic journey.
Our experiences and imagination can inspire us to create.			

Learning Outcomes

Learners will:

Early Learning Centre	Reception	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 & 2 a. engage with, and enjoy a variety of visual arts experiences in both two and three-dimensional form.		3a. have the awareness of specific choices of materials, tools and processes.	4a. Identify, plan and make specific choices of materials, tools and processes.	5a. show awareness of the affective power of visual arts	6a. Perceive and describe contrast and emphasis in works of art and in the environment.	7a. become increasingly independent in the realization of the creative process
1 & 2 b. learn basic techniques of different media.		3b. sharpen their powers of observation	4b. combine a variety of formal elements to communicate ideas, feelings and/or experiences	5b. make connections between the ideas they are exploring in their artwork and those explored by artists through time, place and culture.	6b. be introduced to aerial and linear perspective.	7b. adjust and refine their creative process in response to constructive criticism
1c. be introduced to the concept of artwork has meaning	1c. realise their artwork has meaning.	3c. demonstrate control of tools, materials and processes	4c. Perceive and describe repetition and balance in nature, in the environment, and in works of art.	5c. create artwork for a specific audience	6c. create artwork for a specific audience and be aware of how the audience will react to their artwork.	7c. identify factors to be considered when displaying an artwork
1 & 2 d. use their imagination and experiences to inform their art making		3d. make predictions, experiment and anticipate possible outcomes.	4d. Perceive and discuss differences in mood created by warm and cool colors.	5d. use a range of strategies to solve problems during the creative process.	6d. use a personal interest, belief or value as the starting point to create a piece of artwork	7d. utilize a broad range of ways to make meaning
1 & 2 e. create artwork in response to a range of stimuli		3e. identify the stages of their own and others' creative processes	4e. Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.	5e. take responsibility for the use of materials and its effect on the environment.	6e. use the concept of proportion (in face, figure) as used in works of art.	7e. select, research and develop an idea or theme for an artwork
1 & 2 f. take responsibility for their own and others' safety in the working environment		3f. take responsibility for their own and others' safety in the working environment	4f. consider their audience when creating artwork	5f. participate in individual and collaborative creative experiences.	6f. describe and analyse the elements of art such as color, shape/form, line, texture, space, value as they are used in works of art and found in the environment.	7e. develop an awareness of their personal preferences
be aware of the following terms:		3g. take responsibility for the care of tools.	4g. Identify and describe how foreground, middle ground, and background are used to create the illusion of space.	5f. Describe how negative shapes/forms and positive shapes/forms are used.	6g. Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.	7f. participate in individual and collaborative creative experiences.
	Begin identifying the following terms:					

1 g. Lines, shapes, forms	2g. Lines, shapes, forms	3h. start to show beginning skill in oil pastels, watercolors, and tempera.	4h.start to show beginning skill in printing, crayon rubbings, collage, and stencils.	5g. Identify basic colour theories such as: Complementary, Triad and Analogous	6h. Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).	7g. Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
1h. Primary (red, blue and yellow)	2h. Primary (red, blue and yellow) and secondary colors (orange, green and purple or violet)	name and identify the following:	4i. Perceive and describe rhythm and movement in works of art and in the environment.	5h. Describe the concept of proportion (in face, figure) as used in works of art.		7h. Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
1 & 2 i. Clay, papier mache, fabric, stone and metal		3i. Still Life	4j. Describe how artists use tints and shades in painting.			7i. Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
	2j. Landscape	3j. Portrait, Self portrait				
	2k. start to show beginning skill in the use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.	3k. Use texture in two-dimensional and three-dimensional works of art.				
		3l.Mix secondary colors from primary colors and describe the process.				

