

# ***Archdiocese of Philadelphia***



## ***Elementary Art Guidelines*** ***2004***

## **Introduction**

This is the updated curriculum guide developed in 2003 by the Art Curriculum Committee for use in the parish elementary schools of the Archdiocese of Philadelphia. It should be used by art teachers as well as classroom teachers responsible for teaching art.

The objective for these guidelines is to introduce and develop art skills while incorporating the elements of art and principles of design. It is suggested that this be achieved by familiarizing students with artists and art history. Our mission is to build an appreciation of art, teach skills, encourage confidence and creativity in producing art, and prepare students for high school art classes.

While these guidelines are specific for grade skills, each teacher has the flexibility to build a program that he/she feels comfortable presenting. Unique interpretation on the part of the teacher will enhance the child's art experience.

These guidelines consist of grade skills, rubric, timeline and explanation of periods and suggested artist list and glossary. Each section has been carefully designed and reviewed to aid the teacher in allowing the individual child to appreciate and express art.

### **Elementary Art Committee**

Sister Mary Deborah Abel, IHM Chairperson,  
Marianne Korchynsky, Kathy Lavin, Elaine Lyons,  
Pat McGuire, Cathy McCabe, Pat Frantz, Betty Huenerfauth,  
Donna Cochran, Pat Bojakowski Morgan, Lynne Boghossian

## Archdiocese of Philadelphia – Elementary Art

### Kindergarten Art Curriculum

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Help develop small motor and hand eye coordination SAFETY using scissors on traced patterns.	LINE: distinguish different types.	Pattern/repetition: introduce	Age appropriate medium:
Be able to trace simple patterns.	SHAPE: recognize and draw basic shapes.		crayons finger-paint tempera paint
Fold patterns and properly apply glue.	COLOR: identify primary colors and mix secondary.		clay colored chalk
	TEXTURE: explore		washable markers

## Archdiocese of Philadelphia – Elementary Art

### Grade One Art Curriculum

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Expand scissor skills, cut and past in a specific space.	<b>LINE:</b> distinguish different types.	Pattern/repetition: recognize	Age appropriate medium:
Paper weaving.	<b>SHAPE:</b> recognize and draw basic shapes.	Movement: explore	crayons tempera paint
Proper use and care of paint brush.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors.		clay colored chalk
	<b>TEXTURE:</b> explore.		washable markers
	<b>SPACE:</b> Introduce.		oil pastel
	<b>VALUE:</b> light, dark.		watercolors

## Archdiocese of Philadelphia – Elementary Art

### Grade Two Art Curriculum

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Continue to develop scissor skills.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal.	Pattern/repetition: recognize.	Age appropriate medium:
Proper use and care of paint brush.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols.	Movement: explore.	crayons tempera paint clay
Simple measuring using a ruler.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors.	Proportion: the human face.	Oil pastel watercolors
Yarn weaving.	<b>TEXTURE:</b> explore.		yarn
	<b>SPACE:</b> foreground, background, relative size.		color pencils
	<b>VALUE:</b> light, dark.		washable marker

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**Grade Three Art Curriculum**

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Drawing figure in proportion.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal.	Pattern/repetition: recognize.	Age appropriate medium:
Drawing using distance.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	Movement: explore.	tempera paint clay  oil pastel
Mixing Black and white to colors.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints.	Proportion: the human face.	watercolors color pencils
	<b>TEXTURE:</b> distinguish between visual and tactile.		washable marker
	<b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground.		chalk pastels
	<b>VALUE:</b> light, dark.		charcoal pencils

**Archdiocese of Philadelphia – Elementary Art**

**Grade Four Art Curriculum**

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Drawing figure in proportion.	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour.	Pattern/repetition: recognize.	Age appropriate medium:
Drawing using distance.	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	Movement: explore.	tempera paint clay
Mixing Black and white to colors.	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints, monochromatic.	Proportion: the human face and figure, recognize distance (large shapes close, small shapes far away).	oil pastel  watercolors color pencils
printing, rubbing, stamping.	<b>TEXTURE:</b> distinguish between visual and tactile.		chalk pastels
construction.	<b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground, three-dimensional space (mobile).		charcoal pencils  brayer printing ink
	<b>VALUE:</b> light, dark, contrast.		

