



## Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Visual Arts-Kindergarten)	Colorado Grade Level Expectations (Kindergarten-Visual Arts)
<b>I. Elements of Art</b>	
<b>A. Color</b>	
▪	K.5.E Recognize and apply the Elements of Art: Color (primary)
▪	K.5.E Recognize and apply the Elements of Art: Color (primary)
<b>B. Line</b>	
▪	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy) K.6 Manipulate lines and shapes by a variety of materials and tools in artwork. (S=3)
▪	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy)
<b>II. Sculpture</b>	
▪	K.10 Discuss familiar objects from today and long ago. (S=4)
▪	
<b>III. Looking at and Talking about Works of Art</b>	
▪	K.2 Explain how a work of art makes them feel. (S=1) K.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern, Size relationships K.12 Discuss artwork and identify the subject matter. (S=5) K.13 Select from a series of artworks a personal preference. (S=5)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	K.1 Create a work of art which commemorates a personal event. (S=1)
This can be covered in many other areas	K.3 Use problem-solving skills in making art. (S=1)
Grade 1: Visual Arts: Elements of Art	K. 5.B Recognize and apply the Elements of Art: Shapes (Types-geometric-square, circle, rectangle, oval, triangle, organic shapes; Variation of size-curved, zigzag, wavy, thick and thin)
Grade 1: Visual Arts: Elements of Art	K.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard)
This can be covered in many other areas	K.5.D Recognize and apply the Elements of Art: Space (overlapping, close and far)
This can be covered in many other areas	K.5.F Recognize and apply the Elements of Art: Value (light and dark)
This can be covered in many other areas	K.7 Construct a three-dimensional form. (S=3)
This can be covered in many other areas	K.8 Create a print using found objects. (S=3)
This can be covered in many other areas	K.9 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
Kindergarten: Language Arts: Fiction	K.11 After reading literature or folktales from a variety of cultures, create an illustration. (S=4)
<b>Core Knowledge® Content (Visual Arts-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Visual Arts)</b>
<b>I. Art from Long Ago</b>	
▪	1.12 Recognize that there are cultures that exist besides their own. (S=4) 1.13 Recognize that all cultures create works of art. (S=4) 1.9 Recognize the difference between two-dimensional and three-dimensional art. (S=3, S=5)
<b>II. Elements of Art</b>	

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<b>A. Color</b>	
▪	1.5.E Recognize and apply the Elements of Art: Colors (Types-primary, secondary; Schemes-warm and cool, light and dark; Concepts-color wheel)
▪	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)
<b>B. Line</b>	
▪	1. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal; Variation-width and length, thick and thin)
▪	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)
<b>C. Shape</b>	
▪	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.5.B Recognize and apply the Elements of Art: Shapes (Types-square, circle, rectangle, oval, triangle, organic, curved, zigzag, wavy, open and closed; Variation-size) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)
<b>D. Texture</b>	
▪	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard)) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5)
<b>III. Kinds of Pictures: Portrait and Still Life</b>	
▪	1.14 I identify the subject matter in a work of art. (S=5) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5)
▪	1.14 I identify the subject matter in a work of art. (S=5)
▪	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	1.1 Create art to communicate real and imaginary sources. (S=1)
This can be covered in many other areas (Grade 1: Language Arts: Fiction and Poetry)	1.2 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	1.3 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	1.5.D Recognize and apply the Elements of Art: Space (Types-overlapping, close and far)
This can be covered in many other areas	1.5.F Recognize and apply the Elements of Art: Value (Types-light and dark)
This can be covered in many other areas	1.6 Use clay to create a three-dimensional, representational form. (S=3)
This can be covered in many other areas	1.7 Paint and draw on different types of paper. (S=3)
This can be covered in many other areas	1.8 Create a print (e.g. monoprint or block print). (S=3)