Possible Activities and skills to be considered

Early Learning Centre	Reception	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1l. Use patterns in works of art to communicate meaning (fences, soccer balls, braids, etc.)	2l. Use actual texture to create form in 3-dimensional representational sculptures	3m. Create an imaginative clay sculpture based on an organic form.	4k. Mix and apply tempera paints to create tints, shades, and neutral colors.	5i. Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).	6i. Use contrast (light and dark) expressively in an original work of art.	7j. Use one-point perspective to create the illusion of space.
1m. Use implied texture in 2-dimensional works of art	2m. Mix primary colors to create secondary colors	3n. Draw a landscape from observation of primary or secondary sources	4l. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.	5j. Use the conventions of facial and figure proportions in a figure study.	6j. Use complementary colors in an original composition to show contrast and emphasis.	7k. Create gesture and contour observational drawings.
1 & 2n. Use line, shape, color and texture to express an idea or emotion in a work of art		3o. Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, 3p. Draw or paint a still life, using secondary colors.	4m. Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.	5k. Use additive and subtractive processes in making simple sculptural forms.	6k. Communicate values, opinions, or personal insights through an original work of art.	7l. Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer generated art, digital photography, or videography).
1 & 2o. Draw and paint still life using primary and mixed secondary colors			4n. Create an original work of art emphasizing rhythm and movement, using a selected printing process.	5l. Use accurate proportions to create an expressive portrait or a figure drawing or painting.	6 & 7l. Create an expressive abstract composition based on real objects.	
1 & 2p. Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.		3q. Use visual and actual texture in original works of art.	4o. Use fibers or other materials to create a simple weaving.	5m. Use the interaction between positive and negative space expressively in a work of art.	6 & 7m. Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.	
1 & 2q. Create a representational sculpture based on people, animals, or buildings.		3r. Create artwork based on observations of actual objects and everyday scenes.		5n. Write about a work of art that reflects a student's own cultural background.	6 & 7n. Use perspective in an original work of art to create a real or imaginary scene.	

Responding Experiences

- using reproductions to expose children to masterpiece art
- taking field trips to local museums to provide opportunities for art appreciation
- providing access to a classroom art center in which children choose their own topics and media
- displaying children's artwork in a classroom gallery/ children able to display own work in classroom

The Elements of Art (John W. Healy's the Elements of Art and Principles of Design)

There are typically six elements of art that can be found in most art works. Artists use these elements as a "visual alphabet" to produce all kinds of art forms.

Line is the most basic element of art; a continuous mark made on a surface can vary in appearance (length, width, texture, direction, and curve). Five varieties of lines: vertical, horizontal, diagonal, curved, zigzag.

Color is produced when light strikes an object and reflects back in your eyes. This element of art has three properties:

- Hue -the name of a color (ex. - red, yellow. blue)
- Intensity -the purity and strength of a color (ex- bright red or dull red)
- Value -the lightness or darkness of a color

Shape is two - dimensional (circle, square, triangle, rectangle) and encloses space - geometric, man-made or free form.

Form is three-dimensional and encloses space and takes up space -geometric, man-made or free form.

Space is defined and determined by shapes and forms. Positive space is where shapes and forms exist; negative space is the empty space around shapes and forms.

Texture refers to the surface quality or "feel" of an object - smooth, rough, soft, etc. Textures may be actual (felt with touch - tactile) or implied (suggested by the way an artist has created the work of art -visual).

Progression in Art and Design Skills in ELC

	Digital Media	Painting	printing	3D	Collage	Drawing
Playgroup	*talk about what they see in photos *Introduced to a camera	*Explore making marks on a variety of papers *Use a variety of tools to spread paint *Experiment with and enjoys color *Paint on easels *Paint on variety of surfaces, e.g. paper, card, plastic	*hands/feet print *Print with a range of hard and soft materials e.g. sponges, corks with assistance	*Manipulate clay/playdough	*Have different materials available in the classroom for children to explore *Experiment using different materials *Join different materials together with teacher assistance	*Experiment making marks with a variety of media; chalk, pastels, crayons, felt tips, etc. *Express spontaneously, use mark, line and curves *Use line to represent objects seen, remembered or imagined

Preschool	*Mimic with toy camera taking a photo *Take photo with age appropriate camera with assistance	*Use a variety of tools and techniques including different brush sizes *finger paints	Continue experiment printing with different hard and soft materials	*Explore sculpture with soft clay including rolling and kneading	*continue to experiment using different materials	*continue to experiment mark making with different media *Introduce the use of pencils *Use vertical, horizontal and circular movements *Talk about their drawings
Kindy	*Use simple graphic program to create images in ICT class, e.g. 'Paint' *Take own photos using real camera	*Create textured paint by adding glue, sand *Know primary colors	Make rubbings to collect textures and patterns	*Manipulate clay/playdough for a purpose of making certain shapes *Experiment with constructing recycled materials	*Arrange and glue materials to different backgrounds *Fold, crumple, tear and overlap papers	*Explore shading using different media *Begin to draw recognizable objects
Reception	All of the above plus *Take photos that show images wanted	*Identify primary and secondary colors by name *Mix primary shades and tones *know black and white/ lighter and darker *Paint recognizable features	All of the above plus *Use rubbings and prints to create own work. Explain to others	All of the above plus *Use variety of tools for cutting and shaping. *Make recognizable model. *Begin to work collaboratively	All of the above plus *Select and sort, cut, tear for a purpose *Begin to work collaboratively	All of the above plus *use line, tone and shade to represent things seen, imagined or remembered *Begin to work collaboratively

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.

