

Art Concepts Taught According to Grade Level (Based on Illinois State Standards-Fine Arts-Visual Arts Performance Descriptors)

Compiled by Barbara Newman, Art Teacher, IJP

Concepts overlap, each grade level builds upon previous knowledge, skill or technique taught

All students grades K-8 will:

- explore a variety of art processes and materials through drawing, painting and sculpture
- be introduced to artists, art history and famous works of art
- appropriately and respectfully self-critique and peer-critique student artwork
- demonstrate the safe use of materials and tools
- use appropriate tools correctly with simple materials when creating artwork

In Kindergarten students will:

- experiment with color theory, line, shape and texture
- name simple materials used to draw, paint and construct
- demonstrate eye/hand coordination when using tools and materials to create artwork
- manipulate a variety of materials to create 2-D or 3-D artworks
- recognize various lines and discover shapes in a given artwork
- recognize open shapes and closed shapes
- identify simple patterns
- demonstrate the use of originality/imagination when creating an artwork
- construct a sculpture that expresses an idea about people

In First Grade students will:

- demonstrate eye/hand coordination when using tools and materials to create artwork
- describe a variety of lines and create a drawing incorporating lines (e.g., spiral, jagged, zigzag, wavy)
- distinguish between organic and inorganic shapes
- identify primary and secondary colors in artwork
- identify a variety of textures from organic and person-made objects (e.g., use the technique of rubbing)
- identify elements in artwork that convey emotions
- tell the story an artwork shows
- name simple materials used to paint, draw and construct
- select the correct tools to create a 2-D or 3-D work
- show size progression
- demonstrate the use of originality/imagination when creating an artwork
- purposefully manipulate 2-D and 3-D materials to create art work that expresses an idea
- create sculpture using additive processes (e.g., found objects, paper, clay)
- create 2-D and 3-D art works that express personal ideas

In Second Grade students will:

- distinguish between continuous and broken lines in a given artwork
- describe line direction (e.g., horizontal, vertical, diagonal)
- give examples of organic and person-made shapes in the visual environment
- recognize the difference between warm and cool colors

- match given texture to surfaces and objects
- distinguish among foreground, middle ground and background
- identify the horizon line in a given artwork
- describe symmetrical and asymmetrical balance
- recognize the mood/emotion in two or more works of art with the same subject
- classify a group of artworks according to subject (e.g., portrait, landscape, still life)
- list the materials and tools used to paint, draw and construct
- distinguish between materials and tools used in 2-D and 3-D works
- select and skillfully use a variety of materials, mixed media and tools to create a composition containing subject matter (e.g., figures, still life, landscape)
- purposefully manipulate 2-D and 3-D materials to create artwork that expresses an idea
- create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement)
- create a composition expressing a personal idea from observation, research or imagination

In Third Grade students will:

- describe the use of line in gesture drawing
- identify positive and negative space in artwork
- distinguish between 2-D and 3-D artworks
- recognize rhythm created through repetition
- explain the importance of the light source in creating light and shadow
- select a specific art material to communicate a given idea
- differentiate among photographs, paintings, weavings, prints, ceramics and sculpture
- identify symbols from everyday life in given artwork
- compare mood in several portraits of famous people
- match the processes using simple tools (e.g., applying paint or modeling clay)
- choose the correct tools to apply specific media tools to a given surface
- describe and demonstrate how two materials are used to achieve different effects depicting a similar idea
- construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastel)
- demonstrate the use of radial balance in a 2-D artwork
- demonstrate fundamental processes in a variety of visual forms (e.g., painting or weaving)
- draw from natural objects using a monochromatic color scheme
- design a pattern of geometric shapes and render it in a 3-D object
- create the illusion of depth in a 2-D artwork
- illustrate an original story

In Fourth Grade students will:

- distinguish between figure and ground in still life composition
- differentiate between positive and negative spaces in a sculpture
- describe value and line and how they transform shapes to 3-D forms
- distinguish the light and dark values of a color using a monochromatic scale
- recognize a repeated element that created a random rhythm
- recognize various in size and proportion to express an idea
- identify universal symbols from everyday life
- describe the moods depicted in a variety of art works with the same subjects

- explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing)
- select and use appropriate tools and materials to create in 2-D and 3-D
- describe or demonstrate various processes that can be used to create sculpture
- create a cartoon strip with a sequence of actions
- draw a still life composed of objects based on mechanical forms (e.g., boxes, cups or blocks) demonstrating overlap and placement
- sketch and build a sculpture from a 2-D drawing
- create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement, color change, detail)
- construct a plan for a work of art using research

In Fifth Grade students will:

- distinguish between figure and ground in a still life
- differentiate between positive and negative spaces in a sculpture
- explain the illusion of a 3-D object on a flat surface
- recognize color schemes in a work of art
- recognize a repeated element that creates a random rhythm
- identify variation in size and proportion to express an idea
- locate contrast in 2-D and 3-D artworks
- select and describe expressive qualities that contribute to subject matter in artwork
- compare similar symbols in a 2-D or 3-D art work (e.g., flags, traffic signs, logos)
- describe the moods depicted in a variety of works with the same subjects (e.g., landscapes or still life)
- describe or demonstrate tools and processes of printmaking
- construct a color wheel consisting of primary, secondary and intermediate colors
- design an architectural structure from imagination
- create functional objects from a variety of materials
- create a realistic 2-D artwork
- create a time artwork (e.g., flip book or mobile/kinetic sculpture)
- create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement, color change, detail)
- demonstrate an understanding of the ability of line to create value and surface change
- construct a plan for a work of art using research

In Sixth Grade students will:

- distinguish between figure and ground in a still life composition
- differentiate between positive and negative spaces in a sculpture
- describe value and line and how they transform shapes to 3-D forms
- distinguish the light and dark values of a color using a monochromatic scale
- explain the processes used with specific tools; recognize the different characteristics of similar materials
- describe the process of photography
- describe the moods depicted in a variety of artworks with the same subjects
- select and describe expressive qualities that contribute to subject matter in artwork
- compare similar symbols in a 2-D or 3-D artwork
- describe and/or demonstrate how the same idea is executed in 2-D or 3-D media
- create the illusion of depth

- demonstrate an understanding of the ability of line to create value and surface change
- sketch and build a sculpture from a 2-D drawing
- draw a building from observation using geometric shapes and forms
- demonstrate the process of weaving
- create the illusion of depth in a 2-D artwork
- demonstrate the variety of processes using art making tools and materials to create a 2-D or 3-D art work (e.g., drawing, weaving or printing)
- demonstrate tools and processes of printmaking
- create artwork based on a plan incorporating research and problem solving

In Seventh Grade students will:

- distinguish between figure and ground in a still life composition
- differentiate between positive and negative spaces in a sculpture
- explain the illusion of a 3-D object drawn on a flat surface
- explain how tools, processes and materials combine to create specific effects in 2-D artwork
- identify the role of a specific color scheme in artwork
- describe the elements and principles that create harmony
- describe elements and principles that create meaning in works of art
- compare similar symbols in 2-D or 3-D artwork
- recognize similar characteristics among a range of 2-D or 3-D media (e.g., watercolor/tempera or crayon/chalk)
- select and describe expressive qualities that contribute to subject matter in artwork
- recognize color schemes in works of art
- construct a color wheel which consists of primary, secondary, and intermediate colors
- use a variety of materials and processes to create functional and decorative artwork
- demonstrate a variety of processes using art making tools and materials to create 2-D or 3-D artwork
- demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective)
- create unique specific effects using a combination of media, tools, and processes
- demonstrate an understanding of creation of illusion of space (e.g., overlapping, variations in size, placement or value)
- demonstrate processes that create special effects (e.g., scratch knife/ scratchboard, linoleum cutter/printing block)
- critique works of art using appropriate language in a positive, constructive manner
- create artwork based on a plan and incorporating research and problem solving

In Eighth Grade students will:

- identify the role of a specific color scheme in artwork
- describe the elements and principles that create harmony
- identify the elements and principles that convey meaning in works of art
- point out specific element or group of elements that create the center of interest in artwork
- identify the aesthetic criteria for evaluating artwork (e.g., value, function, purpose, context, appropriateness, creativity/uniqueness)
- demonstrate an understanding of dimension and value in black /white and in color

- discuss and evaluate an artist's ability to convey meaning based on the selection of materials and tools
- debate the choice of techniques used to convey meaning in artwork of self and others
- use a variety of materials and processes to create functional and decorative artwork
- use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in 2-dimensional artwork
- create realistic 2-D work of art
- create the illusion of depth in 2-D artwork (e.g., overlap, size change, placement)
- create unique specific effects using a combination of media, tools, and processes
- demonstrate an understanding of contour and cross contour
- analyze how the selection of media or tools can enhance the communication of an idea (e.g., using watercolors to paint seascapes or clouds)
- compare and contrast the use of the expressive qualities in a series of works with the same theme (e.g., nature, family values, political or social issues)
- analyze the relationships among elements, principles and expressive qualities in 2-D or 3-D work
- express judgment of works of art based on description, analysis and interpretation
- create artwork in a variety of styles
- create artwork based on a plan incorporating research and problem solving