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This can be covered in many other areas	1.10 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	1.11 Identify and talk about art in their community. (S=3)
This can be covered in many other areas	1.17 Share personal opinions about what art is and what purpose art serves. (S=5)
<b>Core Knowledge® Content (Visual Arts-Grade 2)</b>	<b>Colorado Grade Level Expectations (Grade 2-Visual Arts)</b>
<b>I. Elements of Art</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.7.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, horizon; Variation-width and length, depth, thick and thin) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.16 Describe the lines, shapes, and colors that they find in a work of art. (S=5)
<b>II. Sculpture</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.7.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-(variation of size) open and closed) 2.8 Create a three dimensional sculpture that communicates movement. (S=1, S=3) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.16 Describe the lines, shapes, and colors that they find in a work of art. (S=5)
<b>III. Kinds of Pictures: Landscapes</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4)
<b>IV. Abstract Art</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.14 Demonstrate how artists use art to share experiences. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.17 Describe the mood or feeling in a work of art. (S=5)
<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.14 Demonstrate how artists use art to share experiences. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.17 Describe the mood or feeling in a work of art. (S=5)
<b>V. Architecture</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas (Grade 2: Language Arts: Fiction)	2.1 Illustrate a scene from a myth or story. (S=1)
This can be covered in many other areas	2.2 Create art to communicate real and imaginary sources. (S=1)
This can be covered in many other areas (Grade 2: Language Arts: Fiction and Poetry)	2.3 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	2.4 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	2.5 Incorporate unanticipated results into works of art. (S=1)
This can be covered in many other areas	2.7.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, organic)
This can be covered in many other areas	2.7.D Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard, soft, variation))
Grade 3: Visual Arts: Space in Artworks	2.7.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, close and far, point of view-foreground, middleground, background)
This can be covered in many other areas	2.7.F Recognize and apply the Elements of Art: Color (Schemes-primary, secondary, warm and cool; Concepts-light and dark, color wheel concept)
This can be covered in many other areas	2.7.G Recognize and apply the Elements of Art: Value (Types-light and dark)
Grade 3: Visual Arts: Space in Artworks	2.9 Create a two-dimensional artwork using overlapping to create the illusion of depth (e.g. collage or mixed media.) (S=3)
This can be covered in many other areas	2.10 Create a simple print (e.g. monoprint or block print.) (S=3)
This can be covered in many other areas	2.11 Create a weaving from a variety of materials. (S=3)
This can be covered in many other areas	2.12 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
<b>Core Knowledge® Content (Visual Arts-Grade 3)</b>	<b>Colorado Grade Level Expectations (Grade 3-Visual Arts)</b>
<b>I. Elements of Art</b>	
<b>A. Light</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	3.18 Recognize some Elements and Principles of design in a work of art. (S=5)
<b>B. Space in Artworks</b>	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	3.8.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, close and far, point of view-foreground, middleground, background, composition) 3.9 Create a two-dimensional artwork that demonstrates an understanding of depth (e.g. foreground, middleground, background) (S=3) 3.10 Construct a three-dimensional piece of artwork using found objects. (S=3) 3.18 Recognize some Elements and Principles of design in a work of art. (S=5)
<b>C. Design: How the Elements of Art Work Together</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	3.7 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships), Balance (symmetry)