The child:

- uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work
- uses different colors, surface textures, and shapes to create form and meaning
- begins to use art as a form of self-expression
- shares ideas about personal artwork
- begins to show interest in the artwork of others.



PYP Visual Art Glossary

Abstract- A style of art that is not realistic. Unusual lines, colors, and shapes make the subject look unrealistic. It is often characterized by the use of geometric lines and shapes and bold, bright colors.

Aesthetic- Ideas about what makes a work of art beautiful or satisfying.

Additive- the means of building up a surface by adding, combining or building up materials.

Analogous colors- Colors that appear next to each other on the color wheel. Analogous colors have one hue in common. For example, blue, blue-green, and blue-violet all contain blue. Also called related colors.

Animation- Creating a motion picture that consists of a series of drawings, each of which shows a slight change from the drawing before it. When the drawings are photographed and projected in rapid succession, the figures seem to move.

Animator- A person who creates animation.

Arch- A curved shape in a building. An arch can frame a doorway and window or it can support a wall or ceiling.

Architect- A person who designs buildings and supervises construction of the building.

Architecture- The art and science of designing buildings and other structures.

Art criticism- The process of looking at, thinking about, and judging an artwork.

Art history- The study of art created in different times and cultures.

Art media- The materials used by artists.

Assemblage- A 3-dimensional work of art made by joining materials and objects together.

Asymmetrical balance- A type of balance in which the two sides of an artwork are not exactly alike, but are still visually balanced.

Background- The part of an artwork that seems the farthest away.

Balance- The arrangement of the elements, in a work of art, to create a sense of equilibrium. Balance is a principle of art.

Bird's-eye view- A point of view looking down from above.

Bisque- Clay that has been fired once and is unglazed.

Blend- To mix or rub colors together.

Block- In printmaking, a piece of flat material, such as wood, clay, or metal, into which a design has been carved. It is also known as a plate. The block is used to print the design.

Border- A frame-like edge around a shape or image.

Brayer- In printing, a rubber roller used to spread ink over a surface.

Brush stroke- A line, shape, mark, or texture made with paintbrush.

Canvas- A strong, closely, woven fabric, which is often used as a surface for painting.

Career- A person's job or profession.

Cartoon- An artwork that shows people or things in ways that are funny. Cartoons often have words that go with them.

Carve- To cut away parts from a block of wood, stone, or other hard materials.

Center of Interest- The part of an artwork that you notice first.

Ceramics- The art of making objects from clay and hardening them with fire.

Cityscape- Artwork that gives a view of a city.

Clay- A soft, moist material used to create artworks such as sculpture and pottery.

Close-up- A very near or close view of an object or subject.

Coil- A rope-like shape that has been rolled from clay or other such material.

Collage- Artwork made by gluing bits of paper, pictures, fabric, or other materials to a flat surface.

Color- What is perceived when waves of light strike the retina. Color is an element of art.

Color wheel- Colors arranged in a certain order in the shape of a circle.

Complementary colors- Colors that contrast with one another. Complementary colors are opposite one another on the color wheel.

Compose- To design or create something by arranging different parts into a whole.

Composition- An arrangement of the elements of art using the principles of art to express the artist's idea.

Construct- To make something by joining together materials.

Contrast- The effect of showing the difference between two unlike things, such as a dark color and a light color.

Contour- The outline of a shape.

Contrasting colors- Colors placed opposite one another on the color wheel. Also called complementary colors. For example, orange and blue are contrasting colors.

Cool colors- The family of colors that includes greens, blues, and violets. Cool colors bring to mind cool things, places, and feelings.

Craftsmanship- Skill, knowledge and neatness resulting in expert workmanship.

Crayon etching- A picture made by rubbing wax crayon onto paper and then scratching a design into the wax.

Creative- Having a skill or talent for making things in a new or different way; showing originality and imagination.

Credit line- The information that is given with a picture of an artwork. A credit line usually tells the artist, title, date, medium, size, and location of an artwork.

