

ART COURSE OF STUDY

July, 1999

Diocese of Toledo
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**Diocese of Toledo
1999 Art Course of Study**

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Part I

Introduction

Review Process

Diocese of Toledo District Philosophy

Art Program Philosophy

Art Program Goals

Student Assessment

Intervention/Remediation/Enrichment

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INTRODUCTION

Overview of the Use of Art Course of Study

This Art Course of Study has been developed to allow the freedom of choice for both media and process. To effectively implement your choices, a broad outline for the year covering the objectives and corresponding vocabulary is a requisite. Included for your use are specific objectives for each grade level as well as a matrix for skills that are introduced and reinforced in the years indicated. This Art Course of Study has been designed to build on skill levels that progress yearly. The completion of all objectives for each grade level is essential.

Philosophy

The diocesan philosophy articulates the foundation underlying the educational efforts of the diocese. The art program philosophy, consistent with the diocesan philosophy, provides the rationale upon which art instruction is built.

Program Goals

The seven program goals articulate the areas to be developed throughout the range of instruction.

Student Assessment/Intervention/Remediation/Enrichment

These sections of the document contain general diocesan-wide statements on the evaluation and assessment of students and suggestions for intervention in the process of meeting the goals established by this course of study.

Grade Level Objectives

At the heart of the document are the grade level objectives. The objectives for Kindergarten through Grade Eight are presented in a matrix format, as well as by individual grade level.

The secondary core art objectives build upon the K-8 objectives.

Additional Resources

Other sections included in this course of study are:

- Art Glossary
- Art History
- Art Resources

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REVIEW PROCESS

Under the direction of the Superintendent, one central office staff member conducted the review process. The review began in April, 1998 and was finalized in August 1999. Members met on a monthly basis through April 1999. The total committee of six teachers represented four elementary schools and two secondary schools.

REVIEW COMMITTEE

Superintendent: Janet Doyle, OP

Review Coordinator: Mary Margaret Pachucki, OP

Committee Members: Paula Brown-Gray, St. Joan of Arc School, Toledo

Lisa A. Girlie, St. John School, Defiance

Margy Koester, St. Francis Ed. Center, Sylvania

Karen Shaylor, Sandusky St. Mary Central Catholic
H.S.

Janealla Smalley, St. Wendelin High School, Fostoria

Sandy Wurster, St. Mary School, Defiance

Art Consultant: Beverly Domalski

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DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”
(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

ART PROGRAM PHILOSOPHY

People are created in the likeness of God. They need to create. Art, especially, promotes the expression of this desire. Art education plays an important role in forming a curriculum to serve every individual in total development.

Instruction in art is integral to a comprehensive educational program. It is neither trivial nor an expendable extra activity. It must be fundamental, not accidental. Art education is crucial to quality learning and teaching.

Art education stimulates, develops, and refines the higher-order and critical thinking skills of problem posing and solving, analysis, synthesis, evaluation and decision making. It improves communication and develops the ability to interpret and understand complex symbols in the same manner as language or mathematics.

Art education plays a central role in fostering creativity, developing imagination, enabling students to envision alternative possibilities. Art creates a capacity for experiencing the sense of the "moment," shaking up the consciousness and inspiring innovation.

Because art education develops a diverse range of cognitive abilities, it promotes student achievement across disciplines by fostering the development of spatial, mathematical, logical and physical abilities.

Through art, cultures express their values and beliefs. Art is fundamental to communicating, helping people understand themselves and others.

Art education encourages creativity, individuality and lifelong learning through a wide range of media, dimensions and technologies.

The implementation of this Art Course of Study will enhance excellence in education by nurturing the intellectual, physical, social and emotional development of all students.

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PROGRAM GOALS

- A. To foster expression through creating works using the elements and principles of art and design.
- B. To enable students to develop confidence in their ability to produce and appreciate works of art.
- C. To introduce exploration of the visual arts through a wide range of media, dimensions and technologies.
- D. To foster respect and sensitive response to works of art.
- E. To respond to works of art using art vocabulary.
- F. To enable students to recognize art as a form of visual communication.
- G. To become aware of how social groups and cultures, both past and present, express their values and beliefs through visual art forms.

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STUDENT ASSESSMENT

To recognize different learning styles, alternative methods of student assessment are necessary. While there are behavioral and affective outcomes which may not be easily measured, ongoing student assessment is necessary if instruction and learning are to be improved. Because of the wide range of student differences, the method of evaluation may be either individualized or group oriented. The process of evaluation is an integral part of effective teaching and learning. Effective evaluation procedures provide teachers with means to assess:

- their instructional objectives.
- their strategies.
- student achievement of instructional objectives.

Through effective evaluation procedures:

- Student strengths and weaknesses are identified and assessed.
- Student growth and development can be determined.
- Students are directed toward self-assessment.
- Teachers plan and provide appropriate instructional strategies and materials to either remediate or enrich the student's instruction.
- Parents can be informed of student progress.

In the Toledo Diocese, evaluation will:

- Assess the achievement of the objectives in the course of study.
- Be an ongoing process, utilizing a variety of evaluation techniques.
- Provide a basis for future planning.

Common evaluation techniques used by teachers of art in the Toledo Diocese include:

1. Art work produced by the student: This work may include preliminary and finished works of art.
2. Student verbal responses to art: These responses could include written or spoken descriptions, interpretations, and judgments that students make of their own art work and that of their classmates and professional artists.
3. Academic assessments: These might include a variety of written or verbal testing techniques that help to evaluate art history knowledge, studio vocabulary, procedures and art theory.
4. Studio actions and behaviors: The teacher observes students in the process of creating works of art and considers such areas as motivation, effort, attitude and respect for materials and tools.
5. Portfolio assessments: These might include evidence of student development through examples of preliminary and completed works of art as well as writings.

Teachers are encouraged to use these and any other method of evaluation which may be found appropriate and effective to serve the purposes of improving instruction and student learning opportunities.

INTERVENTION STRATEGIES

Teachers in the Toledo Diocese make use of the following intervention strategies:

Redesign a lesson

- use a more concrete approach
- give remedial instruction
- provide enriched instruction
- vary assignment length and difficulty
- clarify terms
- adjust reading level
- change level of questioning

Demonstrate

- provide varied examples
- use A-V materials and technologies
- use computer technologies

Modify learning opportunities

- design learning centers
- enlist peer tutoring/adult tutoring
- use co-operative learning strategies
- use learning contracts

Continued Learning (Reinforced)

- provide independent study programs
- assign homework
- enlist help from parents for help and support of your program

REMEDICATION/ENRICHMENT

Each classroom teacher is responsible to provide the appropriate intervention involving the remediation and/or enrichment activities needed to meet the learning needs of the students. When this intervention involves adjusting the curriculum for an individual student, that information will be recorded and given to the next teacher who will continue intervention according to this sequence of skills and/or concepts. Where possible, other remedial and/or enrichment tutors or programs may be provided if budgetary constraints permit.

Part II

Basic Building Blocks of Art

Grades Kindergarten through Eight Objectives Matrix

Grades Kindergarten through Eight Objectives

Grades Nine through Twelve Objectives

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BASIC BUILDING BLOCKS OF ART

I. Elements of Design (introduced in K-8):

Color	What the eye sees when light is reflected off an object.
Form	Any three dimensional object that encloses volume and possesses height, width, and depth.
Line	A continuous mark with length and direction, created by a point that moves across a surface.
Shape	A two dimensional area defined by boundaries having height and length.
Space	The distance or area between, around, above, below, and within objects.
Texture	The tactile or visual quality of a surface.
Value	The lightness or darkness of a hue or neutral.

II. Principles of Design (introduced in 9-12):

Balance	Brings a sense of equilibrium among the visual elements in the composition of a work of art. Balance in visual weight gives an image a feeling of order.
Emphasis	Certain elements within a composition will be more important and dominant (i.e. biggest, brightest, lightest) while others in the image will become subordinate to them.
Gradation	Gradual change of elements to show depth, define form, or create emphasis.
Harmony	Combining the elements of art to accentuate their similarities and create a feeling of unity.
Movement	Leads the viewer to sense action in a work or it can be the path the viewer's eye follows through the work.
Proportion	The relationship of one object to another with respect to size, position, amount, number or color.
Rhythm	A sense of flow within an image through the systematic repetition of the elements which create a visual beat.
Variety	Differences in scale, surface, line, value, color and shape to give interest to a composition.

CRITICAL ART THINKING SKILLS

To gain information from a work of art, you must know the qualities that you should look for when examining a work. These qualities represent the criteria, or standards for judgment, you will need when making and supporting decisions about art. A search strategy, or way of looking, will make the task of looking for those qualities much easier. The search strategy consists of four steps:

- Description: Through which you try to find out what is in the work
- Analysis: Through which you discover how the work organized or put together.
- Interpretation: Through which you try to determine the feelings, moods, or ideas communicated by the work.
- Judgment: Through which you make your own decisions about the artistic merit of the work.

Adapted from Art in Focus by Gene A. Mittler, Ph.D., Glencoe/McGraw-Hill, 1994

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MATRIX GRADES K - 8

Underlined words are defined in glossary.