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▪	3.14 Make observations about the lives and times of artists by looking at their work. (S=4) 3.16 Become familiar with names of artists and examples of their work. (S=4) 3.18 Recognize some Elements and Principles of design in a work of art. (S=5) 3.19 Distinguish between realistic or non-realistic art. (S=5)
<b>II. American Indian Art</b>	
▪	3.15 Describe how art is a historical record. (S=4)
<b>III. Art of Ancient Rome and Byzantine Civilization</b>	
▪	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	3.1 Recognize that artists apply innovative solutions to solve visual problems. (S=1)
This can be covered in many other areas	3.2 Create a work of art based upon an interpretation of a sensory experience. (S=1)
This can be covered in many other areas	3.3 State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
This can be covered in many other areas	3.4 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	3.5 Create art to communicate real and imaginary sources. (S=1)
Grade 3: Language Arts: Fiction	3.6 Create works of art inspired by spoken and written stories and poems. (S=1)
Grade 2: Visual Arts: Elements of Art	3.8.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, horizon; Variation-width and length, depth, thick and thin)
Grades 1 and 2: Visual Arts: Elements of Art	3.8.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex)
This can be covered in many other areas	3.8.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, organic; Variation-length, width, depth, thick and thin, simple and complex)
Grade 1: Visual Arts: Elements of Art	3.8.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft)
This can be covered in many other areas	3.8.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-complementary, warm and cool; Concepts-color wheel, hue, opaque, transparent)
This can be covered in many other areas	3.8.G Recognize and apply the Elements of Art: Value (Types-light, medium and dark)
This can be covered in many other areas	3.11 Explore different techniques and materials to create a weaving. (S=3)
This can be covered in many other areas	3.12 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	3.13 Describe artworks with a similar theme from different time periods. (S=4)
Grades 1 and 2: Visual Arts: Kinds of Pictures	3.17 I identify themes in art such as portraits, landscapes, and still lives. (S=4)
This can be covered in many other areas	3.20 Use selected criteria as the basis of making judgments about works of art. (S=5)
This can be covered in many other areas	3.21 Develop and describe personal reasons for valuing works. (S=5)
<b>Core Knowledge® Content (Visual Arts-Grade 4)</b>	<b>Colorado Grade Level Expectations (Grade 4-Visual Arts)</b>
<b>I. Art of the Middle Ages in Europe</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>4.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>4.16 Compare and contrast artwork of different times and places. (S=4)</p> <p>4.17 Use historical and cultural themes as a basis for creating art. (S=4)</p> <p>4.18 Become familiar with names of artists and their art style. (S=5)</p> <p>4.19 Use art vocabulary and terminology to describe artworks. (S=5)</p> <p>4.20 Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)</p> <p>4.21 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<p><b>II. Islamic Art and Architecture</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>4.16 Compare and contrast artwork of different times and places. (S=4)</p> <p>4.17 Use historical and cultural themes as a basis for creating art. (S=4)</p> <p>4.18 Become familiar with names of artists and their art style. (S=5)</p> <p>4.19 Use art vocabulary and terminology to describe artworks. (S=5)</p> <p>4.20 Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)</p> <p>4.21 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<p><b>III. The Art of Africa</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>4.16 Compare and contrast artwork of different times and places. (S=4)</p> <p>4.17 Use historical and cultural themes as a basis for creating art. (S=4)</p> <p>4.18 Become familiar with names of artists and their art style. (S=5)</p> <p>4.19 Use art vocabulary and terminology to describe artworks. (S=5)</p> <p>4.20 Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)</p> <p>4.21 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<p><b>IV. The Art of China</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>4.16 Compare and contrast artwork of different times and places. (S=4)</p> <p>4.17 Use historical and cultural themes as a basis for creating art. (S=4)</p> <p>4.18 Become familiar with names of artists and their art style. (S=5)</p> <p>4.19 Use art vocabulary and terminology to describe artworks. (S=5)</p> <p>4.20 Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)</p> <p>4.21 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<p><b>V. The Art of a New Nation: The United States</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>4.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>4.16 Compare and contrast artwork of different times and places. (S=4)</p> <p>4.17 Use historical and cultural themes as a basis for creating art. (S=4)</p> <p>4.18 Become familiar with names of artists and their art style. (S=5)</p> <p>4.19 Use art vocabulary and terminology to describe artworks. (S=5)</p> <p>4.20 Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)</p> <p>4.21 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>

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Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in may other areas	4.1 State the rational for the choices or options selected in resolving the artistic problem. (S=1)
This can be covered in may other areas	4.2 Create a work of art based upon an interpretation of a sensory experience. (S=1)
This can be covered in may other areas	4.3 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in may other areas	4.4 Create art to communicate real and imaginary sources. (S=1)
Grade 4: Language Arts: Stories and Poetry	4.5 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in may other areas	4.6 Use brainstorming as a mean to generate ideas for works of art. (S=1)
This can be covered in may other areas	4.7 Use various art techniques and media to communicate ideas and feelings. (S=1)
This can be covered in may other areas	4.9.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, horizon; Variation-width and length, depth, thick and thin)
This can be covered in may other areas	4.9.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex)
This can be covered in may other areas	4.9.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, organic; Variation-size, length, width, depth, thick and thin, simple and complex)
This can be covered in may other areas	4.9.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft)
This can be covered in may other areas	4.9.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, near and far, point of view-foreground, middleground, background, composition)
This can be covered in may other areas	4.9.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-monochromatic, complementary, warm and cool; Concepts-color wheel, hue, value, opaque, transparent)
This can be covered in may other areas	4.9.G Recognize and apply the Elements of Art: Value (Types-light, medium and dark)
This can be covered in may other areas	4.10 Create a contour line drawing using a variety of drawing materials and tools. (S=3)
This can be covered in may other areas	4.11 Make appropriate choices with building techniques to create a three-dimensional artwork. (S=3)
This can be covered in may other areas	4.12 Utilizing a variety of brushstrokes paint a two-dimensional painting. (S=3)
This can be covered in may other areas	4.13 Become familiar with the process of printing with a press. (S=3)
This can be covered in may other areas	4.14 Create a textile with different types of textiles and a variety of materials. (S=3)
This can be covered in may other areas	4.15 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in may other areas	4.22 Defend personal preference of a favorite work of art. (S=5)
This can be covered in may other areas	4.23 Develop and describe personal reasons for valuing artworks. (S=5)
<b>Core Knowledge® Content (Visual Arts-Grade 5)</b>	<b>Colorado Grade Level Expectations (Grade 5-Visual Arts)</b>
<b>I. Art of the Renaissance</b>	
▪	
▪	
▪	5.17 Compare and contrast various Elements of Art used in different works of art. (S=4)