## Archdiocese of Philadelphia – Elementary Art

### Grade Five Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<p style="text-align: center;"><b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.</p>	<p style="text-align: center;">Proportion: the human face and figure.</p>	<p style="text-align: center;">Age appropriate medium:</p>
Drawing using distance.	<p style="text-align: center;"><b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.</p>	<p style="text-align: center;">recognize distance (large shapes close, small shapes far away)</p>	<p style="text-align: center;">tempera paint clay oil pastel</p>
Mixing Black and white to colors.	<p style="text-align: center;"><b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.</p>		<p style="text-align: center;">watercolors color pencils chalk pastels charcoal pencils</p>
3-D construction	<p style="text-align: center;"><b>TEXTURE:</b> distinguish between visual and tactile.</p>		
technical drawing skills	<p style="text-align: center;"><b>SPACE:</b> foreground, background, relative size, illusion of depth, middle ground, three-dimensional space (mobile), begin points of view, vanishing point.</p>		<p style="text-align: center;">brayer printing ink pen and ink</p>
	<p style="text-align: center;"><b>VALUE:</b> light, dark, contrast</p>		<p style="text-align: center;">acrylic paint</p>

**Archdiocese of Philadelphia – Elementary Art**

**Grade Six Art Curriculum**

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Critique: recognize elements and principles	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	<b>Proportion:</b> the human face and figure.	Age appropriate medium:
Create a Portfolio Keep two pieces	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	<b>Movement</b>	tempera paint clay oil pastel
Vocabulary	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	<b>Pattern/Repetition</b>	watercolors color pencils  chalk pastels charcoal pencils
Critique Form	<b>TEXTURE:</b> distinguish between visual and tactile.	<b>Balance</b> <b>Radial Symmetry</b>	brayer
Assessment	<b>SPACE:</b> atmospheric (birds eye view)		printing ink
	<b>VALUE:</b> color value scale		pen and ink
In addition to all of 5 <sup>th</sup> grade skills	<b>FORM:</b> geometric and abstract		acrylic paint

## Archdiocese of Philadelphia – Elementary Art

### Grade Seven Art Curriculum

Skills	Elements	Principles	Medium
COMPOSITION: critique of Placement (landscape, Still Life, Portrait)	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	Proportion: the human face and figure.	Age appropriate medium:
To refine aesthetic sensitivity	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	recognize distance (large shapes close, small shapes far away)	tempera paint clay
IDENTIFY: Christian Works of Art	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.		oil pastels watercolors color pencils
Sketching	TEXTURE: distinguish between visual and tactile.		chalk pastels
PORTFOLIO: continued by adding three pieces of favorite art work mounted	SPACE: atmospheric (birds eye view)		charcoal pencils brayer printing ink
Art work should be matted on pre-cut construction paper or poster-board	VALUE: Color value scale		pen and ink
In addition to all of 5 <sup>th</sup> grade skills	FORM: geometric and abstract tessellations		acrylic paint

**Archdiocese of Philadelphia – Elementary Art**

**Grade Eight Art Curriculum**

<b>Skills</b>	<b>Elements</b>	<b>Principles</b>	<b>Medium</b>
Write about an artist and one of their specific art works	<b>LINE:</b> distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	<b>PROPORTION:</b> the human face and figure.	Age appropriate medium:
Include in Portfolio: 1 portrait 1 still life 1 original piece (artist's choice)	<b>SHAPE:</b> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	<b>MOVEMENT</b>	tempera paint clay oil pastels
Art work should be matted on pre-cut construction paper or poster-board	<b>COLOR:</b> identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	<b>Pattern / Repetition</b>	watercolors color pencils chalk pastels charcoal pencils
<b>CRITIQUE:</b> the three portfolio 8 <sup>th</sup> grade entries	<b>TEXTURE:</b> distinguish between visual and tactile.	<b>BALANCE:</b> Radial symmetry	brayer printing ink
technical drawing skills	<b>SPACE:</b> atmospheric (birds eye view)		
	<b>VALUE:</b> color value scale		pen and ink
In addition to all of 5 <sup>th</sup> grade skills	<b>FORM:</b> geometric and abstract tessellations		acrylic paint

