



KINDERGARTEN ART

2024

STANDARDS AND INSTRUCTION GUIDE

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade. Students will learn that art is a personal expression, has value, teaches us about other times and places. It is also important for students to begin to develop an art vocabulary and fine motor skills. Students will understand that their works of art are unique and valuable as self-expression.

By the end of the year, kindergarteners can:

- Create a small, hollow pinch pot
- Identify art materials and supplies
- Identify some elements of art (line, color, shape, texture)
- Paint pictures expressing ideas about family/community
- Use lines, shapes and colors to make patterns
- Build skills (use of scissors, glue and paper, paint, oil pastel)
- Make a collage with cut or torn shapes
- Fold & cut paper
- Use geometric and organic shapes in a work or art
- Paint small and big sections with various brushes
- Look and discuss art from a variety of times and places

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to develop their fine motor skills and use imaginative play in art making. They will learn how to use the materials to encourage art-making in response to an artistic problem, while also learning how to explain their process in creating art.				
_____	A.K.1	Demonstrate safety and stewardship of materials		
_____	A.K.2	Identify and use the elements of art		
_____			a. Color – Primary and secondary	



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_____			b. Line – Vertical, horizontal, diagonal, straight, curved, thick, thin, zigzag	
_____			c. Shape – Geometric (circle, square, triangle, rectangle and oval) Organic	
_____			d. Space – Near, far, top, bottom, center, side, front, back, left and right	
_____			e. Texture – Identify various visual and tactile textures	<i>Example:</i> rubbing plates
_____	A.K.3	Introduce and use one or more of the principles of design		
_____			a. Pattern – Identify and create pattern.	
_____	A.K.4	Paint		
_____			a. Use simple color mixing (secondary colors)	
_____	A.K.5	Develop the use of crayon, pencil, brush, scissors and glue		
_____	A.K.6	Develop 3-D motor skills -such as pinching, pulling, squeezing, twisting, pounding, rolling & folding		



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Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience.				
_____	A.K.7	Create a work of art based on:		
_____			a. the Catholic faith	cross curricular Schoology examples
_____			b. a social or cultural event	cross curricular Schoology examples
_____			c. create opportunities to make art for cross curricular projects	
_____	A.K.8	Create a:		
_____			a. self portrait	
_____			b. landscape	
_____			c. still life	
_____			d. abstract work of art	
_____	A.K.9	Use masterpieces as inspiration to create a work of art		
_____	A.K.10	Use pre-planning to initiate creative process (Example: sketches)		



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_____	A.K.11	Discuss artistic choices made in the creation of your artwork		
_____	A.K.12	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Example:</i> halos indicate saints
_____	A.K.13	Identify the purposes for making art		
_____	A.K.14	Discuss the concept that all cultures make art		
MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.K.15	Use age appropriate art vocabulary to:		
_____			a. Recognize the elements of art in an artwork	age appropriate critique Schoolology examples
_____			b. Look at, describe, and respond to works of art	age appropriate critique Schoolology examples
_____			c. Discuss emotions and experiences in relation to works of art	<i>Example:</i> emojis)
_____			d. Identify works of art as still life, portrait or landscape	



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_____	A.K.16	Identify artists as - painters, sculptors, illustrators, graphic designers		
MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Directional Lines (Vertical, Horizontal and Diagonal) • Geometric and Organic Shape • Space • Pattern • Texture • Self Portrait • Landscape • Still Life • Symbol 		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none"> • pencils • markers • chinks • crayons • oil pastels 	



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_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• Kwik Stix	
_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• sponges	
_____		SCULPTURE:	<ul style="list-style-type: none">• clay• paper• foil• found objects	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• pre-cut yarn• cloth• pipe cleaners• tissue paper	



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The standards for first grade continue to emphasize that the visual arts are about ideas. Students will continue to build on their existing art vocabulary. Art production focuses on increased communication, self-expression and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

By the end of the year, a first grader can:

- Use a paint brush effectively
- Mix secondary colors from the primary colors
- Discern between geometric and organic shapes
- Use texture in clay and painted artwork
- Repeat patterns found in nature or works of art
- Fold & cut paper into symmetrical shapes
- Identify symbols in artwork
- Identify portraits, landscapes and still life works of art

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will begin to generate their own artistic ideas and make observations about how the art elements come together in their artwork. Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality				
_____	A.1.1	Demonstrate safety and stewardship of materials		
_____	A.1.2	Identify and use the elements of art		
_____			a. Color – Primary, secondary, warm, cool	<i>Artist Example:</i> Piet Mondrian