K 1 2 3 4 5 6 7 8

VISUAL AWARENESS

The student:

1. Perceives line:

- **Straight, curved, zig-zag, wavy, contour** K 1 2
- Identifies direction of lines (examples: **horizontal**, **vertical**, and **diagonal**) 3 4 5
- Finds lines in **composition** 6 7 8

- Perceives **shape**:
- Circle, square, rectangle, triangle, oval, diamond (**geometric**) K 1 2
- **Free-form (organic)** K
- Differentiates between **geometric** and **free-form shapes (organic)** 1
- Differentiates between **geometric (regular and irregular)** and **free-form shapes (organic)** 2 3 4 5
- Differentiates between **contour** of the **shape** and surface **decoration** 2 3 4
- Finds **shapes** in **composition** 1 2 3 4 5 6 7 8
- Identifies overlapping **shapes** 3 4 5
- Identifies other **geometric shapes** (examples: pentagon, hexagon, octagon, etc.) 5 6 7
- Identifies **irregular shapes** 6 7 8

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K 1 2 3 4 5 6 7 8

3. Perceives value:

- **Light** and **dark** K 1 2
- Compares **light**, various **medium** and **dark values** 6 7 8
- Recognizes gradation from **light** to **dark** 7 8

4. Perceives color:

- **Primary** (red, yellow, blue) K 1 2 3 4
- **Secondary** (orange, green, violet) K 1 2 3 4
- Primary/secondary position on **6-color wheel** 2 3 4
- **Secondary** (orange, green, violet) and their position on a **6-color wheel** 5
- **Intermediate** (yellow-green, blue-green, blue-violet, red-violet red-orange, yellow-orange) and their position on a **12-color wheel** 6 7 8
- **Neutral** (black, white, **brown**, gray) K 1 2 3 4 5 6 7
- **Light** and **dark** 2 3 4 5
- **Warm** (red, yellow, orange) and **cool** (blue, green, violet) 3 4 5 6
- **Tints** and **shades** 5 6 7 8
- **Complementary** (example: yellow/violet, red/green, blue/orange) 5 6 7 8
- **Transparent**, **translucent**, and **opaque** 5 6 7 8
- **Analogous** (example: red, red-violet, red-orange) 6 7 8

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K 1 2 3 4 5 6 7 8

5. Perceives **texture**:

- Same or different by touch or sight (rough, smooth, etc.) K 1 2 3
- Distinguishes between **actual** and **simulated texture** 4 5 6

6. Perceives **space**:

- Distinguishes between **two-** and **three-dimensional space** 1 2 3 4 5 6 7 8
- Can suggest **depth** on a flat surface by overlapping 3 4 5 6 7 8
- Identifies cube, cone, cylinder, pyramid, sphere 5 6 7
- Identifies **positive** and **negative space** 6 7 8
- Identifies **relief**, **free-standing sculpture** and **mobiles** 7 8
- Identifies **incised** surface **texture** 7 8

7. Perceives relationships:

- Likenesses and differences within art **elements** (examples: thick/thin **lines**, large/small **shapes**, soft/hard **textures**) K 1 2 3 4
- Few and many K 1 2
- Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle) K 1 2 3 4
- **Repeat pattern** K 1
- **Repetition** 2 3 4 5 6 7 8
- **Regular** and **irregular pattern** 2 3 4 5 6 7 8

PRODUCTION (Media and Techniques)

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K 1 2 3 4 5 6 7 8

9. Painting:

- Finger paints K 1 2
- Paints with **tempera** K 1 2 3 4 5 6 7 8
- Paints with **watercolor** 1 2 3 4 5 6 7 8
- Paints with objects such as sponges, sticks, etc. K 1 2 3 4 5 6 7 8
- Explores brush strokes (examples: **dabbing**, dotting, **side of brush** and varying pressure on brush) 3 4 5 6 7 8
- Paints on wet paper with **tempera** and **watercolor** 2 3 4 5 6 7 8
- Makes a **watercolor wash** 4 5 6
- Combines crayon and thin paint in a **resist** process K 1 2 3 4 5
- Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**) 2 3 4 5 6
- Explores other brush strokes with watercolor (examples: **rolling**, **stippling**, **dry brush**) 5 6 7 8
- Explores **bleeding** and **overpainting** in **watercolor** 5 6 7 8
- Mixes **intermediate colors** 5 6 7
- Mixes **tints** and **shades** using white and black 6 7 8
- Mixes **complementary colors** for **neutralization** 7 8

10. Other media:

- Experiments with colored tissue paper 3 4 5 6 7 8
- Experiments with chalk and markers 5 6 7 8
- Makes **mosaic** 4 5 6
- Experiments with pen and ink, charcoal, **oil pastels** and or **dry pastels** 7 8
- Makes **positive and negative stencil** to use with crayon and chalk 6 7 8
- Experiments with computer graphics (site appropriate) 7 8

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K 1 2 3 4 5 6 7 8

11. Cutting and gluing:

- Cuts simple paper **shapes** K 1 2
- Cuts on a **line** K 1 2
- Folds paper and cuts **shape** on fold K 1 2 3 4 5
- Tears **free-form** paper **shapes** K 1 2 3
- Cuts a hole in paper by inserting scissors 1 2 3
- Uses minimum amount of glue K 1 2 3 4 5 6 7 8
- Glues papers overlapping to suggest **depth** 2 3 4 5 6
- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.) K 1 2 3 4 5 6 7 8
- **Curls** paper 1 2 3 4
- **Scores** paper 3 4 5 6

12. Printmaking:

- Prints random **pattern** with items such as gadgets, foam, vegetables, leaves, fingers, hands, feet, etc. K 1 2
- Prints in **regular pattern** such as grid, rows, checker, border, etc. 2 3 4
- Prints in **overlapping pattern** 3 4 5
- Designs an image that is correctly reversed in printing (example: letters) 5 6 7 8

13. Lettering:

- Makes basic upper and lower case letters 1 2
- Draws straight **lines** with pencil and ruler 1 2 3
- Letters on **straight baseline** 1 2 3
- Letters on **full guidelines** 2 3 4

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	K	1	2	3	4	5	6	7	8
• Makes poster with lettering		1	2	3	4	5	6	7	8
• Makes upper case <u>block letters</u> (with grid)					4	5	6		
• Uses correct spacing between letters, words and <u>lines</u> (centering)					4	5	6	7	8
• Cuts folded letters						5	6	7	8
• Uses <u>innovative letter forms</u> to create words							6	7	8
• Draws parallel <u>lines</u> by measuring							6	7	8
• Sets letters on <u>irregular baseline</u>							6	7	8
 14. Design and <u>Composition:</u>									
• Makes design to fit or fill <u>space</u> and <u>shape</u>		1	2	3	4				
• Makes <u>balanced design</u> in square and/or rectangle			2	3	4	5			
• Makes <u>symmetrical</u> design			2	3	4				
• Makes balanced <u>asymmetrical</u> design							6	7	8
• Makes a <u>radial</u> design				3	4	5	6	7	8
• Uses <u>repetition</u> in <u>line</u> , <u>shape</u> , <u>color</u> , <u>texture</u> , etc. in design	K	1	2	3	4	5	6	7	8
• Identifies <u>balance</u>						5	6	7	8
• Identifies <u>symmetrical</u> and <u>asymmetrical balance</u>						5	6	7	8
• Identifies <u>structure</u> and <u>decoration</u>						5	6	7	8
• Identifies <u>focal point</u>							6	7	8
 15. Presentation:									
• Positions and affixes art work to background (<u>mounting</u>)			2	3	4	5	6	7	8
• Frames with paper (<u>matting</u>)						5	6	7	8

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K 1 2 3 4 5 6 7 8

16. Three-Dimensional Work:

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.) K 1 2 3 4 5 6 7 8
- Models with materials (examples: wire, **clay**, dough, etc.) K 1 2 3 4 5 6 7 8
- Makes **pinch pot** in **clay** or modeling material 2 3 4
- Creates **textures** in **clay** by adding, pressing or carving 2 3 4 5 6 7 8
- Creates a form using rolled or crushed paper, wire or cardboard **armature** 5 6 7 8
- Uses **papier-mâché** strips, **clay**, tissue and glue, nylons and plaster strips over a form 5 6 7 8
- Makes **coil pot** or **slab project** 5 6

17. Textiles and Fibers:

- Weaves in paper strips or fiber 1 2 3 4 5 6 7 8
- Threads needle and ties knot 2 3 4
- Makes **running stitch** 2 3 4
- Makes project using **variety of** stitches 5 6 7 8

18. Maintains Materials:

- Conserves art supplies using least amount necessary K 1 2 3 4 5 6 7 8
- Returns materials to proper places K 1 2 3 4 5 6 7 8
- Uses proper cleaning procedure for art supplies, especially paint brushes K 1 2 3 4 5 6 7 8

19. Art Awareness:

- Looks at art in the classroom (books, posters, nature, library, technologies) K 1 2 3 4 5 6 7 8

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	K	1	2	3	4	5	6	7	8
• Names subject, objects and elements (line, shape, value, color, texture, space) in the composition	K	1	2	3	4	5	6	7	8
• Describes objects and elements in the composition						5	6	7	8
• Analyzes relationships of elements in the composition							6	7	8
• Discusses classroom works of art using positive comments		1	2	3	4	5	6	7	8
• Names medium in art work		1	2	3	4	5	6	7	8
• Identifies landscape, seascape, portrait, still life and abstract works of art						5	6	7	8
• Compares works of art by historical or practicing artists						5	6	7	8
• Chooses preferred work with explanation of choice				3	4	5	6	7	8
• Discusses possible meanings and feelings expressed in art								7	8
 20. Art History:									
• Becomes aware of how social groups express their values and beliefs through visual art forms		1	2	3	4	5	6	7	8
• Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)			2	3	4	5	6	7	8
• Recognizes a sign and/or symbol can represent an idea (Examples: historical, national, religious, occupational)					4	5	6	7	8
• Becomes aware of major art periods and artists of those periods							6	7	8
• Recognizes the role of the church in producing and preserving art in the western world								7	8
• Recognizes the impact of technology on art								7	8

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- Becomes aware of diverse careers in art 7 8
- K 1 2 3 4 5 6 7 8
- Recognizes art is a form of communication in society. K 1 2 3 4 5 6 7 8
- Recognizes art is used in secular and liturgical ceremonies 2 3 4 5 6 7 8
- Recognizes art can be used to change a society's beliefs and environment. 4 5 6 7 8

21. Artistic Heritage:

- Visits art museum, gallery or exhibit K 1 2 3 4 5 6 7 8
- Visits parish church to observe art and architecture 4 5 6 7 8
- Visits cathedral to observe church art and architecture (at least once during upper elementary grades) 4 5 6 7 8
- Develops awareness of **two-dimensional** work produced by artists (examples: drawing, painting, prints) 4 5 6 7 8
- Identifies commercial, church and domestic architecture of various periods 6 7 8
- Develops awareness of crafts (examples: masks, ceramics, jewelry, metal arts, fiber arts) 5 6 7 8
- Recognizes art in utilitarian objects (examples: furniture, clothing, graphics, tools, etc.) 5 6 7 8
- Recognizes the role of art **critics** and historians in the interpretation of works of art 7 8
- Recognizes **style** is a product of the individual artist and his/her time period. 6 7 8

Kindergarten

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Straight, curved, zig-zag, wavy, contour
2. Perceives shape
 - Circle, square, rectangle, triangle, oval, diamond (geometric)
 - Free-form (organic)
3. Perceives value
 - Light and dark
4. Perceives color
 - Primary (red, yellow, blue)
 - Secondary (orange, green, violet)
 - Neutral (black, white, brown, gray)
5. Perceives texture
 - Same or different by touch or sight (rough, smooth, etc.)
7. Perceives relationships
 - Likenesses and differences within art elements (examples: thick/thin lines, large/small shapes, soft/hard textures)
 - Few and many
 - Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle)
 - Repeat pattern

PRODUCTION (Media and Techniques)

8. Drawing
 - Uses crayon, chalk, pencil, markers
 - Makes various lines (pressing lightly and heavily)
 - Makes shapes and fills in
 - Draws around shapes

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- Draws entire person

Kindergarten

9. Painting
 - Finger paints
 - Paints with **tempera**
 - Paints with objects such as sponges, sticks, etc.
 - Combines crayon and thin paint in **resist** process

11. Cutting and gluing
 - Cuts simple paper **shapes**
 - Cuts on a **line**
 - Folds paper and cuts **shape** on fold
 - Tears **free-form** paper **shapes**
 - Uses minimum amount of glue
 - Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)

12. Printmaking
 - Prints random **patterns** with items such as gadgets, foam, vegetables, leaves, fingers, hands, feet, etc.