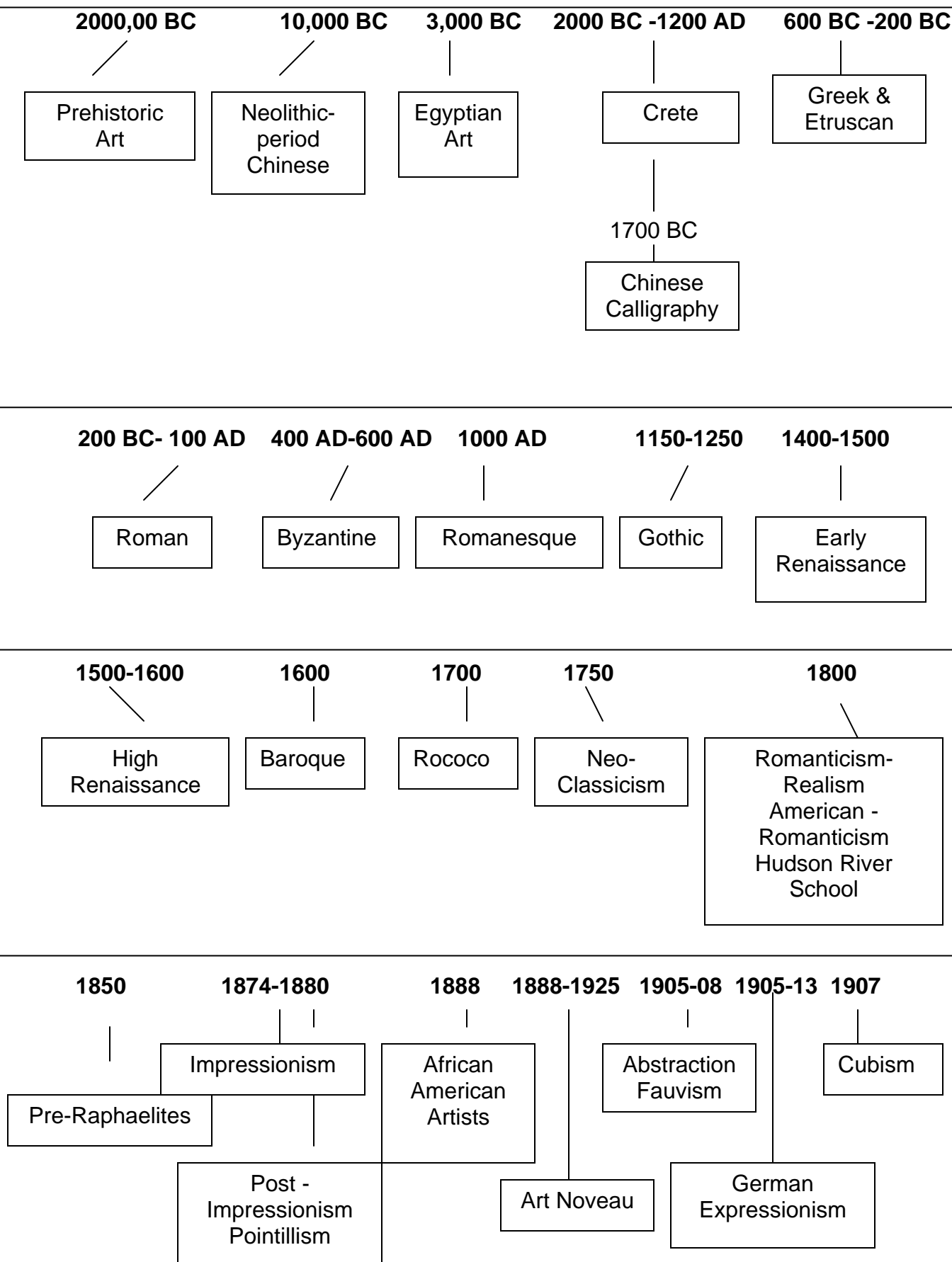
## Suggested Requirements for High School Portfolio:

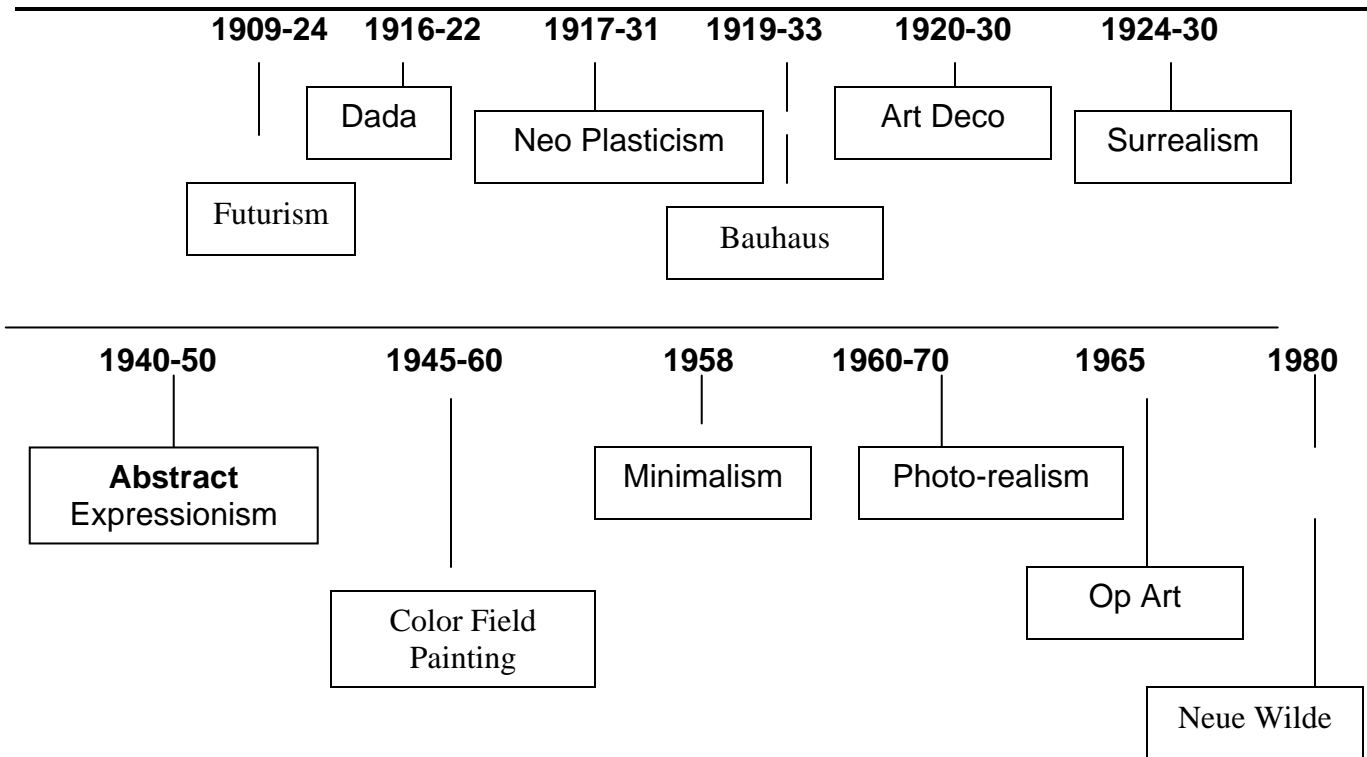
\*Portrait  
 \*Still life  
 Print  
 Painting  
 Collage  
 Character (non-licensed)  
 Religious Theme

### ART RUBRIC FOR GRADES 1 THROUGH 8

CRITERIA	4	3	2	1
Listens and Follows Directions	consistently listens and follows directions, always demonstrates responsibility with art materials	usually listens and follows directions, usually demonstrates responsibility with art materials	occasionally listens and follows directions, occasionally demonstrates responsibility with art materials	rarely listens and follows directions, misuse of art materials
Participates in Art Assignments	works independently, always completes project, always cleans up after project completion	usually completes project, usually cleans up after project completion	occasionally completes project, occasionally cleans up after project completion	rarely completes project, rarely cleans up
Demonstrates Artistic Proficiency in Various Mediums	consistently demonstrates artistic proficiency in various mediums	usually demonstrates artistic proficiency in various mediums	occasionally demonstrates artistic proficiency on various mediums	rarely demonstrates artistic proficiency in various mediums
Exhibits Creativity and an Appreciation of Art Styles	consistently exhibits creativity and an appreciation of art styles	usually exhibits creativity and an appreciation of art styles	occasionally exhibits creativity and an appreciation of art styles	rarely exhibits creativity and an appreciation of art styles

## Art Timeline





## Kindergarten

## Prehistoric Art

**The Cave Paintings:** The earliest known paintings are the Cave paintings which date back to about 20,000 B.C. They were discovered during the past 100 years on the walls of caves in France and Spain. The cave paintings have a simple flat appearance and each one usually features a single animal. Sometimes this animal is one, which no longer exists or else lives only in regions much further north. The artists used paints made from clay and stones, limiting the colors to the Earth tones. These pre-historic paintings have survived because they were preserved in the darkness and special atmospheric conditions, which exist deep within caves or tombs. Very few examples of painting have been discovered from the long period of approximately 14,000 years which followed the Cave Paintings.

