

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - FOURTH GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Heather Bartholomew
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WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Ma 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

✓ Board of Education

Board of Educ. Approved
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

FOURTH GRADE

AUGUST 2012

Fine & Performing Arts Department

Fourth Grade Art

Course Overview

This course provides students with a visual art experience that will take place in one forty minute class period every six school days. This totals to be 30 class periods per year. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

In this course, students will be introduced to an American artist's artwork, a specific style of art, two-and three-dimensional works of art, a career specific to visual art, a specific artwork from a culture outside of America, a woman artist, and a diverse historical time period. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

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<p>Enduring Understanding:</p>	<p>Through learning about:</p> <ol style="list-style-type: none"> 1. masks students will learn about various cultures. 2. the art of Andy Warhol, students will learn about commercial art as a career. 3. the art of Robert Indiana, students will learn about three-dimensional art. 4. the art of Bridget Riley, students will learn about two-dimensional art. 5. the art of Pablo Picasso, students will learn about the style of art called cubism. 6. the art of Andy Warhol, students will learn that Americans are artists. 7. the art of Bridget Riley, students will learn that women are artists. 8. the various masks, students will learn about diverse historical time periods.
<p>Days</p>	<p>4 class periods</p>
<p>NJCCCS</p>	<p>Unit/Skill: Cubism</p> <ol style="list-style-type: none"> 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art. 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
<p>NJCCCS CPI</p>	<ol style="list-style-type: none"> 1.2.5.A.3 Determine the impact of significant contributions of individual visual art from diverse cultures throughout history. 1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
<p>Essential Questions</p>	<p>What attributes do artworks have to place them in specific styles? How do artists use various media to create specific artworks?</p>
<p>Skills The Student Will...</p>	<p>Be introduced to the French artist, Pablo Picasso. Students will define the style of artwork classified as Cubism. Sketch preliminary ideas for ones own creation of a Cubism styled project. Use various mediums to create a Cubist artwork. Evaluate one another's finished artwork for Cubist attributes.</p>
<p>Assessment</p>	<p>Pair share (with a check list: is it Cubist in design? Does it show craftsmanship? Is the subject distinguishable?) Individual project critique.</p>
<p>Literacy Integration</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

Science Integration	5.1.4.D.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.
Social Studies Integration	6.1.4.C Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
Unit/Skill: Printmaking	
Days	5 class periods
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
NJCCCS CPI	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design (impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, terminology), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
Essential Questions	<p>How does art reflect societal values?</p> <p>How does Pop Art bring everyday objects to the fine art level?</p>
Skills The Student Will...	<p>Learn about the American artist, Andy Warhol.</p> <p>Classify the art style of Pop Art and commercial art.</p> <p>Create a printing block using appropriate tools.</p> <p>Apply knowledge of printmaking layout such as: block, drop block, checker board, blend and/or random.</p> <p>Apply knowledge of color theory for printmaking.</p>
Assessment	<p>Student check list of printmaking procedures.</p> <p>Student check list for finished product criteria.</p>

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Literacy Integration	SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly
Mathematics Integration	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Health & Phys Ed Integration	2.5.2.A.3 Correct movement errors in response to feedback.
Science Integration	5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.
Technology Integration	8.2.4.A Technology products and systems impact every aspect of the world in which we live.
21st Century Life & Careers	9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

Unit/Skill: Masks	
Days	6 class periods
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
NJCCCS CPI	<p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>
Essential Questions	<p>How does the culture and/or time period influence the style of artwork?</p> <p>How can art evoke an emotion?</p>
Skills The Student Will...	<p>Analyze masks from various cultures and time periods.</p> <p>Categorize purposes of masks.</p> <p>Determine a concept around which to design an original mask.</p> <p>Utilize sketchbook for design purpose.</p> <p>Create a mask that supports one's own concept.</p> <p>Assemble a mask based on the materials available in the classroom.</p>

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	Write a reflective statement.
Assessment	Rubric specific to assignment
Literacy Integration	SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
Mathematics Integration	4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Health & Phys Ed Integration	2.1.2.E.1 Identify basic social and emotional needs of all people.
Science Integration	5.1.4.C.2 Revise predictions or explanations on the basis of learning new information.
Social Studies Integration	6.1.4.D Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
21st Century Life & Careers	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Unit/Skill: Text in or as Art	
Days	5 class periods
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
NJCCCS CPI	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art</p>