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_____			b. Shape – Geometric, introduce organic	<i>Artist Example:</i> Henri Matisse
_____			c. Space – Horizon line, size variation	
_____			d. Recognize size relationships big, small, near and far	
_____			e. Texture – Create implied or actual texture in a work or art	<i>Example:</i> collage, <i>Artist Example:</i> Jasper Johns
_____	A.1.3	Identify and use the principles of design		
_____			a. Pattern – Alternating, repeating	<i>Artist Example:</i> Yayoi Kusama
_____	A.1.4	Refine 3D motor skills		
MONITORING ✓	UNIT TWO: CONNECTING			RESOURCES
Students will relate artistic ideas and works with societal, cultural and historical context to deepen their understanding.				
_____	A.1.5	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Example:</i> dove as a symbol of the Holy Spirit, or lilies as the symbol for Mary
_____	A.1.6	Understand works of art belong to		



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		particular cultures, historical times and places		
_____	A.1.7	Identify American cultural symbols		<i>Example:</i> flag, bald eagle <i>Artist Example:</i> Peter Max and Jasper Johns
_____	A.1.8	Identify architecture as a type of art		<i>Artist Example:</i> Paul Klee and Marc Chagall
_____	A.1.9	Create a work of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	
_____			c. cross curricular opportunities	
_____	A.1.10	Create works of art inspired by:		
_____			a. Literary sources	<i>Example:</i> Bible, fairy tales, myths, poems and folktales
_____			b. Use masterpieces/famous works as inspiration to create a work of art	



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_____	A.1.11	Create a 3D work of art		<i>Example:</i> use curl, pleat, and fringe paper sculpture techniques
_____	A.1.12	Use thumbnail sketches to initiate creative process		
MONITORING ✓	UNIT THREE: RESPONDING			RESOURCES
Students will learn to interpret art in terms of belonging to a certain time, place or culture. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.1.13	Use age appropriate art vocabulary to:		
_____			a. Recognize the elements of art in a work of art	
_____			b. View works of art and describe similarities and differences between them	
_____			c. Discuss the reasons why works of art have value	
_____			d. Recognize that viewers have different responses to works of art	
_____			e. Recognize emotions communicated in works of art	
_____	A.1.14	Discuss artistic choices made in the creation of your artwork		



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MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none">• Primary Colors• Secondary Colors• Geometric Shape• Organic Shape• Horizon Line• Texture• Pattern• Symmetry• Landscape• Still Life• Portrait• Symbol		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• markers• chinks• crayons• oil pastels	
_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• Kwik Stix	



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_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• sponges• aluminum foil• plastic sheets• styrofoam	
_____		SCULPTURE:	<ul style="list-style-type: none">• clay• paper• foil• found objects	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• pre-cut yarn• cloth• pipe cleaners• tissue paper• beads• wire	



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The standards for second grade will focus on the acquisition of ideas for art making. Students will acquire ideas from their own experiences, their school, religious beliefs, the environment and other cultures. Students will express these ideas using an increasing variety of art materials, skill techniques, and processes.

By the end of the year, a second grader can:

- Create value and Identify monochromatic colors
- Discern between form and shape
- Create space in their art using foreground, middle ground and background Create a simple print
- Create a 3D work of art that is a geometric structure
- Depict an object in proportion
- Identify symbols from various cultures
- Identify houses as architecture

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to learn how to use art-making to solve a problem. Students will discover new art forms such as printmaking and 3D geometric design. Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality				
_____	A.2.1	Demonstrate safety and stewardship of materials		
_____	A.2.2	Identify the elements of art		
_____			a. Color – Color wheel, monochromatic	
_____			b. Form – 3-D forms: cube, cylinder, sphere, pyramid, cone	
_____			c. Line – Expressive	



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_____			d. Shape – Compare, contrast and identify geometric and organic shapes.	
_____			e. Space – Foreground, middle ground and background	<i>Artist Example: The Great Wave off Kanagawa (1833) by Katsushika Hokusai</i>
_____			f. Texture – Identify texture in works of art - visual and actual/tactile	
_____			g. Value – Tint (add white to a color) shade (add black to a color)	<i>Artist Example: Wayne Thiebaud</i>
_____	A.2.3	Identify and use the principles of design		
_____			a. Balance – Introduce balance, bilateral symmetry	line of symmetry is studied in math at this grade
_____	A.2.4	Paint		
			a. Use tint and shade	see A.2.2.g
_____	A.2.5	Draw		
_____			a. 3D forms--Use overlapping to suggest space and depth	<i>Example: still life with 3D object</i>