14. Design and **Composition**
 - Uses **repetition** in **line, shape, color, texture**, etc. in design

16. **Three-Dimensional** Work
 - Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
 - Models with materials (examples: wire, **clay**, dough, etc.)

18. Maintains Materials
 - Conserves art supplies using least amount necessary
 - Returns materials to proper places
 - Uses proper cleaning procedure for art supplies

19. Art Awareness
 - Looks at art in the classroom (books, posters, nature, library, technologies)
 - Names subject, objects and **elements (line, shape, value, color, texture, space)** in composition

20. Art History
 - Recognizes art is a form of communication in society

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21. Artistic Heritage

- Visits art museum, gallery or exhibit

Grade One

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Straight, curved, zig-zag, wavy, contour
2. Perceives shape
 - Circle, square, rectangle, triangle, oval, diamond (geometric)
 - Differentiates between geometric and free-form shapes (organic)
 - Finds shapes in composition
3. Perceives value
 - Light and dark
4. Perceives color
 - Primary (red, yellow, blue)
 - Secondary (orange, green, violet)
 - Neutral (black, white, brown, gray)
5. Perceives texture
 - Same or different by touch or sight (rough, smooth, etc.)
6. Perceives space
 - Distinguishes between two-dimensional and three-dimensional space
7. Perceives relationships
 - Likenesses and differences within art elements (examples: thick/thin lines, large/small shapes, soft/hard textures)
 - Few and many
 - Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle)
 - Repeat pattern

Grade One

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Makes various **lines** (pressing lightly and heavily)
- Makes **shapes** and fills in
- Draws around **shapes**
- Creates **textures** by rubbing
- Draws picture using **baseline**
- Draws entire person
- Draws facial features

9. Painting

- Finger paints
- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Combines crayon and thin paint in a **resist** process

11. Cutting and gluing

- Cuts simple paper **shapes**
- Cuts on a **line**
- Folds paper and cuts **shape** on fold
- Tears **free-form** paper shapes
- Cuts a hole in paper by inserting scissors
- Uses minimum amount of glue
- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)
- **Curls** paper

12. Printmaking

- Prints random patterns with items such as gadgets, foam, vegetables, leaves, fingers, hands, feet, etc.

13. Lettering

- Makes basic upper and lower case letters
- Draws straight **lines** with pencil and ruler
- Letters on **straight baseline**

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- Makes poster with lettering

Grade One

14. Design and **Composition**

- Makes design to fit or fill **space** and **shape**
- Uses **repetition** in **line, shape, color, texture**, etc. in design

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)

17. Textiles and Fibers

- Weaves in paper strips or fiber

18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements (line, shape, value, color, texture, space)** in **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Recognizes art is a form of communication in society.

21. Artistic Heritage

- Visits art museum, gallery or exhibit

Grade Two

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Straight, curved, zig-zag, wavy, contour
2. Perceives shape
 - Circle, square, rectangle, triangle, oval, diamond (geometric)
 - Differentiates between geometric (regular and irregular) and free-form shapes (organic)
 - Differentiates between contour of the shape and surface decoration
 - Finds shapes in composition
3. Perceives value
 - Light and dark
4. Perceives color
 - Primary (red, yellow, blue)
 - Secondary (orange, green, violet)
 - Primary/secondary position on 6-color wheel
 - Neutral (black, white, brown, gray)
 - Light and dark
5. Perceives texture
 - Same or different by touch or sight (rough, smooth, etc.)
6. Perceives space
 - Distinguishes between two-dimensional and three-dimensional space
7. Perceives relationships
 - Likenesses and differences within art elements (examples: thick/thin lines, large/small shapes, soft/hard textures)
 - Few and many

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- Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle)
- **Repetition**
- **Regular** and **irregular pattern**

Grade Two

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Makes various **lines** (pressing lightly and heavily)
- Makes **shapes** and fills in
- Draws around **shapes**
- Creates **textures** by rubbing
- Creates **textures** by dots, strokes, blending, etc.
- Draws picture using **baseline**
- Draws entire person
- Draws facial features

9. Painting

- Finger paints
- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Paints on wet paper with **tempera** and **watercolor**
- Combines crayon and thin paint in a **resist** process
- Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**)

11. Cutting and gluing

- Cuts simple paper **shapes**
- Cuts on a **line**
- Folds paper and cuts **shape** on fold
- Tears **free-form** paper **shapes**
- Cuts a hole in paper by inserting scissors
- Uses minimum amount of glue
- Overlaps papers to suggest **depth**
- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)
- **Curls** paper

12. Printmaking

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- Prints random **patterns** with items such as gadgets, foam, vegetables, leaves, fingers, hands, feet, etc.
- Prints in **regular pattern** such as grid, rows, checker, border, etc.

Grade Two

13. Lettering

- Makes basic upper and lower case letters
- Draws straight **lines** with pencil and ruler
- Letters on **straight baseline**
- Letters on **full guidelines**
- Makes poster with lettering

14. Design and **Composition**

- Makes design to fit or fill **space** and **shape**
- Makes **balanced design** in square and/or rectangle
- Makes **symmetrical** design
- Uses **repetition** in **line, shape, color, texture**, etc. in design

15. Presentation

- Positions and affixes art work to background (**mounting**)

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Makes **pinch pot** in **clay** or modeling material
- Creates **textures** in **clay** by adding, pressing or carving

17. Textiles and Fibers

- Weaves in paper strips or fiber
- Threads needle and ties knot
- Makes **running stitch**

18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)

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- Names subject, objects and **elements** (**line**, **shape**, **value**, **color**, **texture**, **space**) in **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work

Grade Two

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)
- Recognizes art is a form of communication in society
- Recognizes art is used in secular and liturgical ceremonies

21. Artistic Heritage

- Visits art museum, gallery or exhibit

Grade Three

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Identifies directions of lines (examples: horizontal, vertical, and diagonal)

2. Perceives shape
 - Differentiates between geometric (regular and irregular) and free-form shapes (organic)
 - Differentiates between contour of the shape and surface decoration
 - Finds shapes in composition
 - Identifies overlapping shapes

4. Perceives color
 - Primary (red, yellow, blue)
 - Secondary (orange, green, violet)
 - Primary/secondary position on 6-color wheel
 - Neutral (black, white, brown, gray)
 - Light and dark
 - Warm (red, yellow, orange) and cool (blue, green, violet)

5. Perceives texture
 - Same or different by touch or sight (rough, smooth, etc.)

6. Perceives space
 - Distinguishes between two-dimensional and three-dimensional space
 - Can suggest depth on a flat surface by overlapping

7. Perceives relationships

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- Likenesses and differences within art **elements** (examples: thick/thin **lines**, large/small **shapes**, soft/hard **textures**)
- Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle)
- **Repetition**
- **Regular** and **irregular pattern**

Grade Three

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Makes various **lines** (pressing lightly and heavily)
- Creates **textures** by rubbing
- Creates **textures** by dots, strokes, blending, etc.
- Draws picture using **baseline**
- Creates **depth**:
 - overlapping
 - placement of objects on paper
 - size
- Draws entire person
- Draws facial features
- Draws figures in action

9. Painting

- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
- Paints on wet paper with **tempera** and **watercolor**
- Combines crayon and thin paint in a **resist** process
- Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**)

10. Other media

- Experiments with colored tissue paper

11. Cutting and gluing

- Folds paper and cuts **shape** on fold
- Tears **free-form** paper **shapes**
- Cuts a hole in paper by inserting scissors

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- Uses minimum amount of glue
- Glues papers overlapping to suggest **depth**
- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)
- **Curls** paper
- **Scores** paper

Grade Three

12. Printmaking

- Prints in **regular pattern** such as grid, rows, checker, border, etc.
- Prints in **overlapping patterns**

13. Lettering

- Draws straight **lines** with pencil and ruler
- Letters on **straight baseline**
- Letters on **full guidelines**
- Makes poster with lettering

14. Design and **Composition**

- Makes design to fit or fill **space** and **shape**
- Makes **balanced design** in square and/or rectangle
- Makes **symmetrical** design
- Makes a **radial** design
- Uses **repetition** in **line**, **shape**, **color**, **texture**, etc. in design

15. Presentation

- Positions and affixes art work to background (**mounting**)

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Makes **pinch pot** in **clay** or modeling material
- Creates **textures** in **clay** by adding, pressing or carving

17. Textiles and Fibers

- Weaves in paper strips or fiber
- Threads needle and ties knot
- Makes **running stitch**

18. Maintains Materials

- Conserves art supplies using least amount necessary

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- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

Grade Three

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements** (**line, shape, value, color, texture, space**) in **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work
- Chooses preferred work with explanation of choice

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)
- Recognizes art is a form of communication in society.
- Recognizes art is used in secular and liturgical ceremonies

21. Artistic Heritage

- Visits art museum, gallery or exhibit

Grade Four

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Identifies directions of lines (examples: horizontal, vertical, and diagonal)

2. Perceives shape
 - Differentiates between geometric (regular and irregular) and free-form shapes (organic)
 - Differentiates between contour of the shape and surface decoration
 - Finds shapes in composition
 - Identifies overlapping shapes

4. Perceives color
 - Primary (red, yellow, blue)
 - Secondary (orange, green, violet)
 - Primary/secondary position on 6-color wheel
 - Neutral (black, white, brown, gray)
 - Light and dark
 - Warm (red, yellow, orange) and cool (blue, green, violet)

5. Perceives texture
 - Distinguishes between actual and simulated texture

6. Perceives space
 - Distinguishes between two-dimensional and three-dimensional space
 - Can suggest depth on a flat surface by overlapping

7. Perceives relationships

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- Likenesses and differences within art **elements** (examples: thick/thin **lines**, large/small **shapes**, soft/hard **textures**)
- Positions (examples: above-below, high-low, near-far, right-left, in front of-behind, overlap, middle)
- **Repetition**
- **Regular** and **irregular pattern**

Grade Four

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Creates **textures** by dots, strokes, blending, etc.
- Creates **depth**:
 - overlapping
 - placement of objects on paper
 - size
- Draws entire person
- Draws facial features
- Draws figures in action
- Draws from actual objects by observing nature