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<ul style="list-style-type: none"> <li>▪</li> </ul>	5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.17 Compare and contrast various Elements of Art used in different works of art. (S=4) 5.18 I identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) 5.20 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=5)
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.15 I identify various art forms (e.g. architecture, folk arts and crafts) from historical periods. (S=4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.17 Compare and contrast various Elements of Art used in different works of art. (S=4) 5.18 I identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) 5.20 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=5)
<b>II. American Art: Nineteenth-Century United States</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.18 I identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) 5.20 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=5)
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4)
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.14 Recognize the role of visual art in other cultures. (S=4)
<b>III. Art of Japan</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	5.15 I identify various art forms (e.g. architecture, folk arts and crafts) from historical periods. (S=4)
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	5.1 Use brainstorming as a means to generate ideas for works of art. (S=1)
This can be covered in many other areas	5.2 Recognize that artists apply innovative solutions to solve visual problems. (S=1)

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This can be covered in many other areas	5.3 Create a work of art based upon an interpretation of a sensory experience. (S=1)
This can be covered in many other areas	5.4 State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
This can be covered in many other areas	5.5 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	5.6 Create art to communicate real and imaginary sources. (S=1)
Grade 5: Language Arts: Stories and Poetry	5.7 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	5.9.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, gesture, horizon; Variation-width and length, depth, thick and thin, relationship-intersect, perpendicular, parallel)
This can be covered in many other areas	5.9.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex; Variation-size)
This can be covered in many other areas	5.9.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, cube, box, pyramid, cone, organic; Variation-length, width, depth, thick and thin, simple and complex)
This can be covered in many other areas	5.9.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft)
This can be covered in many other areas	5.9.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, near and far, point of view-foreground, middleground, background, composition)
This can be covered in many other areas	5.9.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-monochromatic, complementary, warm and cool, analogous; Concepts-color wheel, hue, value, opaque, transparent, tints and shades)
This can be covered in many other areas	5.9.G Recognize and apply the Elements of Art: Value (Types-value scale, light, medium and dark)
This can be covered in many other areas	5.10 Select colored pencils, chalk, or oil pastels to create a two-dimensional piece. (S=3)
This can be covered in many other areas	5.11 Using wire, create a gestural sculpture. (S=3)
This can be covered in many other areas	5.12 Use a computer and peripherals to manipulate and create artwork. (S=3)
This can be covered in many other areas	5.13 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	5.21 Describe a valued object within the culture of today in terms of personal aesthetic preferences. (S=5)
This can be covered in many other areas	5.22 Develop and describe personal reasons for valuing artworks. (S=5)
<b>Core Knowledge® Content (Visual Arts-Grade 6)</b>	<b>Colorado Grade Level Expectations (Grade 6-Visual Arts)</b>
<b>I. Art History: Periods and Schools</b>	
<b>A. Classical Art: The Art of Ancient Greece and Rome</b>	
▪	6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 6.16 I identify unique features of particular art styles and movements. (S=4) 6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)
<b>B. Gothic Art (ca. 12<sup>th</sup> - 15<sup>th</sup> centuries)</b>	
▪	6.16 I identify unique features of particular art styles and movements. (S=4)
<b>C. The Renaissance (ca. 1350-1600)</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>D. Baroque (ca. 17<sup>th</sup> century)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>E. Rococo (ca. mid- to late- 1700's)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>F. Neoclassical (ca. late 18<sup>th</sup> - early 19<sup>th</sup> century)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>G. Romantic (ca. late 18<sup>th</sup> - 19<sup>th</sup> century)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>H. Realism (ca. mid- to late- 19<sup>th</sup> century)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>6.9 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point)</p> <p>6.16 I identify unique features of particular art styles and movements. (S=4)</p> <p>6.19 Use selected criteria as the basis of making judgments about works of art. (S=5)</p>
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	6.1 Maintain a sketchbook journal of ideas and writings to use as a resource and planning tool. (S=1)