Critique- The process of using description, analysis, interpretation, and judgement to evaluate a work of art.

Cross-hatching- A method of showing value by using parallel lines at different angles that get darker as they are drawn closer together.

Cultural style- A style of art that shows something about the culture in which the artist lives or lived.

Culture- The customs, beliefs, arts, and way of life of a group of people.

Depth- The apparent distance from front to back.

Design- A plan for the arrangement of the art elements (lines, spaces, colors, shapes, forms and textures in an artwork. Also, the act of arranging the parts of an artwork.

Detail- A small part of an artwork.

Diagonal- A slanted edge or line.

Distance- The sense of depth or space between objects in an artwork.

Drawing- An artwork consisting of lines and shapes/forms sketched on paper with materials such as pencils, pens, chalk, pastels.

Easel- A stand used to hold a painting while an artist works on it.

Edge- The outside line of a shape or form.

Elements of art- The basic parts of an artwork. Line, color, value, shape, form, texture, and space are elements of art.

Emphasis- It is the importance given to certain object or areas in an artwork. Color, texture, shape, and size can be used to create emphasis. Emphasis is a principle of design.

Enlargement- Creating a design that is larger than the original.

Exaggeration- Showing something in a way that makes it seem larger or more important than it is.

Expression- A special look that communicates strong feeling. A smile is an expression of happiness.

Expressionists- A group of artists who use simple designs and brilliant colors to express feelings. Artists began using this style in Germany in the early 1900's. It gained interest in the United States in the 1940's and 1950's.

Exterior- The outer part of a building or other form.

Fabric- Cloth made by knitting or weaving threads together.

Fantasy- Something that reflects the imaginary.

Fiber Artist- An artist who creates artworks by sewing, weaving, knitting, or stitching fibers together.

Fibers- The threads that made up yarn, string, fabric, and other such materials.

Firing- Heating clay to the required temperature to harden.

Focal Point – The area in a work of art that an artist emphasizes.

Folk art- Art made by people who have not been formally trained in art. Folk art usually reflects the artist's culture or tradition.

Folk Artist- Artists who have not been formally trained in art.

Foreground- The part of an artwork that seems the closest to you.

Foreshortening- Shortening lines or objects in an artwork to create an impression of depth and distance.

Form- A three-dimensional object, such as a cube or a ball. Form is an element of art. Form may be depicted on a 2-D surface.

Found object- Something that an artist finds and uses in an artwork such as a scrap of metal or a piece of wood, etc.

Functional- Designed with a useful purpose in mind.

Galleries- Places where artwork can be seen and bought.

Glaze- A thin, transparent, glassy coating on ceramics. (Not generally used in elementary grades in Cy-Fair)

Geometric- A word describing shapes and forms such as squares, circles, cubes, and spheres.

Gesture Drawing- Quick scribbles to show movements of the body that quickly records an entire image.

Greenware- Unfired clay.

Harmony- A principle of art that combines elements of art in a composition to stress similarities of separate but related parts.

Highlights – Areas of direct light on an object.

Horizon line- In an artwork, the line where the ground and sky appear to meet.

Horizontal- Moving straight across from side to side rather than up-and-down. For example, the top edge of a piece of paper is horizontal.

Hue- Another word for color.

Illusion- An image that tricks the eye or seems to be something it is not.

Illustration- A picture used to help explain something or tell a story. An illustrator creates pictures for books, magazines, or other printed works.

Imagination- To have the power to visualize and build mental images; dream about things that have never happened; feel intuitively; and to reach beyond sensual or real boundaries.

Implied- Suggested, but not actually shown, as in an implied line.

Impressionists- A group of artists in the late 19th and early 20th centuries who paid special attention to light and its effect on subjects in their paintings.

Intensity- The brightness or dullness of a color.

Interior- The inside of a building or another hollow form, such as a box.

Interior Design - Is the art of planning and creating indoor spaces such as rooms.

Intermediate Colors- Colors that are a mixture of a primary and a secondary color. Blue-green, red-orange, and red-violet are examples of intermediate colors.

Judgement- Fourth step in an art criticism process in which you formulate your own opinion on the success or failure of the artwork.

Kiln- The furnace in which clay is fired to harden it.

Landscape- A drawing or painting that shows outdoor scenery such as trees, lakes, mountains, and fields.