9. Painting

- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
- Paints on wet paper with **tempera** and **watercolor**
- Makes a **watercolor wash**
- Combines crayon and thin paint in a **resist** process
- Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**)

10. Other media

- Experiments with colored tissue paper
- Makes **mosaic**

11. Cutting and gluing

- Folds paper and cuts **shape** on fold
- Uses minimum amount of glue
- Glues papers overlapping to suggest **depth**

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- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)
- **Curls** paper
- **Scores** paper

Grade Four

12. Printmaking

- Prints in **regular pattern** such as grid, rows, checker, border, etc.
- Prints in **overlapping pattern**

13. Lettering

- Makes upper case **block letters** (with grid)
- Uses **correct spacing** between letters, words and **lines** (centering)
- Letters on **full guidelines**
- Makes poster with lettering

14. Design and **Composition**

- Makes design to fit or fill **space** and **shape**
- Makes **balanced design** in square and/or rectangle
- Makes **symmetrical** design
- Makes a **radial** design
- Uses **repetition** in **line**, **shape**, **color**, **texture**, etc. in design

15. Presentation

- Positions and affixes art work to background (**mounting**)

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Makes **pinch pot** in **clay** or modeling material
- Creates **textures** in **clay** by adding, pressing or carving

17. Textiles and Fibers

- Weaves in paper strips or fiber
- Threads needle and ties knot
- Makes **running stitch**

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18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

Grade Four

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements** (**line, shape, value, color, texture, space**) in **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work
- Chooses preferred work with explanation of choice

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)
- Recognizes a **sign** and/or **symbol** can represent an idea (examples: historical, national, religious, occupational)
- Recognizes art is a form of communication in society.
- Recognizes art is used in secular and liturgical ceremonies
- Recognizes art can be used to change a society's beliefs and environment.

21. Artistic Heritage

- Visits art museum, gallery or exhibit
- Visits parish church to observe art and architecture
- Visits cathedral to observe church art and architecture (at least once during upper elementary grades)
- Develops awareness of **two-dimensional** work produced by artists (examples: drawing, painting, prints)

Grade Five

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Identifies directions of lines (examples: horizontal, vertical, and diagonal)

2. Perceives shape
 - Differentiates between geometric (regular and irregular) and free-form shapes (organic)
 - Finds shapes in composition
 - Identifies overlapping shapes
 - Identifies other geometric shapes (examples: pentagon, hexagon, octagon, etc.)

4. Perceives color
 - Secondary (orange, green, violet) and their position on 6-color wheel
 - Neutral (black, white, brown, gray)
 - Light and dark
 - Warm (red, yellow, orange) and cool (blue, green, violet)
 - Tints and shades
 - Complementary (yellow/violet, red/green, blue/orange)
 - Transparent, translucent, and opaque

5. Perceives texture
 - Distinguishes between actual and simulated texture

6. Perceives space

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- Distinguishes between **two-dimensional** and **three-dimensional** space
- Can suggest **depth** on a flat surface by overlapping
- Identifies cube, cone, cylinder, pyramid, sphere

7. Perceives relationships

- **Repetition**
- **Regular** and **irregular pattern**

Grade Five

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Creates **depth**:
 - overlapping
 - placement of objects on paper
 - size
- Draws entire person
- Draws facial features
- Draws figures in action
- Draws from actual objects by observing nature
- Does **contour** drawing

9. Painting

- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
- Paints on wet paper with **tempera** and **watercolor**
- Makes a **watercolor wash**
- Combines crayon and thin paint in **resist** process
- Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**)
- Explores other brush strokes with **watercolor** (examples: **rolling**, **stippling**, **dry brush**)
- Explores **bleeding** and **overpainting** in **watercolor**
- Mixes **intermediate colors**

10. Other media

- Experiments with colored tissue paper
- Experiments with chalk and markers
- Makes **mosaic**

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11. Cutting and gluing

- Folds paper and cuts **shape** on fold
- Uses minimum amount of glue
- Glues papers overlapping to suggest **depth**
- Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)
- **Scores** paper

Grade Five

12. Printmaking

- Prints in **overlapping patterns**
- Design an image that is correctly reversed in printing, (letters)

13. Lettering

- Makes poster with lettering
- Makes upper case **block letters** (with grid)
- Uses **correct spacing** between letters, words and **lines**(center)
- Cuts folded letters

14. Design and **Composition**

- Makes **balanced design** in square and /or vertical or horizontal rectangle
- Makes **radial design**
- Uses **repetition** in **line**, **shape**, **color**, **texture**, etc. in design
- Identifies **balance**
- Identifies **symmetrical** and **asymmetrical** balance
- Identifies **structure** and **decoration**

15. Presentation

- Positions and affixes art work to background (**mounting**)
- Frames with paper (**matting**)

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Creates textures in **clay** by adding, pressing or carving
- Creates a form using rolled or crushed paper, wire or cardboard **armature**
- Uses **papier-mâché** strips, **clay**, tissue and glue, nylons and plaster strips over a form
- Makes **coil pot** or **slab project**

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17. Textiles and Fibers

- Weaves in paper strips or fiber
- Makes project using **variety of stitches**

18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies

Grade Five

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements (line, shape, value, color, texture, space)** in **composition**
- Describes objects and **elements** in the **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work
- Identifies landscape, seascape, portrait, still life and abstract works of art
- Compares works of art by historical or practicing artists
- Chooses preferred work with explanation of choice

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)
- Recognizes a **sign** and/or **symbol** can represent an idea (examples: historical, national, religious, occupational)
- Recognizes art is a form of communication in society.
- Recognizes art is used in secular and liturgical ceremonies
- Recognizes art can be used to change a society's beliefs and environment.

21. Artistic Heritage

- Visits art museum, gallery or exhibit
- Visits parish church to observe art and architecture
- Visits cathedral to observe church art and architecture (at least once during upper elementary grades)
- Develops awareness of **two-dimensional** work produced by artists (examples: drawing, painting, prints)

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- Develops awareness of crafts (examples: masks, ceramics, jewelry, metal arts, fiber arts)
- Recognizes art in utilitarian objects (examples: furniture, clothing, graphics, tools, etc.)

Grade Six

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives **line**
 - Finds lines in **composition**

2. Perceives **shape**
 - Finds shapes in **composition**
 - Identifies other **geometric** shapes (examples: pentagon, hexagon, octagon, etc.)
 - Identifies **irregular shapes**

3. Perceives **value**
 - Compares **light**, various **medium**, and **dark values**

4. Perceives **color**
 - **Intermediate** (yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange) and their position on **12-color wheel**
 - **Neutral** (black, white, **brown**, gray)
 - **Warm** (red, yellow, orange) and **cool** (blue, green, violet)
 - **Tints** and **shades**
 - **Complementary** (example: yellow/violet, red/green, blue/orange)
 - **Transparent**, **translucent**, and **opaque**
 - **Analogous** (example: red, red-violet, red-orange)

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5. Perceives **texture**
 - Distinguishes between **actual** and **simulated texture**

 6. Perceives **space**
 - Distinguishes between **two-dimensional** and **three-dimensional space**
 - Can suggest **depth** on a flat surface by overlapping
 - Identifies cube, cone, cylinder, pyramid, sphere
 - Identifies **positive** and **negative space**
- Grade Six**
7. Perceives relationships
 - **Repetition**
 - **Regular** and **irregular pattern**

PRODUCTION (Media and Techniques)

8. Drawing
 - Uses crayon, chalk, pencil, markers
 - Creates **depth**:
 - overlapping
 - placement of objects on paper
 - size
 - Draws facial features
 - Draws figures in action
 - Draws body and face in **proportion**
 - Draws from actual objects by observing nature
 - Does **contour** drawing
 - Shades to show **light** and/or **volume**
 - Draws in **one-point perspective**

9. Painting
 - Paints with **tempera**,
 - Paints with **watercolor**
 - Paints with objects such as sponges, sticks, etc.
 - Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
 - Paints on wet paper with **tempera** and **watercolor**
 - Makes a **watercolor wash**
 - Mixes **secondary colors** from **primary colors** (Hint: Use **watercolor**)

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- Explores other brush strokes with watercolor (examples: rolling, stippling, dry brush)
- Explores bleeding and overpainting in watercolor
- Mixes intermediate colors
- Mixes tints and shades using white and black

Grade Six

10. Other media

- Experiments with chalk and markers
- Experiments with colored tissue paper
- Makes mosaic
- Makes positive and negative stencil to use with crayon and chalk

11. Cutting and gluing

- Uses minimum amount of glue
- Glues papers overlapping to suggest depth
- Makes collage using various materials (examples: wallpaper, cloth, trims, etc.)
- Scores paper

12. Printmaking

- Designs an image that is correctly reversed in printing (example: letters)

13. Lettering

- Makes poster with lettering
- Makes upper case block letters (with grid)
- Uses correct spacing between letters, words and lines (centering)
- Cuts folded letters
- Uses innovative letter forms to create words
- Draws parallel lines by measuring
- Sets letters on irregular baseline

14. Design and Composition

- Makes balanced asymmetrical design
- Makes radial design

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- Uses **repetition** in **line, shape, color, texture**, etc. in design
- Identifies **balance**
- Identifies **symmetrical** and **asymmetrical balance**
- Identifies **structure** and **decoration**
- Identifies **focal point**

15. Presentation

- Positions and affixes art work to background (**mounting**)
- Frames with paper (**matting**)

Grade Six

16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Creates **textures** in **clay** by adding, pressing or carving
- Creates a form using rolled or crushed paper, wire or cardboard **armature**
- Uses **papier-mâché** strips, **clay**, tissue and glue, nylons and plaster strips over a form
- Makes **coil pot** or **slab project**

17. Textiles and Fibers

- Weaves in paper strips or fiber
- Makes project using **variety of stitches**

18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements (line, shape, value, color, texture, space)** in **composition**
- Describes objects and **elements** in the **composition**
- Analyzes relationships of **elements** in the **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work

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- Identifies landscape, seascape, portrait, still life and abstract works of art
- Compares works of art by historical or practicing artists
- Chooses preferred work with explanation of choice

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)

Grade Six

- Recognizes a **sign** and/or **symbol** can represent an idea (examples: historical, national, religious, occupational)
- Becomes aware of major art periods and artists of those periods
- Recognizes art is a form of communication in society.
- Recognizes art is used in secular and liturgical ceremonies
- Recognizes art can be used to change a society's beliefs and environment.