## Ancient

Although much more detailed and elaborate than the Cave paintings, the paintings from 3000 B.B. to 1300 B.C. were limited to the same two dimensional appearances because the technique of perspective and the use of shadows had not yet been adequately developed. Mazonowicz, Douglas – Serigraphs of Prehistoric animals. Caves of Lascauz France, Altamira, Spain.

## **Egyptian Paintings**

Recorded history began in Egypt about 3000 B.C. Much of it was revealed to us through the discovery of elaborate tombs, which had been prepared for noblemen and kings. The walls of the rooms inside the tombs were covered with paintings of everyday life – hunting, fishing, harvesting, eating, playing music, dancing, making jewelry, cutting hair, attending a party etc. Most of the faces are shown in profile with the shoulders facing front, indicating that these artists had difficulty drawing a full face or a side view of the shoulder. Most of the women in the paintings are wearing strange black wigs and their skin is painted a much lighter color than that of the men. Indeed most of the women look alike and most of the men look alike, since the artists made no attempt to portray any individual characteristics.

### **Architecture**

**Pyramids**

**King Tutankhamen**

**Temples**

### **Sculpture**

**Relief**

**Textiles**

## **First Grade**

### **Create 2000 B.C. – 1200 A.D.**

The Palace of Minos at Knossos was discovered in recent years on the island of Crete. Paintings on its walls portray animals, flowers, birds, and imagery scenes, as well as human figures. Here the men are also painted darker than the women, but both the men and the women are freer and more graceful than in the Egyptian paintings. Other wall paintings depicting scenes of hunts and battles have been discovered in the Palace of Mycenae and the Palace of Tiryns, both on the mainland of Greece.

### **Greek and Etruscan Sculpture and Architecture**

From the 7<sup>th</sup> to the 3<sup>rd</sup> century B.C. the Greeks produced their finest thinkers and artists. Because many famous examples of sculpture and architecture from this period still survive, we tend to speak of the masterpieces of Greek Art as temples and statues. Greek sculpture was primarily religious. They worshipped their deities in human form. The temples were built to house these forms. Statue of Apollo (460 B.C.), from the West Pediment of the Temple of Zeus at Olympia. The Parthenon (447 – 432 B.C.), Acropolis, Athens, Greece.

### **Painting**

Painting however was equally important at the time. Unfortunately all the paintings, which decorated the walls of the temples, have been destroyed. The only remaining examples of Greek painting from this famous period are the beautiful Vase paintings with which they decorated their pottery. Some experts believe that lost paintings of the Greeks may have resembled the Etruscan tomb paintings which date from the 5<sup>th</sup> century B.C. The Etruscans who live in what is now Central Italy were great admirers of the Greeks. The figures in their paintings are well proportioned and have an almost three-dimensional appearance.

## **Roman**

Both the Greeks and the Etruscans influenced the art of the Romans who conquered them. Many of the Roman wall paintings from the 1<sup>st</sup> century B.C. to the 1<sup>st</sup> century A.D. survive because of a catastrophe. They were buried, and thus preserved by the eruption of Vesuvius in 79 A.D. These paintings located in Pompeii, Herculaneum, and Stabiae, include landscapes, portraits, still life's and garden scenes. Some have an airy quality that is almost impressionistic. The tomb paintings in the city of Rome, which date from the early centuries A.D. are known as the catacomb paintings and are the first paintings to exhibit Christian themes.

## **Roman Sculpture**

The Romans had a need to praise the deeds of their emperor and the grandeur of Roman. Their figures became very expressive and realistic. They fell into two classes, portraits and historical reliefs. The Arch of Titus, relief, Rome, Italy, The Triumph of Titus, (c. 82 A.D.), and Caracalla (c. 215 A.D.), Princeton University Art Museum.