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This can be covered in many other areas	6.2 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=5)
This can be covered in many other areas	6.3 I identify how the belief system of a viewer may influence the interpretation of works of art. (S=1)
This can be covered in many other areas	6.4 Create a work of art based upon an interpretation of a sensory experience. (S=1)
This can be covered in many other areas	6.5 State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
This can be covered in many other areas	6.6 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	6.7 Create art to communicate real and imaginary sources. (S=1)
Grade 6: Language Arts: Fiction and Drama and Poetry	6.8 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	6.10.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, gesture, horizon, direction, angularity; Variation-width and length, depth, thick and thin, relationship-intersect, perpendicular, parallel)
This can be covered in many other areas	6.10.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex, silhouette, symbol; Variation-size)
This can be covered in many other areas	6.10.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, cube, box, pyramid, cone, organic; Variation-volume, mass, length, width, depth, thick and thin, simple and complex, functional, non-functional)
This can be covered in many other areas	6.10.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft, raised, lowered, matted, glossy, actual and implied)
This can be covered in many other areas	6.10.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, near and far, point of view-foreground, middleground, background, composition)
This can be covered in many other areas	6.1.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-monochromatic, complementary, warm and cool, analogous; Concepts-color wheel, hue, value, opaque, transparent, tone)
This can be covered in many other areas	6.10.G Recognize and apply the Elements of Art: Value (Types-value scale, light, medium, dark, highlights and shadows)
This can be covered in many other areas	6.11 Using paper mache in an additive method, create a figurative sculpture. (S=3)
This can be covered in many other areas	6.12 Create a composition using linear perspective. (S=3)
This can be covered in many other areas	6.13 Utilizing positive and negative space, create a linoleum print. (S=3)
This can be covered in many other areas	6.14 Use a computer and peripherals to manipulate and create artwork. (S=3)
This can be covered in many other areas	6.15 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
Grades 1, 2, 3, 4, and 5: Visual Arts	6.17 Observe and discuss the use of indigenous materials in various art forms used in other cultures. (S=4)
This can be covered in many other areas	6.18 Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)
This can be covered in many other areas	6.22 Apply the four steps of art criticism: 1) describe, 2) analyze the work in terms of elements and design principles, 3) interpret the work in terms of ideas and emotions, and 4) judge the work as to its success both technically and in either communicating an idea, and emotion, or fulfilling a practical purpose. (S=5)
This can be covered in many other areas	6.23 Develop and describe personal reasons for valuing works. (S=5)
<b>Core Knowledge® Content (Visual Arts-Grade 7)</b>	<b>Colorado Grade Level Expectations (Grade 7-Visual Arts)</b>
<b>I. Art History: Periods and Schools</b>	
<b>A. Impressionism</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<p><b>B. Post-Impressionism</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<p><b>C. Expressionism and Abstraction</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<p><b>D. Modern American Painting</b></p>	

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<p>■</p>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)                  7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)                  7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)                  7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)                  7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)                  7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<p><b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b></p>	<p><b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b></p>
<p>This can be covered in many other areas</p>	<p>7/8.1 Will maintain a sketchbook journal of ideas and writings to use as a resource and planning tool. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.2 Develop ideas for works of art by conducting research and making preliminary sketches or models. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.6 I identify the role of the artist in mass media. (S=1, S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.8 Use brainstorming as a means to generate ideas for works of art. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.A Recognize and apply the Elements of Art: Lines (Types-mechanical and lyrical; Concepts-expressive, implied, leading)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.B Recognize and apply the Elements of Art: Shape (Types-geometric-ellipse-organic-biomorphic; Concepts-abstract, expressive, symbolic, dynamic)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.C Recognize and apply the Elements of Art: Form (Types-actual, illusionary)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.D Recognize and apply the Elements of Art: Texture</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.E Recognize and apply the Elements of Art: Space</p>
<p>This can be covered in many other areas</p>	<p>7/8.1.F Recognize and apply the Elements of Art: Color (Concepts-advanced and recede, psychological, symbolic, realistic)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.G Recognize and apply the Elements of Art: Value (Concepts-gradation, high/low key, reflected)</p>
<p>This can be covered in many other areas</p>	<p>7/8.11 Using a variety of materials (e.g. charcoal, oil pastels, paintbrush), create a figurative drawing using highlights. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.12 Create a sculpture piece using a subtractive technique. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.13 Utilizing colored inks, create a linoleum or woodblock print. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.14 Using two point perspective, create an architectural scene. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.15 Use a computer and peripherals to manipulate and create artwork. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.16 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.17 Examine and discuss artwork created as a social comment or to protest social conditions. (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.18 I identify major works of art by diverse groups of people (e.g. women, ethnic cultures or outsider art). (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.19 Use selected criteria as the basis of making judgments about works of art. (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.20 Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)</p>
<p>This can be covered in many other areas</p>	<p>7/8.21 Apply the four steps of art criticism: 1) describe, 2) analyze the work in terms of elements and design principles, 3) interpret the work in terms of ideas and emotions, and 4) judge the work as to its success both technically and in either communicating an idea, and emotion, or fulfilling a practical purpose. (S=5)</p>
<p><b>Core Knowledge® Content (Visual Arts-Grade 8)</b></p>	<p><b>Colorado Grade Level Expectations (Grade 8-Visual Arts)</b></p>
<p><b>I. Art History: Periods and Schools</b></p>	