21. Artistic Heritage

- Visits art museum, gallery or exhibit
- Visits parish church to observe art and architecture
- Visits cathedral to observe church art and architecture (at least once during upper elementary grades)
- Develops awareness of **two-dimensional** work produced by artists (examples: drawing, painting, prints)
- Identifies commercial, church and domestic architecture of various periods
- Develops awareness of crafts (examples: masks, ceramics, jewelry, metal arts, fiber arts)
- Recognizes art in utilitarian objects (examples: furniture, clothing, graphics, tools, etc.)
- Recognizes **style** is a product of the individual artist and his/her time period

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Grade Seven

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives line
 - Finds lines in composition

2. Perceives shape
 - Finds shapes in composition
 - Identifies other geometric shapes (examples: pentagon, hexagon, octagon, etc.)
 - Identifies irregular shapes

3. Perceives value
 - Compares light, various medium, and dark values
 - Recognizes gradation from light to dark

4. Perceives color
 - Intermediate (yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange) and their position on 12-color wheel
 - Neutral (black, white, brown, gray)
 - Tints and shades
 - Complementary (example: yellow/violet, red/green, blue/orange)
 - Transparent, translucent, and opaque
 - Analogous (example: red, red-violet, red-orange)

6. Perceives space

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- Distinguishes between **two-dimensional** and **three-dimensional space**
- Can suggest **depth** on a flat surface by overlapping
- Identifies cube, cone, cylinder, pyramid, sphere
- Identifies **positive** and **negative space**
- Identifies **relief**, **free-standing sculpture** and **mobiles**
- Identifies **incised** surface **texture**

7. Perceives relationships

- **Repetition**
- **Regular** and **irregular pattern**

Grade Seven

PRODUCTION (Media and Techniques)

8. Drawing

- Uses crayon, chalk, pencil, markers
- Draws figures in action
- Draws body and face in **proportion**
- Shows emotion through facial features
- Creates original cartoon
- Draws from actual objects by observing nature
- Does **contour** drawing
- Shades to show **light** and/or **volume**
- Draws in **one-point perspective**
- Draws in **two-point perspective**

9. Painting

- Paints with **tempera**
- Paints with **watercolor**
- Paints with objects such as sponges, sticks, etc.
- Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
- Paints on wet paper with **tempera** and **watercolor**
- Explores other brush strokes with **watercolor** (examples: **rolling**, **stippling**, **dry brush**)
- Explores **bleeding** and **overpainting** in **watercolor**
- Mixes **intermediate colors**
- Mixes **tints** and **shades** using white and black
- Mixes **complementary colors** for **neutralization**

10. Other media

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- Experiments with chalk and markers
- Experiments with colored tissue paper
- Experiments with pen and ink, charcoal, **oil pastels**, and/or **dry pastels**
- Makes **positive and negative stencil** to use with crayon and chalk
- Experiments with computer graphics (site appropriate)

Grade Seven

11. Cutting and gluing
 - Uses minimum amount of glue
 - Makes **collage** using various materials (examples: wallpaper, cloth, trims, etc.)

12. Printmaking
 - Designs an image that is correctly reversed in printing (i.e., letters)

13. Lettering
 - Makes poster with lettering
 - Uses correct spacing between letters, words and **lines**: centering
 - Cuts folded letters
 - Uses **innovative letter forms** to create words
 - Draws parallel **lines** by measuring
 - Sets letters on **irregular baseline**

14. Design and **Composition**
 - Makes balanced **asymmetrical** design
 - Makes **radial design**
 - Uses **repetition** in **line**, **shape**, **color**, **texture**, etc. in design
 - Identifies **balance**
 - Identifies **symmetrical** and **asymmetrical balance**
 - Identifies **structure** and **decoration**
 - Identifies **focal point**

15. Presentation
 - Positions and affixes art work to background (**mounting**)
 - Frames with paper (**matting**)

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16. **Three-Dimensional** Work

- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Creates **textures** in **clay** by adding, pressing or carving
- Creates a form using rolled or crushed paper, wire or cardboard **armature**
- Uses **papier-mâché** strips, **clay**, tissue and glue, nylons and plaster strips over a form

Grade Seven

17. Textiles and Fibers

- Weaves in paper strips or fiber
- Makes project using **variety of stitches**

18. Maintains Materials

- Conserves art supplies using least amount necessary
- Returns materials to proper places
- Uses proper cleaning procedure for art supplies, especially paint brushes

19. Art Awareness

- Looks at art in the classroom (books, posters, nature, library, technologies)
- Names subject, objects and **elements** (**line, shape, value, color, texture, space**) in **composition**
- Describes objects and **elements** in the **composition**
- Analyzes relationships of **elements** in the **composition**
- Discusses classroom works of art using positive comments
- Names **medium** in art work
- Identifies landscape, seascape, portrait, still life and abstract works of art
- Compares works of art by historical or practicing artists
- Chooses preferred work with explanation of choice
- Discusses possible meanings and feelings expressed in art

20. Art History

- Becomes aware of how social groups express their values and beliefs through visual art forms
- Becomes aware of cultural origins of art (examples: African, Indian, Oriental, European, American, Folk, Native American)

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- Recognizes a **sign** and/or **symbol** can represent an idea (examples: historical, national, religious, occupational)
- Becomes aware of major art periods and artists of those periods
- Recognizes the role of the church in producing and preserving art in the western world
- Recognizes the impact of technology on art
- Becomes aware of diverse careers in art
- Recognizes art is a form of communication in society.
- Recognizes art is used in secular and liturgical ceremonies
- Recognizes art can be used to change a society's beliefs and environment.

Grade Seven

21. Artistic Heritage

- Visits art museum, gallery or exhibit
- Visits parish church to observe art and architecture
- Visits cathedral to observe church art and architecture (at least once during upper elementary grades)
- Develops awareness of **two-dimensional** work produced by artists (examples: drawing, painting, prints)
- Identifies commercial, church and domestic architecture of various periods
- Develops awareness of crafts (examples: masks, ceramics, jewelry, metal arts, fiber arts)
- Recognizes art in utilitarian objects (examples: furniture, clothing, graphics, tools, etc.)
- Recognizes the role of art **critics** and historians in the interpretation of works of art
- Recognizes **style** is a product of the individual artist and his/her time period

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Grade Eight

Note: Underlined words are defined in the glossary.
Numbering relates to the matrix.

VISUAL AWARENESS

The student:

1. Perceives **line**
 - Finds **lines** in **composition**

2. Perceives **shape**
 - Finds **shapes** in **composition**
 - Identifies **irregular shapes**

3. Perceives **value**
 - Compares **light**, various **medium**, and **dark** values
 - Recognizes gradation from **light** to **dark**

4. Perceives **color**
 - **Intermediate** (yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange) and their position on **12-color wheel**
 - **Tints** and **shades**
 - **Complementary** (example: yellow/violet, red/green, blue/orange)
 - **Transparent**, **translucent**, and **opaque**
 - **Analogous** (example: red, red-violet, red-orange)

6. Perceives **space**

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- Distinguishes between **two-dimensional** and **three-dimensional space**
 - Can suggest **depth** on a flat surface by overlapping
 - Identifies **positive** and **negative space**
 - Identifies **relief**, and **free-standing sculpture** and **mobiles**
 - Identifies **incised** surface **texture**
7. Perceives relationships
- **Repetition**
 - **Regular** and **irregular pattern**

Grade Eight

PRODUCTION (Media, Techniques, Technology)

8. Drawing
- Uses crayon, chalk, pencil, markers
 - Draws figures in action
 - Draws body and face in **proportion**
 - Shows emotion through facial features
 - Creates original cartoon
 - Draws from actual objects by observing nature
 - Does **contour** drawing
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 - Draws in **one-point perspective**
 - Draws in **two-point perspective**
9. Painting
- Paints with **tempera**
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 - Explores brush strokes (examples: **dabbing**, dotting, **side of brush**, and varying pressure on brush)
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- Experiments with chalk and markers
- Experiments with colored tissue paper
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- Experiments with computer graphics (site appropriate)

11. Cutting and gluing

- Uses minimum amount of glue
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Grade Eight

12. Printmaking

- Designs an image that is correctly reversed in printing (example: letters)

13. Lettering

- Makes poster with lettering
- Uses correct spacing between letters, words and **lines** (centering)
- Cuts folded letters
- Uses **innovative letter forms** to create words
- Draws parallel **lines** by measuring
- Sets letters on **irregular baseline**

14. Design and **Composition**

- Makes balanced **asymmetrical** design
- Makes **radial design**
- Uses **repetition** in **line**, **shape**, **color**, **texture**, etc. in design
- Creates graphic design (examples: label, stamp, ad, logo, etc.)
- Identifies **balance**
- Identifies **symmetrical** and **asymmetrical balance**
- Identifies **structure** and **decoration**
- Identifies **focal point**

15. Presentation

- Positions and affixes art work to background (**mounting**)
- Frames with paper (**matting**)

16. **Three-Dimensional** Work

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- Constructs with materials (examples: paper, cardboard, boxes, wood, craft sticks, wire, etc.)
- Models with materials (examples: wire, **clay**, dough, etc.)
- Creates **textures** in **clay** by adding, pressing or carving
- Creates a form using rolled or crushed paper, wire or cardboard **armature**
- Uses **papier-mâché** strips, **clay**, tissue and glue, nylons and plaster strips over a form

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- Weaves in paper strips or fiber
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Grade Eight

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- Recognizes **style** is a product of the individual artist and his/her time period

Grades Nine through Twelve

Note: Underlined words are defined in the glossary.