## **Early Christian and Byzantine Art**

In 323 A.D. Constantine the Great moved the capital of the Roman empire to Byzantium (Constantinople). By shifting the seat of Imperial power resulted in splitting the realm and led to a religious split as well. Differences in doctrine developed in the west in Rome known as Catholic, and the East or Orthodox Church in Constantinople began. Pantheon, Rome, 400B.C.

## **Grade 2**

### **Romanesque Period 1000 A.D.**

### **Medieval Middle Ages**

Spans one thousand years from the fall of the Roman Empire in the 5<sup>th</sup> century to the Renaissance in the 15<sup>th</sup> century.

Typically divided into three periods:

Early Medieval (ending in the 10<sup>th</sup> or 11<sup>th</sup> century)

Romanesque (10<sup>th</sup> to 12<sup>th</sup> century)

Gothic (12<sup>th</sup> to 15<sup>th</sup> century)

The Gothic style began with architecture. Europe was leaving the Dark Ages behind and moving into a period of prosperity. Christianity promoted the construction of magnificent cathedrals. Naturalism entered the world of painting.

### **Medieval – Middle Ages**

Suits of Armor

Swords, shields, etc.

Castles

## **Gothic**

Term coined for Architecture from 1150 – 1250

Great Cathedrals

sculpture 1220 – 1420

Painting 1300 – 1350 in Italy.

Notre Dame, Paris

Chartres Cathedral, Giotto Lorenzetti 1250

## **Paintings**

Giotto

Pietro Lorenzetti

Hubert and Jan Van Eyck

Giovanni di Paolo

## **Renaissance**

The Renaissance included the 14<sup>th</sup> and 15<sup>th</sup> centuries. It represented the climax of Gothic town life in Italy with the consequent emphasis on the importance of the individual and the world in which he lived. With this stress on the dignity and humanity of the individual came an interest in the structure of the human body and the physical appearance of the environment in which the body moved. From these interests the artists of the 14<sup>th</sup> and 15<sup>th</sup> centuries developed anatomy, linear and aerial perspective, projective geometry and other devices that could enable them to accomplish their aim of showing the new man in the new world.

### **Italian Renaissance painters**

#### **Early Renaissance**

#### **14<sup>th</sup> Century to 15<sup>th</sup> Century**

Giotto di Bondone

Fra Angelico

Fra Filippo Lippi

Sandro Botticelli

Leonardo Da Vinci

#### **High Renaissance**

#### **1500 – 1530 and the 16<sup>th</sup> Century**

Michelangelo Buonarroti

Titian

Antonio Allegri Corregio

Raphael Sanzio

Tintoretto

Arcimboldo

## **Grade Three**

### **Renaissance**

**Northern Europe:** Born out of an interest in Italian Art

#### **German Painters:**

Albrecht Durer-woodcuts and engravings, scientific perspective and proportion

Hans Holbein the Younger-portraiture

Albrecht Altdorfer-accomplished landscape painter, awesome grandeur

**Flemish Painters:**

Peter Paul Rubens-dynamic, glowing paintings  
 Rogier van der Weyden-emotional and dramatic in style  
 Hieronymous Bosch-eccentric painter of religious topics, such as the  
 torments of hell  
 Jan Van Eyck-skilled oil painter, total detail, refined, realistic form

**Spanish Painters:**

El Greco-Mannerism (away from balance & harmony of Renaissance,  
 used intense emotions), elongated figures, unusual coloring  
 Diego Velasquez-Baroque artist (grandeur, appeal to senses, dramatic)  
 Master of realistic technique

**Mexican Painters:**

Diego Rivera-murals of Mexican life and history  
 Frida Kohlo-emotional self-portraits

**Native American Artists** (kinship with nature, use of visual symbols such as Sun, moon,  
 animals, plants)  
 Maria Martinez-pottery

**Grade Four****Primitive Painters** (without formal training)

Henri Rousseau	Edward Hicks	Horace Pippin
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**17<sup>th</sup> & 18<sup>th</sup> Century America**

Benjamin West	Charles Wilson Peale	Gilbert Stuart
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**20<sup>th</sup> Century America****painters**

Joseph Pickett	Fred Beaver	Cornelius Krieghoff
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**3-D mobiles, stables**

Alexander Calder

**Architects**

Robert Smith	John Haviland	William Strickland
Frank Furness	Louis Kahn	Robert Venturi
Thomas U. Walters		

