

HAVERHILL PUBLIC SCHOOLS  
Grades K-4 Visual Arts Benchmarks for Learning

**PreK–12 STANDARD 2: Elements and Principles of Design**

Students will demonstrate knowledge of the elements and principles of design.

LEARNING STANDARD By the end of Grade 4	K Students will:	1 Students will:	2 Students will:	3 Students will:	4 Students will:
2.1 For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork Explore how color can convey mood and emotion	Recognize and identify the colors in the <b>rainbow</b> . <b>Vocabulary: primary, secondary</b>	Know the rainbow. Identify color as an <b>Element</b> of art. Observe the <b>color wheel</b> . <b>Vocabulary: warm, cool</b>	Create basic wheel (6 color). Identify warm and cool. <b>Vocabulary: Neutral: white, black, gray, brown; color scheme</b>	Create color wheel w/ <b>tertiary/intermediate</b> colors. Explore <b>tints</b> and <b>shades</b> . Use color to create <b>mood</b> . <b>Vocabulary: complementary, contrast,</b>	Create <b>value</b> by color mixing. Observe/identify color in nature and artworks. <b>Vocabulary: spectrum,</b>
2.2 For line, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork	Mark-marking. Recognize <b>straight</b> and <b>curved</b> lines. Identify <b>letters</b> and <b>numbers</b> as lines.	Identify line as an Element of Art. Label and make a variety of lines. <b>Vocabulary: wavy, zigzag, etc.</b>	Describe <b>directionality: horizontal, vertical, diagonal</b> . Locate and identify lines in the environment and artwork.	Recognize <b>expressive line</b> as a means of conveying mood or feeling. Draw using a variety of lines and direction.	Identify <b>line quality: thick/thin, light/dark, long/short</b> . Create drawings from nature, using line quality.
2.3 For texture, explore the use of textures in 2D and 3D works Identify a wide variety of types of textures, in the environment and in artwork Create representations of textures in drawings, paintings, rubbings, or relief	Explore and experience <b>texture</b> . Create <b>rubbings</b> .	Identify texture as an Element of Art. Label and use a variety of textures.	Identify and locate textures by sight and touch in nature. <b>Vocabulary: random, repetitive</b>	Explore and experiment with <b>real</b> and <b>visual (implied) texture</b> . Identify and locate textures in artworks.	Create a <b>relief</b> using a variety of textures.
2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, and forms, in the environment and in artwork	Explore and recognize simple <b>shapes</b> . <b>Vocabulary: circle, oval, square, rectangle, triangle.</b>	Identify <b>shape &amp; form</b> as Elements of Art. Recognize shape as 2D & form as 3D. Create complex shapes by combining simple shapes. Recognize <b>geometric shapes: pentagon, hexagon, octagon.</b>	Understand <b>positive/negative</b> . Differentiate between shape and form. Observe forms in nature.	Translate 2D to 3D. Create and identify 3D forms. Identify and locate forms in artworks. <b>Vocabulary: sphere,egg,cube, block,box,cylinder, cone,pyramid.</b>	Draw basic 3D forms. Combine forms to make complex forms in ceramics. Create artworks using shape and form in a variety of media.

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	K	1	2	3	4
<p>2.5 For <b>pattern and symmetry</b>, explore the use of patterns and symmetrical shapes in 2D and 3D works Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made</p>	<p>Recognize <b>pattern</b> as <b>repetition</b> of shapes. Explore bilateral <b>symmetry</b> (paint /folded paper)</p>	<p>Identify patterns and symmetry in nature. Create symmetry by folding and cutting paper. <b>Vocabulary: line of symmetry, mirror-image</b></p>	<p>Create patterns and symmetry in artworks using a variety of media.</p>	<p>Identify radial symmetry in nature. Differentiate between <b>asymmetrical</b> and symmetrical. Create artwork using radial symmetry.</p>	<p>Demonstrate awareness of symmetry in the face and human figure. Vocabulary: <b>facial symmetry</b></p>
<p>2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance Demonstrate an understanding of foreground, middle ground, and background Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>	<p>Explore using the total page in creating artwork.</p>	<p>Identify <b>Space</b> as an Element of Art. Create a piece of art using <b>overlapping</b> shapes. Identify objects that are <b>near</b> (large) and <b>far</b>(small) in artwork. Identify <b>variety, repetition, and balance</b> as <b>Principles of Design.</b></p>	<p>Create a piece of art demonstrating knowledge of <b>foreground, middleground, background.</b> Identify <b>emphasis, center of interest</b> as Principles of Design.</p>	<p>Differentiate enclosed space vs. infinite space. Identify the <b>horizon line</b> and use it in an artwork. Identify <b>rhythm, unity, and balance</b> as Principles of Design.</p>	<p>Create an illusion of <b>depth</b> by using basic <b>perspective</b> techniques (size, overlapping, <b>value</b> contrast). Identify <b>variety, balance, and emphasis</b> as Principles of Design.</p>