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_____	A.2.6	Create a 3-D work of art		<i>Example:</i> paper sculpture house with tab and slit or origami house
_____	A.2.7	Identify a geometric structure as a 3D work of art		
_____	A.2.8	Depict objects in proportion		See 2.2.e
_____	A.2.9	Create a simple print		<i>Example:</i> fork prints, apple halves, relief prints, Styrofoam plates, etc.
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will begin to create art to reflect the world around them and understand how art can connect us to other cultures.				
_____	A.2.10	Demonstrate self-expression by creating a work of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	
_____			c. architecture	<i>Artist Example:</i> Antoni Gaudi
_____			d. cross curricular opportunities	



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_____	A.2.11	Use literary sources to generate ideas		
_____	A.2.12	Use a historical or geographical theme to create a work of art		<i>Example:</i> Mexico/Canada
_____	A.2.13	Use masterpieces/famous works as inspiration to create a work of art		<i>Artist Example:</i> Ted Harrison
_____	A.2.14	Use thumbnail sketches to initiate creative process		
_____	A.2.15	Discuss artistic choices made in the creation of your artwork		
MONITORING ✓	UNIT THREE: RESPONDING			RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.2.16	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Example:</i> Da Vinci's Last Supper
_____	A.2.17	Identify symbols from various cultures		<i>Cultural Examples:</i> Aztec Calendar and Amate Bark Painting



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_____	A.2.18	Use age appropriate art vocabulary to:		
_____			a. Respond to an artwork emphasizing the elements of art	
_____			b. Express opinions about works of art (introduce how to use an Artist Statement)	
_____			c. Describe the emotions and opinions evoked by works of art	
_____	A.2.19	Explore contemporary artists, their contributions to society and careers in the visual arts		



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MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none"> • Monochromatic color • Value • Tint and Shade • Form • Expressive Line • Bilateral Symmetry • Print • Overlapping • Proportion 		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none"> • pencils • markers • chalks • crayons • oil pastels 	
_____		PAINTING:	<ul style="list-style-type: none"> • tempera • liquid watercolor • watercolor • Kwik Stix 	



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_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• sponges• aluminum foil• plastic sheets• styrofoam	
_____		SCULPTURE:	<ul style="list-style-type: none">• clay• paper• foil• found objects• paper-mâché	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• embroidery needles• yarn• cloth• pipe cleaners• tissue paper• beads• wire• weaving looms	



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The standards for third grade, fourth grade and fifth grade emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

By the end of the year, a third grader can:

- Create a work of art based on observation of objects or scenes in daily life
- Use tempera paint to create tints, shades and neutral colors
- Draw landscapes, seascapes or cityscapes to create the illusion of space
- Create a work of art by observing objects based on spatial relationship, atmospheric perspective and positive and negative space
- Add details to their artwork to enhance meaning
- Compare and contrast works of art made with different art media
- Construct representations or maps of places they know

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to develop their fine motor skills, use imaginative play in art making and learn how to use the materials to encourage art-making in response to an artistic problem, while also learning how to explain their process in creating art.				
_____	A.3.1	Demonstrate safety and stewardship of art tools and materials		
_____	A.3.2	The student will identify and use the following in works of art:		
_____			a. Color – Primary, Complementary	
_____			b. Space – Positive and negative, spatial relationships, atmospheric perspective	
_____	A.3.3	Identify and use the principles of design		



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_____			a. Balance – Symmetry vs. asymmetry, contrast	
_____	A.3.4	Drawing		
_____			a. Gesture drawing, drawing an action	<i>Example:</i> stick figures
_____			b. Introduce facial and figure proportion	
_____			c. Create the appearance of depth by drawing distant objects smaller and with less detail than near objects	<i>Artist Example:</i> Georges Seurat
_____	A.3.5	Create a 3D non-objective work of art		<i>Example:</i> <ul style="list-style-type: none">• study Alexander Calder• create a paper stabile sculpture, pipe cleaner sculpture with Styrofoam base or twisted paper sculpture• introduce paper quilling as a 3D art form