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<b>A. Painting Since World War II</b>	
<ul style="list-style-type: none"> <li>■</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<b>B. Photography</b>	
<ul style="list-style-type: none"> <li>■</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<b>C. 20<sup>th</sup> Century Sculpture</b>	
<ul style="list-style-type: none"> <li>■</li> </ul>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)</p> <p>7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)</p> <p>7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)</p> <p>7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)</p> <p>7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)</p> <p>7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<b>II. Architecture Since the Industrial Revolution</b>	

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<p>■</p>	<p>7/8.3 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=1)            7/8.4 Generate questions and possible answers to questions about works of art. (S=1, S=5)            7/8.5 Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)            7/8.7 I identify how the belief systems of a viewer may influence the interpretation of works of art. (S=1)            7/8.9 Recognize and apply the Principles of Design: Contrast (variation of elements), Rhythm (irregular, regular, random, alternating, progressive, flowing), Movement (center of interested, illusion of action), Repetition (kinetic), Pattern (simple and complex), Proportion (human, realistic, size relationships, exaggeration, golden mean, abstraction), Balance (asymmetry and symmetry, radial, formal and informal), Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds), Unity (continuity)            7/8.22 Participate in a debate regarding the purposes, values, and meaning in works of art. (S=5)</p>
<p><b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b></p>	<p><b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b></p>
<p>This can be covered in many other areas</p>	<p>7/8.1 Will maintain a sketchbook journal of ideas and writings to use as a resource and planning tool. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.2 Develop ideas for works of art by conducting research and making preliminary sketches or models. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.6 I identify the role of the artist in mass media. (S=1, S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.8 Use brainstorming as a means to generate ideas for works of art. (S=1)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.A Recognize and apply the Elements of Art: Lines (Types-mechanical and lyrical; Concepts-expressive, implied, leading)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.B Recognize and apply the Elements of Art: Shape (Types-geometric-ellipse-organic-biomorphic; Concepts-abstract, expressive, symbolic, dynamic)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.C Recognize and apply the Elements of Art: Form (Types-actual, illusionary)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.D Recognize and apply the Elements of Art: Texture</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.E Recognize and apply the Elements of Art: Space</p>
<p>This can be covered in many other areas</p>	<p>7/8.1.F Recognize and apply the Elements of Art: Color (Concepts-advanced and recede, psychological, symbolic, realistic)</p>
<p>This can be covered in many other areas</p>	<p>7/8.10.G Recognize and apply the Elements of Art: Value (Concepts-gradation, high/low key, reflected)</p>
<p>This can be covered in many other areas</p>	<p>7/8.11 Using a variety of materials (e.g. charcoal, oil pastels, paintbrush), create a figurative drawing using highlights. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.12 Create a sculpture piece using a subtractive technique. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.13 Utilizing colored inks, create a linoleum or woodblock print. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.14 Using two point perspective, create an architectural scene. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.15 Use a computer and peripherals to manipulate and create artwork. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.16 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)</p>
<p>This can be covered in many other areas</p>	<p>7/8.17 Examine and discuss artwork created as a social comment or to protest social conditions. (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.18 I identify major works of art by diverse groups of people (e.g. women, ethnic cultures or outsider art). (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.19 Use selected criteria as the basis of making judgments about works of art. (S=4)</p>
<p>This can be covered in many other areas</p>	<p>7/8.20 Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)</p>
<p>This can be covered in many other areas</p>	<p>7/8.21 Apply the four steps of art criticism: 1) describe, 2) analyze the work in terms of elements and design principles, 3) interpret the work in terms of ideas and emotions, and 4) judge the work as to its success both technically and in either communicating an idea, and emotion, or fulfilling a practical purpose. (S=5)</p>