**19<sup>th</sup> Century American Impressionists**

James McNeil Whistler	Mary Cassatt	William Merritt Chase
Childe Hassam		

## **Black American Artists**

Charles Allston  
Henry Ossawa Tanner

Romare Beardon  
Faith Ringgold

Jacob Lawrence  
Horace Pippin

## **Grade 5**

### **17<sup>th</sup> Century Dutch**

Frans Hals

Joannes Vermeer

### **17<sup>th</sup> Century Dutch Painting & Printmaking**

Rembrandt van Rijn

### **17<sup>th</sup> Century French**

Georges de la Tour

Claude Lorrain

### **18<sup>th</sup> Century French**

Jean Baptiste Chardin

Jean Honore Fragonard

### **18<sup>th</sup> Century English**

Joshua Reynolds

Thomas Gainsborough

### **19<sup>th</sup> Century Romanticism** (imaginative, dreamlike, mystical) and Realism

Francisco de Goya

J.M.W. Turner

John Constable

Eugene Delacroix

Camille Corot

### **19<sup>th</sup> Century Realist**

Honore Daumier

Charles Daubigny

### **Neoclassical Painters** (linear, balanced, formal, cool-toned)

Jean Auguste Ingres

## **Grade 6**

### **19<sup>th</sup> Century Romantic / Hudson River School**

Thomas Cole

George Innes

Frederick Edwin Church

### **Realist Genre Painters**

Winslow Homer

Thomas Eakins

Henry Ossawa Tanner

Francois Millet

### **Sculptors**

Auguste Rodin

Frederic Remington

Louise Nevelson

### **Western Painters**

Georgia O'Keefe

Frederic Remington

### **19<sup>th</sup> & 20<sup>th</sup> Century English Book Illustrators**

Randolph Caldecott  
Beatrix Potter

Kate Greenway  
W.W. Denslow

Edward Lear  
Ernest Shepard

### **19<sup>th</sup> & 20<sup>th</sup> Century Book Illustrators**

N.C. Wyeth

Howard Pyle

Norman Rockwell

### **20<sup>th</sup> Century American Realists**

Edward Hopper

Andrew Wyeth

Ben Shahn

## **Grade 7**

### **French Impressionist Painters** (general impression of light and color)

Edouard Manet  
Mary Cassatt  
Berthe Morisot

Auguste Rodin  
Claude Monet

Edgar Degas  
Pierre Auguste Renoir

### **United States**

James McNeil Whistler  
Thomas Eakins

Henry O. Tanner

Winslow Homer

### **Post-Impressionist Painters** (more creative and emotionally charged than Impressionists)

Paul Cezanne  
Odilon Redon  
Henri de Toulouse Lautrec

Henri Rousseau  
Vincent Van Gogh  
Paul Gauguin

Georges Seurat  
Pierre Bonnard

### **Symbolism** (concentrated on the metaphysical and psychological aspects)

Aubrey Beardsley  
Odilon Redon

Pablo Picasso (Blue Period)