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MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience				
_____	A.3.6	Demonstrate self-expression by creating a work of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	
_____			c. cross curricular opportunities	
_____	A.3.7	Use masterpieces/famous works as inspiration to create a work of art		combine with A.3.4.c and study Pointillist paintings of Georges Seurat
_____	A.3.8	Use thumbnail sketches to initiate creative process		
MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.3.9	Discuss artistic choices made in the creation of your artwork		



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_____	A.3.10	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Examples:</i> <ul style="list-style-type: none">• Pysanka egg drawing• Advent wreath collage• Rosary drawing or sculpture• Refer to Religion curriculum.
_____	A.3.11	Discuss symbolism of color in art		<i>Examples:</i> <ul style="list-style-type: none">• purple represents royalty• white flag for neutrality• brown represents the earth• Introduce the liturgical colors
_____	A.3.12	Use age appropriate art vocabulary to:		
_____			a. Respond to an artwork emphasizing the elements of art and the principles of design	
_____			b. Discuss the artistic process	
_____			c. Examine the relationship between form and function in art and artifacts of a culture.	



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_____			d. Distinguish between abstract and realistic art	<i>Artist Examples:</i> Kandinsky vs. Monet or Pollock vs. Seurat
_____	A.3.13	Explore contemporary artists, their contributions to society and careers in the visual arts		
MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none"> • Primary color • Complementary color • Positive and negative space • Value • Line • Space • Atmospheric perspective • Symmetry • Asymmetry • Contrast • Gesture drawing • Proportion • Depth • Artistic process 		



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MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• colored pencils• markers• chalks• crayons• oil pastels• charcoals	
_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• watercolor crayons• variety of surfaces• brushes	
_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• printing ink• Styrofoam• stencils	
_____		CERAMICS	<ul style="list-style-type: none">• modeling clay• glazes• stains• paint	
_____		SCULPTURE/ARCHITECTURE/ JEWELRY:	<ul style="list-style-type: none">• paper• paper-mâché• air dry clay• plaster	



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			<ul style="list-style-type: none">• fiber cardboard• wood paper• foil• found objects• beads• wire• foam	
_____		FIBERS:	<ul style="list-style-type: none">• cloth• yarn• ribbon• found objects	



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The standards for fourth grade continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Cross- curricular activities may emphasize the events and environment of Virginia from Colonial times to the present.

By the end of the year, a fourth grader can:

- Change the hue and intensity of colors
- Know the difference between 2D and 3D objects
- Weave, create coil pots & build paper mâché forms
- Work with tempera paint more than with watercolor
- Decide what size paintbrush is best for a desired outcome
- Clean and properly care for art tools
- Plan thumbnail sketches to initiate the creative process and discuss artistic choices in the creation of their artwork

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to identify and use more advanced elements of art and principles of design in their art making process.				
_____	A.4.1	Demonstrate safety and stewardship of materials		
_____	A.4.2	Identify and use the elements of art		
_____			a. Color – Hue, intensity, monochromatic	
_____			b. Form – Depict a 3D object	
_____			c. Texture – Create texture in artwork	<i>Example:</i> rubbing plates
_____	A.4.3	Identify and use the principles of design		



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_____			a. Pattern – Create repeating patterns using translation (slide), reflection (flip) and rotation (turn)	<i>Examples:</i> Tessellations Colonial quilts
_____	A.4.4	Painting		
_____			a. Use value to depict depth	<i>Examples:</i> atmospheric perspective
_____	A.4.5	Drawing		
_____			a. Use overlapping, placement, and shading, to create the illusion of depth	
_____			b. Observe and render the details of real, three-dimensional objects with a high degree of accuracy	<i>Examples:</i> wrinkles in cloth texture or mortar between bricks ridges in bark
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience				
_____	A.4.6	Demonstrate self-expression by creating a work of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	



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_____			c. cross curricular opportunities	
_____	A.4.7	Use thumbnail sketches to initiate creative process		
_____	A.4.8	Create a work of art using themes, ideas and art forms from the past		<i>Example:</i> Colonial times
_____	A.4.9	Create a 3D work of art		<i>Examples:</i> 3D Colonial paper house sculpture Native American coil pottery paper quilling
_____	A.4.10	Use masterpieces/famous works as inspiration to create a work of art		<i>Examples:</i> Grant Wood Gilbert Stuart Thomas Gainsborough
_____	A.4.11	Create an abstract work of art		<i>Examples:</i> Mark Rothko's color field paintings Alma Woodsey Thomas' expressionist paintings
_____	A.4.12	Discuss artistic choices made in the creation of your artwork		