VISUAL AWARENESS Elements of Design

The student:

1. Perceives line
 - Defines types of lines and their use in a composition
 - Recognizes emotional and descriptive quality of lines (examples: weight, implied, gesture, contour)
 - Recognizes directional lines
2. Perceives shape
 - Identifies irregular and geometric shapes
 - Sees shapes in two-dimensional compositions to represent form
 - Finds shapes in composition (examples: abstract, realistic)
3. Perceives value
 - Compares light, various medium, and dark values (black and white, color)
 - Recognizes gradation from light to dark (as a means of defining form)
4. Perceives color
 - Intermediate (yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange) and their position on 12-color wheel
 - Tints, tones, shades

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- **Hue, value, intensity**
- Relationships:
 - **Complementary**
 - **Split-complementary**
 - **Monochromatic**
 - **Analogous**
 - **Warm, cool**
 - Simultaneous contrast
 - **Triad**

5. Perceives **texture**

- Distinguishes between **actual** and **implied**

Grades Nine through Twelve

6. Perceives **space/form**

- Distinguishes between **two** and **three-dimensional space**
- Can suggest **depth** on a flat surface:
 - Placement on paper
 - Size
 - **Aerial perspective:**
 - **Value** and contrast
 - Detail
 - **Linear perspective**
 - Overlapping
- Identifies **positive** and **negative space**
- Identifies **relief**, and **free-standing** sculpture and **mobiles**
- Identifies **incised** surface

Principles of Design

The student:

1. Recognizes **balance**
 - **Symmetrical**
 - **Asymmetrical**
 - **Radial**
2. Perceives **emphasis**
 - **Focal point**
 - **Dominance**/subordination
3. Perceives **gradation**
 - Gradual changes (size, **color**, **value**)

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4. Perceives **harmony**
5. Perceives **movement**
 - Motion and **space** (visual, actual)
 - **Sequential motion**
 - **Kinetic art (mobile)**
6. Perceives **proportion**

Grades Nine through Twelve

7. Perceives **rhythm**
 - **Repetition**
 - **Pattern** (natural, man-made)
 - **Motif**
 - Visual **Movement**
8. Perceives **harmony**

PRODUCTION (Media, Techniques and Technology)

The student:

Drawing

1. Discovers seeing as the basis for realistic rendering through methods like
 - **Blind contour**
 - **Negative space**
 - **Sighting**
2. Draws from life
 - **Contour line**
 - **Shading**
3. Works with a broad scope of media
 - Crayon
 - Colored pencil

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- **Conte crayon**
 - Marker
 - Pencil
 - Charcoal
 - **Pastel/Chalk**
 - **Oil pastel**
 - Scratchboard
 - Computer
4. Creates preliminary sketches and finished works
 5. Creates figure drawings

Grades Nine through Twelve

6. Creates perspective drawings
 - **one-point**
 - **two-point**

Painting

1. Develops paintings from preliminary sketches
2. Transforms subject matter into a painting
3. Effectively uses the tools and application techniques to create a painting
4. Discovers the characteristics and application techniques of various types of painting media
 - **Tempera**
 - **Watercolor**
 - **Acrylic**
 - **Gouache**
 - Air-Brush
 - **Pastel**
 - **Oil Pastel**
 - Computer
5. Is aware of safety precautions concerning certain materials
6. Uses proper cleaning and maintenance procedures for various painting media and tools

Printmaking

1. Develops print from preliminary sketches.
 - Discovers the use of reproduction techniques in **printmaking**
 - Discovers the use of reversal in **printmaking**
 - Works with **positive space** and **negative space**
 - Works with **texture** in a print
2. Develops image through **proofs**
 - Evaluates and makes changes in original design

Grades Nine through Twelve

3. Creates **editions**
 - Considers usage and purpose of multi-reproductions
 4. Effectively uses tools and applications to create a print.
 5. Discovers characteristics and application techniques of various types of **printmaking** media.
 - **Relief** (block printing, linoleum, foam, wood, stamp, **collagraph**, sponge printing)
 - **Intaglio** (etching, engraving, dry point)
 - **Lithograph** (paper, metal, stone)
 - **Stencil** (silkscreen)
 - Computer/photocopying
1. Is aware of safety precautions concerning printmaking tools and materials.

Lettering

1. Produces lettering as finished art.
 - Understands the differences between various basic lettering styles (**Gothic, Roman, Text, Script**)
2. Uses lettering as part of a design
 - Chooses an appropriate **style** of lettering for a particular project.
 - Understands and demonstrates the importance of proper spacing.
 - Uses consistent style, width, and size of letters (**proportion**)

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- Understands variations caused by conditions such as width, boldness, italic, point size, etc.
3. Cares for and uses lettering materials properly.
 4. Discovers characteristics and techniques of various types of lettering.
 - **Calligraphy** (pen, brush, marker)
 - Computer
 - Typesetting
 - Cut paper

Grades Nine through Twelve

Three-Dimensional Work

1. Produces a piece of art with sculptural qualities (**relief**, in-the-round, **kinetic**, utilitarian, decorative)
 - Discovers **form** and **sculpture** possibilities of natural and man-made objects.
 - Transforms the design elements and principles in **three-dimensional** design/**sculpture**
 - Considers surface treatment of **three-dimensional form** (glazing, painting, oiling, staining, polishing, sanding, application of decorative objects)
2. Works with at least one **three-dimensional** process
 - **Additive** (**coil**, **slab**, construction, **armature**)
 - **Subtractive** (carving)
 - Manipulative (**pinch**, thrown, modeled)
 - **Casting**
3. Discovers characteristics and techniques of various types of **three-dimensional** media.
 - **Clay**
 - Wood
 - Wire
 - Plaster
 - Paper
 - **Papier-mâché**
 - Found objects (natural, man-made)
4. Is aware of safety precautions concerning tools and materials.

Grades Nine through Twelve

Art in Society

1. Becomes aware of the social, political, religious and economic climate of an area as a means of understanding its art.
2. Becomes aware of the influence of art work on our understanding of history.
3. Becomes aware of specific career opportunities available within art fields
4. Becomes aware of how diverse societies respond to visual art forms
5. Becomes aware of censorship in the world at large regarding artists and their art
6. Becomes aware of how social groups and cultures express their values and beliefs through visual art forms
7. Observes how history has been interpreted from artists' works about people, places and events
8. Learns how society works with technologies to create visual forms

Art History and Art Criticism

1. Compares and contrasts art styles throughout history by theme, period, artist and nationality

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2. Critiques his/her own and others art in both written and verbal formats
3. Researches specific artists backgrounds to understand their motivation for creating art
4. Identifies in general the main art periods based on style, technique, theme, location
5. Understands how art history has been influenced by the interpretation of art critics and art historians
6. Reads and listens to historical accounts of artists and art works.

Part III

Art Glossary

Art History

Art Resources

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ART GLOSSARY

Abstract	Not realistic. Having a recognizable subject that is shown in an unrealistic manner, emphasizing a mood or feeling
Accent	Any stress or emphasis given to elements of a composition which makes them attract more attention than other features which surround or are close to them.
Acrylic	Pigment in a polymer binder medium; an opaque water-based paint that is fast drying, water soluble and can be thinned to a watercolor transparency.
Actual Texture	The quality of the real surface.
Additive (sculpture)	A three-dimensional form created by building up or assembling
Aerial Perspective	The effect of distance or atmosphere shown through haziness, changes of color and less detail on a two-dimensional surface.
Analogous Color	Colors that share common hues and are next to each other on the color wheel. (Example: red-orange, orange and yellow-orange)
Armature	A wire, wood, cardboard or paper support used in sculpture over which work is developed.
Asymmetrical	A type of visual balance in which the two sides of the composition are different yet balanced; visually equal without being identical, also is called "Informal Balance."
Approximate	

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Symmetry	Nearly symmetrical with a minor change on one side
Background	Parts of an artwork that appear to be in the distance or behind the foreground objects.
Balance	A principle of design that brings a sense of equilibrium among the visual elements in the composition of a work of art. Balance in visual weight gives an image a feeling of order.
Baseline	In art work, the drawn or implied line for drawing objects above the bottom of the paper. In lettering, the bottom line on which letters are placed.
Biomorphic	Art based on irregular abstract forms found in nature.
Binder	A liquid that holds together the grains of pigment.
Bisque	Ceramic ware that has been fired once but not glazed.
Bleeding	In watercolor the flowing of one color to wet paper or onto another color.
Blended Color	Color that smoothly runs into another.
Blind Contour	A continuous line drawing of the edges of an object done while looking at the object and not at the paper (also known as Pure Contour).
Block Letters	Uniformly thick letters based on a grid; these may be drawn, colored or cut.
Block Printing	See Relief Printing
Brayer	A small, hand-held rubber roller used to spread printing ink evenly on a surface before printing.
Brush Line	Free line formed with a brush that varies in width and direction.
Brown	A neutral produced by mixing complementary colors.
Bust	A sculpture that shows a person's head, shoulders and upper chest.
Calligraphy	Beautiful writing as an art form.
Casting	A sculptural technique in which liquid material is poured into preshaped molds and allowed to harden. When the mold is

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removed, the formerly liquid material has taken on the shape created by the mold.

Center of Interest	See Focal Point.
Ceramics	The art of making objects from clay by firing them at high temperatures in a kiln.
Chiaroscuro	The use of light and shadow in strong contrast to create a particular mood, focal point or perspective (evident in many of Rembrandt's works).
Cityscape	An artwork that uses elements of the city (buildings, streets, shops) as subject matter.
Clay	A natural material from the earth, composed mainly of fine minerals. When moist, it is easily shaped; when fired at a high temperature, it becomes permanently hard.
Coil Pot	A pot or form made by rolling out snakes of clay and securing by scoring and then applying slip.
Collage	A composition of various materials on a flat surface created by gluing or pasting photos, newspaper, material, string, found objects, etc.
Collagraph	A print from an inked collage.
Color	What the eye sees when light is reflected off an object; an element of design.
Color Wheel	A circular chart organizing hues which illustrates color relationships. 6-Color wheel = primary and secondary colors 12-Color wheel = primary, secondary and tertiary colors
Complementary Colors	Colors opposite each other on the color wheel: yellow-violet, red-green, blue-orange. They neutralize when mixed together and will produce a gray or brown.
Composition	The arrangements of the parts in the work of art, according to the principles of design.
Conte	A chalk stick or pencil available in black, gray, white, brown, and sanguine (red).
Continuous Line	Line made without raising pen or pencil from surface of paper.

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Contour	A continuous line drawing of an edge of an object. See also Blind Contour, Modified Contour, Pure Contour
Cool Colors	The family of colors ranging from the greens through the blues and violets. These colors are often associated with water, grass and the sky.
Critics	Art experts who analyze works of art.
Crosshatching	The use of horizontal, diagonal and vertical lines to give darkness of tone in pencil or pen drawings.
Curling	A paper sculpture technique that involves wrapping a strip of paper around a dowel to create a curl.
Curved Line	A line that arcs rather than following a straight course.
Dabbing	A brushstroke where the paint is applied by tapping the surface.
Decoration	The embellishment of a surface by designs, patterns, etc.
Decorative	Art work that has no utilitarian function.
Depth	Giving the illusion of distance in two-dimension, and in three-dimension the distance from front to back.
Diagonal	A line that goes at an approximate 45 degree angle from the horizon.
Directional Lines	The skeletal structure upon which a composition is built. These lines can be actual or implied.
Distort	To deform or stretch something out of its normal shape.
Dry Brush	Less moisture than pigment in brush, creates a textured area.
Edition	In printmaking, the total number of impressions made at one time from the same block or plate and printed in the same way,
Edge	A bounding or dividing line.
Elements	The basic visual symbols an artist uses to create works of art: line, shape, color, texture, form, space, value.
Elongated	Exaggerated height or length.
Embroidery	Decorative designs sewn on cloth with a needle and thread.