### **Fauvism** (explosion of color, bold, spontaneous)

Henri Matisse

Georges Rouault

### **German Expressionism** (paint, not as it looks, but as it feels)

Emil Nolde

Wassily Kandinsky

Oskar Kokoschka

### **Cubism** (fragmented objects, several sides viewed simultaneously)

Georges Braque

Pablo Picasso

### **Futurism** (away from confining artistic conventions)

Umberto Boccioni

## Grade 8

### **Fantasy before WWI**

Giorgio de Chirico

Marc Chagall

### **Realism before WWI: Ashcan School**

George Bellows

### **The Eight:**

George Luke

Maurice Prendergast

William J. Glakens

Arthur B. Davies

John Sloan

Earnest Lawson

Everett Shinn

Robert Henri

### **Abstraction between the Wars**

Fernand Leger

Piet Mondrian

### **Fantasy between the Wars: Dada**

Max Ernst

Marcel Duchamp

### **Surrealism** (direct expression of the unconscious)

Joan Miro

Paul Klee

Salvadore Dali

Rene Magritte

### **Expressionism between the Wars**

Kathe Kollowitz

Max Beckman

### **Painting since WWII**

#### **Abstract Impressionism/Action Painting** (spontaneous improvisation)

Jackson Pollock

William De Kooning

#### **Color Field Painting** (painting with solid areas of color)

Mark Rothko

Morris Louis

Josef Albers

#### **Pop Art** (focus on familiar images of the popular culture)

Jasper Johns

Roy Lichtenstein

Andy Warhol

Chuck Close

### **Photo Realism**

Janet Fish

### **Japanese**

Katsushika Hokusai

### **Chinese**

Wang Yani

## GLOSSARY

**Abstract** A type of art executed in lines, shapes, and colors without reference to the appearance of natural objects.

**Aesthetic** Literally, sensitive to art and beauty, generally used as a philosophy of beauty.

**Analogous** Colors that appear next to one another on the color wheel.

**Architecture** The art of designing and planning the construction of buildings, cities and bridges.

**Area** An enclosed limited flat surface.

**Assemblage** A three-dimensional work of art consisting of many pieces joined together.

**Asymmetrical** A type of visual balance in which two sides of a composition are different yet balanced. The two sides are equal without being the same.

**Background** Parts of artwork that appears to be in the distance or behind the objects in the foreground or the front.

**Balance** A principle of design that describes the arrangement of parts of an artwork. An artwork that is balanced seems to have visual weight or interest in all areas.

**Bi-symmetrical** A kind of balance where the things on each side of a center line are the same.

**Block Print** Any design cut into a linoleum or wood block for reproduction purposes. A product of this process.

**Brayer** A small roller used for inking type, plates, or blocks by hand.

**Center of Interest** The part of an artwork which attracts the viewers eye.

**Charcoal** A soft drawing material made from charred wood or vines.

**Collage** A work of art created by gluing bits of paper, fabric, scrapes, photographs or other material to a flat surface.

**Complementary** Colors that are directly opposite each other on the color wheel.

**Composition** To create, form or design something by arranging separate parts to create a whole.

**Contour** A line which shows or describes the edges, ridges, or outline of a shape or form.

**Cool Colors** Colors often connected with cool places, things or feelings.

**Crayon Resist** A process in which a drawing is made with wax crayon covered with a coat of paint.

**Critique** To analyze a work of art in a positive manner.

**Design** The arrangement of elements in a work of art.

**Elements of Design** The visual tools used to create art work. They include color, form, line, shape, space, subject, and texture.

**Exhibit** A display or show of artwork

**Focal Point** An area of artwork that attracts attention.

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

**Form** That which gives or determines the shape of an object.

**Hue** Refers to various kinds of colors as arranged on the color wheel. Also the name of a color.

**Intermediate Color** A color made by mixing a secondary color with a primary color.

**Landscape** Art work that shows natural scenery such as lakes, mountains, trees, and valleys

**Line** A mark with direction and length. A line can be two –dimensional ( pencil line on paper), three-dimensional (wire), or implied (separate points).

**Monochromatic** One color with all its tints and shades.

**Montage** A form of collage in which photographs are combined to produce an art product.

**Mosaic** An artwork made of stone and ,or glass set into cement.

**Mural** A painting or artwork executed directly on a wall or ceiling.

**Negative Space** The empty space in a piece of artwork.

**Oil Pastel** An oil based crayon.

**Pastel** A chalk -like crayon.

**Pattern** A design using a repeated motif.

**Perspective** The look of depth on a two dimensional-surface.

**Portfolio** A sample of an artists work.

**Portrait** The representation of a person or animal.

**Primary Colors** Red, yellow and blue. These three basic colors are used for mixing other colors.

**Printmaking** The printing process in which multiple images are made.

**Proportion** Relation of one part to the whole. Relative size of the visual elements in a composition.

**Secondary Colors** Orange, green, and purple; produced by mixing two primary colors together.

**Self Portrait** An artwork of ones self.

**Silhouette** A two dimensional outline of an object.

**Shade** A dark value of a color.

**Still Life** An arrangement of objects that are not alive and cannot move.

**Tessellations** Shapes that do not overlap and have no gap. See M.C Escher

**Textile** Any material that is woven.

**Texture** The way a surface feels.

**Three –dimensional** Artwork that can be measured by height, width, and depth. This artwork is not flat.

**Tint** The value of a color made by adding white.

**Two-dimensional** Artwork that is measured in height and width.

**Value** The amount of dark and light in a color. More light the higher value, less light lower value.

**Wash** A very thin coat of paint.