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	<p>media and art mediums to create original works of art.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Essential Questions	<p>How can text be used as art?</p> <p>How can specially selected words give more meaning to the artwork?</p>
Skills	<p>Be introduced to the art of Robert Indiana such as his LOVE sculpture.</p>
The Student Will...	<p>Analyze artwork that uses text as the subject of the art.</p> <p>Examine such things as "Google Doodles" on line, from the past and discuss how the text has changed to show different ideas, creativity, aesthetics, etc.</p> <p>Create an artwork, using text from a teacher generated theme.</p>
Assessment	<p>The following questions will be asked in the rubric: Does the text correspond or support the theme? Has good craftsmanship been executed? Does the font style or color choice support the theme?</p>
Literacy Integration	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Mathematics Integration	<p>4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
Health & Phys Ed Integration	<p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p>
Science Integration	<p>5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
Technology Integration	<p>8.2.4.A Technology products and systems impact every aspect of the world in which we live.</p>
21st Century Life & Careers	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>
Unit/Skill: "OP Art" Optical Illusion Art	
Days	<p>4 class periods</p>
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
NJCCCS CPI	<p>1.1.5.D.1 Identify elements of design that are evident in everyday life.</p>

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	<p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optical, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Essential Questions	<p>How can visual affects fool the eye?</p> <p>How are variations of the elements of art used to create optical illusions?</p>
Skills The Student Will...	<p>Be introduced to the American/woman artist Bridget Riley.</p> <p>Analyze the style art of "Op Art" and its attributes.</p> <p>Evaluate how the elements of design are used to create illusion.</p> <p>Apply ones knowledge to create a visual optical illusion.</p> <p>Complete the project for display.</p>
Assessment	<p>Rubric specific to assignment</p> <p>Students apply their knowledge of "Op Art" by bringing in an example from digital and printed media.</p>
Literacy Integration	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly</p>
Mathematics Integration	<p>4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
Science Integration	<p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>
Technology Integration	<p>8.2.4.A Technology products and systems impact every aspect of the world in which we live.</p>
21st Century Life & Careers	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>

Unit/Skill: Elements of Design- Fourth Grade Level	
Days	Ongoing through each class and unit
NJCCCS	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.</p>

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	<p>1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p> <p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the element of art and principles of design</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>
Essential Questions	<p>How are the elements used in specific works of art? How is it essential to use the language of art when discussing it?</p>
Skills The Student Will..	<p>At the fourth grade level, students will be building on their knowledge of the elements of design by doing the following:</p> <p>Color: Line: Texture: Form: Shape: Value: Space:</p> <ul style="list-style-type: none"> -Apply color theory: primary, secondary, tertiary, tint and shade, warm, cool, analogous and complimentary. -Build on previous knowledge. -Build on previous knowledge. -Create a functional three-dimensional piece of art work. -Build on previous knowledge. -Apply knowledge through various art experiences. -Apply their knowledge of positive and negative space through the design of a print.
Assessment	<p>Observation of students' use of color in a project. Evaluate whether the sculptural three-dimensional piece is functional. Accurately use and define various elements in class discussion.</p>
Literacy Integration Health & Phys. Ed Integration Science Integration Social Studies Integration 21st Century Life & Careers	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p> <p>6.1.4.D Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p>

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length																						
SHAPE*	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)																						
FORM*	A three dimensional object having length and width and depth																						
TEXTURE*	The way something feels by actual touch or by sight																						
VALUE	The lightness to darkness of a color																						
SPACE*	The area around, above, below (negative space) and within an object (positive space)																						
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it																						
	<table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">Primary</td> <td>red, blue yellow</td> </tr> <tr> <td>Secondary</td> <td>orange, green violet</td> </tr> <tr> <td>Intermediate or Tertiary</td> <td>red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green</td> </tr> <tr> <td>Tint</td> <td>any color plus white</td> </tr> <tr> <td>Shade</td> <td>any color plus black</td> </tr> <tr> <td>Tone</td> <td>any color plus white and black</td> </tr> <tr> <td>Warm colors</td> <td>orange, red and yellow</td> </tr> <tr> <td>Cool colors</td> <td>green, violet and blue</td> </tr> <tr> <td>Intensity</td> <td>the brightness or dullness of a color</td> </tr> <tr> <td>Analogous</td> <td>colors next to each other on the color wheel</td> </tr> <tr> <td>Complementary</td> <td>colors opposite each other on the color wheel</td> </tr> </table>	Primary	red, blue yellow	Secondary	orange, green violet	Intermediate or Tertiary	red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green	Tint	any color plus white	Shade	any color plus black	Tone	any color plus white and black	Warm colors	orange, red and yellow	Cool colors	green, violet and blue	Intensity	the brightness or dullness of a color	Analogous	colors next to each other on the color wheel	Complementary	colors opposite each other on the color wheel
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PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: <ol style="list-style-type: none"> 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)