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Emphasis	A principle of design which assumes that certain elements within a composition will be more important and dominant (i.e. biggest, brightest, lightest) while others in the image will become subordinate to them.
Fire	In ceramics, the process of heating clay or glaze to maturity in a kiln.
Focal Point	The center of interest in a composition; the primary object the eye sees due to placement size, shape or color.
Foreground	Parts of the artwork that appear to be near or closest to you.
Form	An element of design that includes any three dimensional object enclosing volume and possesses height, width and depth.
Formal Balance	See symmetry.
Format	The picture plane or layout.
Free-Form Shapes	A term used for irregular and uneven shapes and forms, not easily described by reference to simple shapes or measurements. (See Organic)
Freestanding	Three-dimensional art in which form is not attached to a background. The sculptor intends for the viewer to walk around the artwork.
Full Guidelines	In lettering; the bottom baseline, the capital top line and the lower case base line.
Geometric Shapes	Math-based shapes invented by humans. (Examples: triangles, squares, rectangles, circles, ovals, diamonds, arcs, straight lines, etc.)
Gesture Drawing	A drawing created by moving a medium quickly and freely over a surface to capture the form and actions of a subject.
Glaze	In ceramics, a thin coating of minerals that is fused to clay by firing the work in a kiln. The glaze forms a thin, permanent, glassy surface on clay. In painting, a transparent color applied over an underpainting.
Gothic Letters	Letters made with uniformly thick lines using no serifs.
Gouache	An opaque watercolor medium made more brilliant by the addition of finely ground white pigment.

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Gradation	A principle of design; gradual change of elements to show depth, define form, or create emphasis.
Gray	Middle value between white and black or a hue that may be formed by mixing two complements.
Greenware	Air dried clay objects which are ready for firing.
Grid	A design of evenly spaced and crossed vertical and horizontal lines; a structure for drawing letters or repeating designs, or enlarging preliminary sketches.
Half Tones	Any tone or shading between a highlight and a deep shadow.
Harmony	A design principle that involves the combining of the elements of art to accentuate their similarities and create a feeling of unity.
Highlight	The area on any surface which reflects the most light.
Historians	In art, the scholars who record developments in world, national or individual progress.
Horizon	In linear perspective, a line that represents the eye level, equivalent to the point in nature where the sky appears to meet the land or water.
Horizontal Spacing	Proportional division of horizontal planes.
Hue	The color's name.
Illumination	Decoration of a piece of calligraphy with gold and color.
Illustration	An art work developed to accompany a story, advertisement or written text.
Implied Texture	Suggests the tactile quality of a surface through drawing, painting or other media.
Incised Surface	Surface that has been decorated by cutting or carving down into the material.
Industrial Design	Design of products for consumer or industrial use. (Examples: computer terminals, telephones, light bulbs, staple guns)
Innovative Letter Forms	Designing words that picture the meaning such as ice, fire, nervous, etc.

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In the Round	A three-dimensional work of art that is made to be viewed from all sides.
Intaglio	An impression resulting from the printing process in which the recessed portions of the block or plate receive ink.
Italic	A form of writing that slants to the right.
Intensity	The degree of brightness or dullness of a hue.
Intermediate Colors	See Tertiary Colors.
Intuitive	Able to go on a hunch.
Irregular Baseline	A curved, wavy or angled line on which letters are placed.
Irregular Patterns	Repetition without uniform sequence such as random placement of printed or repeated objects.
Irregular Shapes	Areas enclosed by uneven or broken lines. Curve or shape that is not regular, composed by straight or curved lines, not geometric.
Kiln (Ceramic)	The furnace-like oven used for firing clay objects.
Kinetic Art	Any art that incorporates actual movement as a part of the piece.
Landscape	An artwork representing natural scenery; mountains, trees etc.
Layout	Arrangement of pictures, type and lettering on a flat surface.
Leather Hard	Clay that is partially hard but soft enough to be carved into.
Line	A continuous mark with length and direction, created by a point that moves across a surface, generally produced by a pencil, pen or brush. The simplest element of design.
Linear Perspective	The mechanical technique used to lend a feeling of space to two-dimensional works using one-point and two-point perspective. Lines which converge on the horizon or eye-level of the viewer.
Light	Any source of brightness; a part of a picture showing an illuminated area.
Lithography	The art of printing from a smooth, flat stone, metal plate or special paper which the picture or design is made with a material that will hold printing ink, the rest of the surface being made ink-repellent with water.

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Logo	Short for logo type. A company or business trademark, originally created from letter forms.
Manuscript Letters	Separate unconnected letters used in primary grades.
Matting	Paper or board frame around a work of art for presentation.
Mechanical Spacing	Measured spacing of letters, numbers or objects.
Medium	The actual material used to create art such as watercolor, tempera, clay, wood, etc.
Middleground	Areas of an artwork that appear to be between objects in the foreground and the background.
Middle Value	That value between black and white or between a tint and a shade of color.
Mixed Media	An art technique that uses more than one medium. (Example: a crayon and watercolor drawing.)
Mobile	A form of delicately balanced kinetic art, suspended and then put in motion by air currents.
Modified Contour	A continuous line drawing of the edge of an object done while looking the object and sometimes at the paper.
Monochromatic	A color scheme using values of one color.
Monoprint	A printing process that results in one print and an echo print rather than many prints.
Mosaics	An orderly design made by adhering small pieces of glass, tile or paper to a background.
Motif	A single shape or design that is regularly repeated to create a pattern.
Mounting	Affixing artwork to a background to create a frame.
Movement	A design principle that leads the viewer to sense action in a work or it can be the path the viewer's eye follows through the work.
Negative Space	Empty spaces between the shapes or forms in two-and three-dimensional art. Areas that remain after positive shapes have been created.

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Negative Stencil	A cut shape from paper or other flat material that when a media is applied over it, the shape is not colored but the outside edges are.
Neutralized Color	A color which has been mixed with its complement to produce a grayed or browned color.
Neutrals	Having no color such as white, grays and black; having little color such as tones based on brown.
Non-Objective	Art that has no recognizable subject matter, such as trees, flowers or people. The actual subject matter might be color or the composition of the work itself.
Objective	The precise rendering by the artist of the surface characteristics of the visual image without alteration or interpretation.
Oil Pastel	Pigment stick with oil binder (very soft).
One-Point	Drawing objects with depth by establishing one vanishing point on the horizon.
Opaque	A surface not penetrated by light; a medium or color that covers what is beneath.
Organic	In art, forms that are irregular and curvilinear, like the forms of living things. A shape that nature creates.
Oval	Egg shaped; an ellipse.
Overlap	One part covers up all or some of other parts.
Overlapping Patterns	Repeat designs which cover partially the pattern beneath.
Overpainting	Painting a shape over a different dried painted shape to create a new form where the two colors overlap.
Papier-mâché	The process of building up a form with strips of paper dipped in a watery paste. When the layers of pasted paper dry, the artwork is firm and hard.
Pattern	The recognizable repetition or combination of elements within the composition of an image. See Irregular Pattern & Repeat Pattern.
Pastel	Pigment stick with gum binder, colored chalk (dry).

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Perspective	Showing distance on a flat surface; making a flat surface (canvas, paper) appear to have depth. See Linear Perspective and Aerial Perspective.
Pigment	A finely ground dry powder that gives color to paint, pastel and other color media.
Pinch Pot	A pot made by pressing clay between fingers and thumb to form.
Plastic	The state at which clay is most moldable.
Portrait	A picture of a specific person, especially of the face.
Positive Space	Space in a composition taken up by objects.
Positive Stencil	A paper or other flat material with a cutout design. When a media is forced through the cutout the shape is printed.
Plain Weave (Tabby)	The most basic weave, created when the weft alternately travels under and over the warp.
Primary Colors	The three basic colors (red, yellow and blue) which cannot be produced by mixing and which serve as the basis for mixing all other colors.
Principles Design	In art, basic laws governing design: harmony, balance, rhythm, of emphasis, proportion, gradation, movement, variety.
Printmaking	Transferring an image from an inked surface to create a work of art.
Proof	A trial printing of an image from a block or plate to determine the quality of image before multiple copies are produced.
Proportion	The principle of design that involves the relationship of one object to another with respect to size, position, amount, number or color.
Pure Contour	See Blind Contour
Radial Balance	A type of balance in which lines or shapes radiate from a center point, such as spokes on a wheel, petals on a flower, which are symmetric from side to side and top to bottom.
Regular Shapes	Composed of straight and curved lines in forms similar to geometric.

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Relief Print	An impression resulting from the printing process in which the raised portions of the block or plate receive ink.
Relief Sculpture	A three-dimensional form, designed to be viewed from one side, rather than in the round, in which surfaces project from a background.
Repeat Pattern	A design with parts that are used over and over again in a regular or planned way, usually to create a visual rhythm or harmony.
Repetition	When the subject matter or elements are repeated within the image creating a sense of stability, planned patterning or rhythmical movement.
Resist	An art process in which a waxed surface will shed water-based paint (crayon and watercolor).
Rhythm	A principle of design that achieves a sense of flow within an image through the systematic repetition of the elements. Rhythm creates a visual beat.
Rolling	Brushstroke where painted brush is pressed to paper and rolled in a straight or curved path to create irregular edges.
Roman Letters	Letters whose form was derived from early writing tools such as the chisel used on stone. Letters with thin and thick lines using serifs.
Rough	The tactile feeling of an object that has an uneven surface.
Running Stitch	A simple straight stitch which goes over and under the fabric.
Scheme	A specific plan for harmonious color use.
Score	To press a pointed instrument into but not through paper, creating a line where it will bend easily. In ceramics, the scratches artists make into clay so as to join pieces together.
Script Letters	A controlled freehand writing.
Sculpture	A three-dimensional work of art made by carving, modeling, casting or assembling materials. See In the Round Sculpture and Relief Sculpture.
Seascape	An artwork representing a scene at sea.
Secondary Colors	Orange, green, violet, formed by mixing two primary colors.

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Sequential Motion	A continuous or related series of images showing passage of time.
Shade	A dark color produced by adding black to a color.
Shading	Difference in value to indicate roundness or depth.
Shadow	A dark area created on a surface when a source of light is blocked by a shape or form.
Shape	An element of design that has a two-dimensional area defined by boundaries having height and length.
Side of Brush	Brushstroke used when brush is dipped in paint and side is pressed to paper surface.
Sighting	In drawing, the use of a viewfinder and/or pencil to determine relationships in size, angles, or placement to translate three dimensions into two dimensions.
Sign	A visual representation of an idea or activity.
Silk-Screen	To print with ink over a stencil and through silk which is stretched on a frame.
Simulated Texture	Imitating a surface through drawing, painting or other art.
Slab Project	Clay project made by rolling, cutting and assembling flat pieces of clay.
Slip	Clay, thinned with water or vinegar, to form a thick liquid. Slip is used on scored areas to join pieces of clay together.
Smooth	The tactile feeling of an object with an even surface.
Space	The distance or area between, around, above, below and within objects.
Split-Complementary	A tri-color scheme that picks one color plus the two colors, one on each side of its complement. (Example: yellow, red-violet and blue-violet)
Stencil	A paper or other flat material with a cut-out design that is used for printing. Ink or paint is pressed through the cut-out design onto the surface to be printed.
Still-Life	An artwork consisting of an arrangement of non-living objects, such as fruits and flowers.