Leatherhard- Clay that is partially dry, no longer plastic. In a state ready for turning, burnishing, or building walls with slabs.

Line- A mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.

Loom- A frame or machine used to hold yarn or other fibers for weaving.

Mask- An artwork made to be placed over a person's face for decoration or disguise.

Mat- Paper or cardboard cut to form a frame around an artwork.

Media- Materials used to create an artwork, such as clay or paint. The singular of media is medium.

Middle ground- In an artwork, the part between the foreground and the background.

Mixed media- Artworks that are created from more than one medium.

Mobile- A type of sculpture in which objects are suspended and balanced so that they are moved by currents of air.

Model- Someone or something an artist uses as an example when creating an artwork. Also a small copy of something.

Monochrome- A color scheme using only tints and shades of a single color.

Monoprint- A print made from a plate that can be used only once.

Montage- Combining parts of several photographs or drawings to produce a new single image.

Mood- The feeling created in a work or art.

Mosaic- An artwork made from small pieces of colored glass, stone, paper, or other materials.

Motif- An element that is repeated often enough to be an important feature of a design.

Motion- A sense of movement or action in an artwork.

Mount- Adhere an artwork to another larger paper or cardboard to form a border.

Movement- The sense of motion or action created in an artwork. Also, a trend in an art is called a movement.

Mural- A large artwork, usually a painting, that is created or placed on a wall or ceiling, often in a public place. A muralist creates murals.

Museum- A place where works of art are cared for and displayed.

Negative space- The empty space around and between forms or shapes in an artwork.

Neutrals- A word used for black, white, and tints and shades of gray. (Some artists use tints and shades of brown as neutrals.)

Non-Functional- An artwork or other object that serves no useful purpose but is appreciated for its beauty alone.

Non-objective- A style of art that does not represent real objects.

One-point perspective- The graphic system in which all diagonal lines converge to a singular point on the horizon line.

Opaque- Not letting light through; the opposite of transparent

Organic- A word describing shapes and forms similar to those in nature and the opposite of geometric.

Outline- The line that forms the edge of any shape or form. Also called the contour.

Overlap- To partly or completely cover one shape or form with another.

Painting- An artwork created by using a brush or other tool to apply tempera, watercolor, oil, acrylic, etc. to a surface.

Palette- A flat surface (palette, boards, etc.) on which an artist holds and mixes colors.

Papier-mâché- A process of creating forms by covering an armature or other base with strips of paper that have been soaked in watery paste, and then molding the strips. The form hardens as it dries.

Pastel- A crayon made of either chalk or oil.

Pattern- Repeated colors, lines, shapes, or textures in an artwork. Pattern is a principal of design. Also, a plan or model to be followed when making something.

Perspective- A way of making a flat artwork look as if it has depth. In a painting, an artist creates perspective by making far-away objects smaller and nearby objects larger.

Photogram- A photograph made by placing objects directly on light sensitive material and exposing it directly to light.

Pictographs- Ancient drawings, often found on cave walls, that tell stories or record a culture's beliefs and practices.

Pinch method- A way of shaping a ball of clay into pottery by pinching, pulling, and pressing it with the hands.

Plate- In printmaking, a piece of flat material, such as wood or metal, with a design on the surface. The plate is used to print the design.

Portrait- A work of art created to show a person, animal, or group of people, usually focusing on the face.

Pose- The way subjects sit or stand while an artist paints portraits of them.

Positive space- Shapes, forms, or lines that stand out from the background in a work of art.

Potter- An artist who makes pottery.

Primary colors- The colors from which all other colors are made. The primary colors are red, yellow, and blue.

Principles of design- Guidelines artists use as they create art works. Unity, variety, emphasis, balance, proportion, pattern, and rhythm are the principles of design.

Print- An artwork created by making an impression of a design.

Printmaking- The process of making one or more prints.

Profile- Something that is seen or shown from the side, such as a side view of a face.

Proportion- The relation of one thing to another with respect to size and placement.

Radial balance- A type of balance in which lines or shapes spread out from a center point.

Realism- Art style which renders life in a life-like way.

Realistic- Showing something, such as a person or scene, as it might really look.

Relief print- A print made by covering a printing block with ink or paint and pressing paper onto the block. The areas or lines gouged out do not print. (Examples: woodcut, block print, linocut, styrofoam plate, etc.)

Relief sculpture- A kind of sculpture in which a design or image is carved into a flat surface. May be high relief or low relief.)