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Stippling	Brushstroke where point of brush creates areas of dots on the paper surface. This effect can also be created with pencil or pen.
Structure	The basic design of an object as distinguished from decoration.
Style	The distinctive character contained on the works of art of one person, period of time, or geographical location.
Subject Matter	The topic or idea represented by the artist in his/her artwork.
Subtractive Sculpture	A three-dimensional form created by cutting or carving away the surface.
Symmetry	A type of balance in which the contents on either side of a center line are exactly or nearly the same, like a mirror image in which things on each side of a center line are identical. (Example: the wings of a butterfly) Also known as "Formal Balance".
Symbol	An image used to stand for a quality or idea e.g. A red heart shape is a common visual symbol for love.
Technique	An artist's way of using art materials to achieve a desired result. A technique can be an artist's unique way to create artwork (a special kind of brushstroke) or a fairly standard step-by-step procedure (the technique of creating a crayon-resist).
Tempera	A type of paint that is opaque and water soluble until it dries. Traditionally, made from whole eggs, egg yolks, milk or glue added to pigment.
Tension	Opposition between elements of design.
Tertiary Colors	Colors that are created by mixing a primary color with a secondary color and are found between primary and secondary colors on the color wheel. Also known as intermediate colors.
Text Letters	A fancy, formal style of lettering which has angled ends on vertical strokes. Used for formal documents.
Texture	An element of design involving the tactile or visual quality of a surface. See Actual Texture or Implied Texture
Three-Dimensional	Artwork that has form and exists in space with height, width, and depth.
Tint	A light color produced by adding white to a color.

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Tone	A color with gray added.
Translucent	Allowing diffused light to pass through so that objects cannot be seen clearly. Example; frosted glass, stained glass, tissue paper.
Transparent	Allowing light to pass through so that objects can be clearly seen underneath. (Examples: window glass, cellophane, watercolor wash)
Triad	Color scheme using three colors that form an equilateral triangle on the color wheel.
Two-Dimensional	Artwork that has shape and is flat and has both height and width.
Two-Point Perspective	Creating the illusion of depth by drawing objects using lines which converge at two vanishing points at each end of the horizon line
Unity	The arrangement of elements or principles of art to create a feeling of completeness or wholeness.
Utilitarian	To be of use, useful, practical
Value	An element of design that involves the lightness or darkness of a hue or neutral.
Variety	A principle of design that involves differences in scale, surface, line, value, color and shape that give interest to the composition.
Vehicle	The medium used to move the paint's pigment.
Vertical	A line running perpendicular to the horizon.
Visual Tension	A sense or feeling of visual strain that is produced in an artwork through contrast, imbalance, crowding, stretching, constricting or similar visual devices. It often adds a feeling of excitement to a work of art.
Volume	Space occupied in three dimension; can also refer to the bulk of an object.
Warm Colors	Colors that have the appearance of the sun, such as yellow, red and orange.
Warp	A series of taut threads extending lengthwise on a loom, through which the weft is woven.
Wash	A pigment diluted with water and applied to a painting surface to give a translucent effect.

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Watercolors	Pigment with a gum arabic binder which can be dissolved in water.
Weaving	The process of interlocking two sets of parallel threads or fiber-like materials, usually held at right angles to one another on a loom, to create fabric.
Wedge	To pat or pound clay to remove air.
Weft	In weaving, thread or other fiber-like materials that are woven across the warp from side to side.

ART HISTORY

Prehistory

15,000 B.C. Cave paintings at Lascaux and Altamira

Ancient Egypt

2686 B.C. Old Kingdom:

- Architecture: Mastabas, Step Pyramids, Pyramids
- Sculpture: Sphinx, Portrait of Khafre
- Relief Sculpture and Painting: Portrait of Hesire

2050 B.C. Middle Kingdom:

- Sculpture: Portrait

1570 B.C. New Kingdom:

- Architecture: Temple of Karnak
- Sculpture: Portrait of Ikhnaton, Portrait of Nefertiti
- Relief Sculpture and Painting: Tomb of Nakht paintings

Ancient Greece

900 B.C. Geometric Period:

- Vase Decoration: Geometric Jug, Vase from Dipylon Cemetery

700 B.C. Archaic Period:

- Vase Decoration: Exekias' *Ajax and Achilles Playing Draughts*
- Sculpture: Kouros, *Hera of Samos*

480 B.C. Classical Period:

- Architecture Parthenon, Shrine to Athena Nike, The Erechtheum, Monument to Lysicrates
- Sculpture (Myron's *Discobolus*, Phydias' Parthenon Sculptures, Polyclitus' *Doryphorus*)

323 B.C. Hellenistic Period:

- Sculpture: *Dying Gaul*, *Nike of Samothrace*, *Seated Boxer*

Ancient Rome

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509 B.C. Architecture: Temples: Temple of Fortuna Virilis, Sanctuary of Fortuna Primigenia, Pantheon; Public Buildings and Monuments: Baths of Caracalla; Colosseum; Amphitheater and Arch of Bara at Tarragona, Spain; Basilica and Arch of Constantine

- Sculpture: Portrait of a Roman
- Mural Painting: Architectural View, Pompeii; *Maiden Gathering Flowers*, Pompeii

Early Christian and Byzantine Periods

313 Early Christian Period begins:

- Painting: Catacomb of Sts. Pietro and Marcellino

330 Byzantine period begins

- Architecture and Mosaics: Hagia Sophia, San Vitale

Early Medieval Period

476 Architecture: Churches built like Roman basilicas; monasteries like San Juan de la Peña

Illuminated Manuscripts: *St. Matthew from the Gospel Book of Archbishop of Reims*

1050 Sculpture: *Adam and Eve Reproached by the Lord*, St. Michael's, Hildesheim, Germany

Romanesque Period

1050 Architecture: Castles at Penafiel and near Leon, Spain; City Walls, Avilá, Spain; San Serrin, Toulouse, France

Relief Sculpture: Leyre Monastery, Spain

Capital Carving: Santes Creus Monastery, Spain

Miniature Painting in Religious Manuscripts: *Annunciation* from a Swabian Gospel

Church Wall Painting: *Christ in Majesty*, San Clemente, Tahull, Spain

Gothic Period

1150 Architecture: Cathedrals of Tarragona, Burgos, Chartres, and León
Stained Glass: Cathedral of León

Sculpture: Cathedrals of Chartres and Tarragona; *Golden Virgin*, Cathedral of Amiens, Gargoyles, Monastery of Santes Creus

Relief Sculpture: Sarmental Portal, Cathedral of Burgos

Manuscript Illumination: *Queen Mary's Psalter*; Limbourg Brothers; *Book of Hours*

Painting: Duccio, Giotto

Renaissance Period

1400 Painting: Masaccio, Fra Angelico, Uccello, Botticelli, Leonardo, Michelangelo, Raphael, Jan van Eyck, Rogier van der Weyden

Sculpture: Chiberti, Donatello, Michelangelo

Architecture: Brunelleschi

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Sixteenth Century

1500 Mannerism: Parmigianino, Tinotoretto, El Greco
Painting: Titian, Giorgione, Grünewald, Dürer, Bosch, Holbein

Baroque Period

1600 Painting: Rubens, Caravaggio, Artemisia, Hals, Rembrandt, Vermeer, Ribera, Murillo
Architecture: Borromini
Sculpture: Bernini

Rocco Period

1700 Architecture: Palace of Versailles, Wren
Painting: Watteau, Fragonard, Reynolds, Gainsborough, Goya

Early and Mid-Nineteenth Century

1800 Painting: Constable, Turner

- Impressionism: Monet, Renoir, Degas, Cassatt
- Neoclassicism: David, Vigee-Lebrun, Ingres
- Romanticism: Géricault, Delacroix
- Realism: Courbet, Manet, Bonheur,

Sculpture: Rodin

Late Nineteenth Century

1880 Painting: Cézanne, Gauguin, Van Gogh, Homer, Eakins, Ryder, Bannister

Early Twentieth Century

1900 Painting:

- Fauvism: Matisse, Rouault
- Nonobjective: Kandinsky
- Cubism: Picasso, Braque
- Expressionism: Kirchner, Kollwitz, Munch

Mural Painting: Rivera, Orozco, Siqueiros
Architecture: Morgan, Sullivan, Gaudi, Eiffel, Morgan, Sullivan
Sculpture: Maillol

Mid-Twentieth Century

1920 Painting:

- Dada: Duchamp
- Surrealism: Miró, Dali, Sage, Magritte
- American Scene: Benton, Curry, Wood, Hopper
- Social Protest: Grosz, Levine
- Other Directions: Davis, O'Keeffe, Neel, Lawrence, Pippin

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- Abstract Expressionism: deKooning, Pollock, Frankenthaler
- Architecture: Le Corbusier, Wright, Pei
Sculpture: Lipchitz, Smith, Calder, Nevelson, Noguchi, Houser, Moore, Hepworth

American Art Today

1960 Painting:

- Pop Art: Oldenburg
- Op Art: Vasarely, Agam, Ablers
- Minimal Art: Reinhart, Newman, Bladen
- Hard-edge: Noland, Kelly, Stella
- Photo-Realism: Leslie

Adapted from: Art in Focus by Gene Mittler, 1994

ART RESOURCES

Books

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Albers, Josef. Interaction of Color. Yale University Press 1987.

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Schuman, Jo Miles. Art From Many Hands. Worcester, MA: Davis, 1981. (K-8)

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Magazines

Pottery Making Illustrated published quarterly by American Ceramic Society, Westerville, OH

Kids Discover published monthly by Kids Discover, New York, NY

School Arts published nine times per year by Davis Publications, Inc. Worcester, MA 01608

Websites

The Argonaut - Arts Education at <http://theargonaut.com/artseducation.htm>

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ARTSEEDGE: The National Arts and Education Information Network at
<http://artsedge.kennedy-center.org/>

Artslynz International Visual Arts Resources at <http://ww.artslynz.org/vis/>

Getty Education Institute for the Arts at <http://www.artsednet.getty.edu>

WebMuseum, Paris at <http://mexplaza.udg.mx/wm/>

Other

WGTE Public Television, Toledo

Toledo Museum of Art: Community Learning Resource Center