Resist medium- A material, such as wax, used to protect parts of a surface from paint or dye.

Rhythm- The repeating of elements, such as lines, shapes, or colors, that creates a pattern of visual motion in an artwork. Rhythm is a principle.

Rubbing- An artwork created by placing paper on a raised surface and then rubbing the paper with chalk, crayon, or a pencil.
Sculpture- An artwork made by modeling, carving or joining materials into a 3-dimensional form. Clay, wood, stone, and metal are often used to make sculptures.

Seascape- An work that includes in the scene the sea, ocean, or shore.

Secondary colors- A color made by mixing two primary colors. The secondary colors are green, violet, and orange.

Self-portrait- A drawing, painting, photograph, or sculpture that shows the likeness of the artist.

Shade- A color made by adding black to a hue. For example, adding black to green results in dark green. Also a dark value of a color.

Shading- A way of showing gradual changes in lightness or darkness in a drawing or painting. Shading helps make a picture look more realistic.

Shape- A flat area, such as a circle or a square, that has clear boundaries. Shape is an element of art.

Sketch- A quick drawing. A sketch can be used to explore a subject or plan an artwork.

Sketchbook- A book or pad of paper used for drawing and keeping sketches

Slab- A method of making pottery in which a flat piece of clay is cut into shapes which are joined together to form an object.

Slip- Watery clay in a creamy consistency used with scoring to join two pieces of clay.

Space- An empty surface or area. Also, the area surrounding something.

Still life- An artwork showing an arrangement of objects that cannot move on their own, such as fruit or flowers

Stippling- Technique of using patterns of dots to create values and value gradation.

Story quilt- A quilt showing pictures that tell a story.

Studio- A room or building where an artist creates art.

Style- An artist's own way of designing and creating art. Also a technique used by a group of artists in a particular time or culture.

Subject- What an artwork is about. A person, animal, object, or scene

Subtractive- A word describing sculpture that is made by taking away, or subtracting, material from a larger piece or block.

Surface- The outside layer of a material, an object, or another form.

Surrealism- The Twentieth Century artistic style that uses dreams and fantasy as subject matter.

Symbol- A letter, color, sign, or picture that expresses a larger meaning, For example, a red heart is often used as a symbol for love.

Symmetrical balance- A type of balance in which both sides of an artwork look the same or almost the same.

Symmetry- Balance created by making both sides of an artwork the same, equal or almost the same.

Tactile- A texture you can feel with your hands.

Technique- The way an artist uses art materials to create a certain type of artwork.

Technology- The way human beings use machines and other tools to make or do something.

Tempera paint- A chalky, water-based paint. Also called poster paint.

Texture- The way a surface looks and feels, such as smooth, rough, or bumpy. Texture is an element of art.

Theme- In an artwork, the artist's message about the subject of the work.

Three-dimensional- Having height, width, and thickness. Forms are three-dimensional.

Tint- A color such as pink that is created by mixing a hue with white. Also, a light value of a color.

Translucent- Something through which light can be seen.

Two-dimensional- Having height and width; flat. Shapes are two-dimensional.

Two-point perspective- Perspective in which receding lines meet at two vanishing points.

Unity- The quality of seeming whole and complete, with all parts looking right together. Unity is a principle of design.

Value- The lightness or darkness of colors. Tints have a light value. Shades have a dark value. Value is an element of art.

Vanishing point- A point on the horizon or eye-level line at which receding parallel lines meet in a perspective drawing.

Variety- The combination of elements of art, such as line, shape, or color, in an artwork. Variety is a principle of design.

Vertical- Moving up and down rather than side to side. For example, the side edge of a piece of paper is vertical.

Visual rhythm- In an artwork, rhythm created by repeating elements, such as colors and lines. Visual rhythm might remind a viewer of music or dance rhythm.

Warm colors- The family of colors that includes reds, yellows, and oranges. Warm colors bring to mind warm things, places, and feelings.

Warp- In weaving, the vertical threads attached to the top and bottom of a loom.

Weaver- An artist who creates weavings

Weaving- An artwork made of thread, yarn, or other fibers laced or woven together on a loom.

Wedge- A method of cutting and reforming (kneading) clay to make it homogenous. This helps to eliminate air bubbles from the clay.

Warp- The threads woven back and forth, over and under the warp fibers on a loom.

Worm's-eye view- A point of view from ground level.