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MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.</p>				
_____	A.4.13	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		
_____	A.4.14	Understand the importance of arts, crafts and artists in colonial America		
_____	A.4.15	Recognize the influence of classical architecture in Virginia.		
_____	A.4.16	Use age appropriate art vocabulary to:		
_____			a. Respond to an artwork emphasizing the elements of art and the principles of design	
_____			b. Distinguish between abstract, representational and non-objective works of art	
_____			c. Discuss how artists use space to create a more interesting composition	
_____			d. Discuss how personal experiences influence responses to works of art	



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_____	A.4.17	Explore contemporary artists and their contributions to society and careers in the visual arts.		
MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none">• Elements of Art• line• shape• texture• form• color• hue• overlapping• landscape• portrait• 2D• 3D• papier mâché• liquid watercolors• tempera paint• collage• mixed media		



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MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• colored pencils• markers• chalks• crayons• oil pastels• charcoals	
_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• watercolor crayons• variety of surfaces• variety of brush sizes• paint applicators• gelli plates	
_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• printing ink• Styrofoam• stencil	
_____		CERAMICS:	<ul style="list-style-type: none">• modeling clay• glazes• stains• paint	



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_____		SCULPTURE/ARCHITECTURE/ JEWELRY:	<ul style="list-style-type: none">• paper• paper-mâché• air dry clay• plaster• fiber cardboard• wood paper• foil• found objects• beads• wire• foam	
_____		FIBERS:	<ul style="list-style-type: none">• cloth• yarn• ribbon• found objects	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• tissue• photos• found objects• foil• fiber• paint• paper	



STANDARDS AND INSTRUCTION GUIDE

The standards for fifth grade will enable students to use their prior knowledge and skills to produce and respond to works of art. Cross curricular activities may relate to social studies, world geography and science. Students will gain fluency in using and understanding the elements of art and principles of design.

By the end of the year, a fifth grader can:

- Explain and discuss the elements of art such as line, shape, form, value, texture and the principles of design such as proportion and motion
- Analyze and critique their work and the art work of their peers and various famous artists
- Know the difference between 2D and 3D art
- Create different tones and values using various media
- Describe artwork using different perspectives such as, one point perspective and atmospheric perspective

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to observe, select, and utilize a range of subject matter, symbols, and ideas in their work. They will refine their observational skills through accurate rendering of representational objects and subject matter from life. They will utilize new interests, current events, or personal experiences as subject matter in the work. Generate symbols and subject matter and borrow ideas from an artist’s work in order to communicate ideas.				
_____	A.5.1	Demonstrate safety and stewardship of materials		
_____	A.5.2	Identify and use the elements of art		
_____			a. Line - suggestive, implied, contour	
_____			b. Space – Use atmospheric perspective	
_____			c. Value – Create a black/white, and color value scales	
_____			d. Use highlight, value and shadow accurately according to a light source	



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_____			e. Form – Use one point perspective to depict form	
_____	A.5.3	Identify and use the principles of design		
_____	A.5.4	Painting		
_____			a. Use color value to create depth	<i>Example:</i> atmospheric perspective
_____	A.5.5	Drawing		
_____			a. Use value to create texture, use value to shade	
_____			b. Draw objects from a variety of perspectives	<i>Examples:</i> street level bird’s eye view worm’s eye view
_____	A.5.6	Create a 3D work of art		<i>Example:</i> Boruca Mask sculpture with patterned paper or paper mâché
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience.				
_____	A.5.7	Demonstrate self-expression by creating a work of art based on:		



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_____			a. the Catholic faith	
_____			b. a social or cultural event	
_____			c. cross curricular opportunities	
_____	A.5.8	Create a work of art which reflects the art or architecture of another culture		<i>Example:</i> Latin American Missions
_____	A.5.9	Use masterpieces/famous works as inspiration to create a work of art		
_____	A.5.10	Use thumbnail sketches to initiate creative process		
MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.5.11	Discuss artistic choices made in the creation of your artwork		
_____	A.5.12	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		
_____	A.5.13	Compare art, artifacts, and architecture of other cultures with our own		



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_____	A.5.14	Discuss characteristics of art from various cultures and periods		<i>Examples:</i> Pre-Columbian Central American South American African European Australian Asian Middle Eastern North American
_____	A.5.15	Identify the influences of historic events on subject matter and media in works of art		
_____	A.5.16	Use age appropriate art vocabulary to:		
_____			a. Critique an artwork emphasizing the elements of art and the principles of design	
_____			b. Discuss a work of art in relation to its historical, cultural and functional context	<i>Examples:</i> masks pottery baskets textiles etc.
_____	A.5.17	Explore contemporary artists and their contribution to society and careers in the visual arts.		



STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none">• Elements of art<ul style="list-style-type: none">• line• shape• form• texture• color• value• space• Elements of design<ul style="list-style-type: none">• repetition• variety• rhythm• proportion• movement• balance,• emphasis• unity• Geometric and organic shapes• Primary colors• Secondary colors• Complementary colors<ul style="list-style-type: none">• intermediates/analogous• neutrals• tints• tones• shades• value		



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STANDARDS AND INSTRUCTION GUIDE

		<ul style="list-style-type: none">• Textures (tactile and visual)• Space<ul style="list-style-type: none">• background• mid-ground• foreground• placement• atmospheric perspective• overlap• negative• positive converging lines• balance (symmetrical, asymmetrical, radial)• proportion• rhythm• variety• repetition• movement		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• colored pencils• markers• chalks• crayons• oil pastels• charcoals	



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_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• watercolor crayons• variety of surfaces• variety of surfaces, brushes and paint applicators	
_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• printing ink• Styrofoam• Stencil• Textile ink	
_____		CERAMICS:	<ul style="list-style-type: none">• modeling clay• clay substitutes• stains• paint	
_____		SCULPTURE/ARCHITECTURE/ JEWELRY:	<ul style="list-style-type: none">• paper• paper-mâché• clay• plaster• fiber cardboard• wood paper• foil• found objects• beads• sand• balsa• wire• foam	



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_____		FIBERS:	<ul style="list-style-type: none">• cloth• yarn• ribbon• found objects• paper• reeds• rope	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• tissue• photos• found objects• foil• fiber• paint• paper	
_____		NEW MEDIA:	<ul style="list-style-type: none">• computer• interactive computer programs• disposable camera• digital camera• video• photography• film	



STANDARDS AND INSTRUCTION GUIDE

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade. Students will understand the factors that distinguish artistic styles and the role of art in culture. Students will determine how artists convey meaning through the use of forms, media and symbols. Students should begin to evaluate the effects of various influences on the visual arts.

By the end of the year, a sixth grader can:

- Combine multiple processes or techniques effectively within one piece of artwork
- Analyze how art reflects changing times, traditions and cultures
- Explain the role art and artists had in past cultures
- Create the illusion of 3D form in 2D work
- Differentiate between transparent and opaque color
- Create a radial design

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to identify and produce artwork using the elements of art and principles of design.				
_____	A.6.1	Demonstrate safety and stewardship of materials		
_____	A.6.2	Identify and use the elements of art		
_____			a. Identify and use the elements of art	
_____	A.6.3	Identify and use the principles of design		
_____	A.6.4	Drawing		
_____			a. Use shading to create the illusion of 3D form in a 2D work of art	<i>Example:</i> Greek columns



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_____	A.6.5	Create a radial design with symmetry		<i>Examples:</i> rose windows mandalas
_____	A.6.6	Create a 3D work of art		<i>Examples:</i> Egyptian Masks Canopic Jars
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience				
_____	A.6.7	Demonstrate self-expression by creating a work of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	
_____			c. cross curricular opportunities	
_____	A.6.8	Use visual memory skills to produce a work of art		
_____	A.6.9	Utilize mythical characters as a means of expression in works of art		<i>Example:</i> Dragon Eyes
_____	A.6.10	Identify and use symbols in a work of art		



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_____	A.6.11	Use thumbnail sketches to initiate creative process		
_____	A.6.12	Use masterpieces/famous works as inspiration to create a work of art		
MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.6.13	Discuss artistic choices made in the creation of your artwork		
_____	A.6.14	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		
_____	A.6.15	Discuss works of art in terms of cultural and religious meaning		
_____	A.6.16	Compare art, architecture and artifacts of a past culture with that of the present time		
_____	A.6.17	Identify components of an artist's style; including materials, design, methods, and subject matter		



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_____	A.6.18	Identify the contributions of artists to society		<i>Examples:</i> manuscripts calligraphy tapestries stained glass windows)
_____	A.6.19	Use age appropriate art vocabulary to:		
_____			a. Critique an artwork emphasizing the elements of art and the principles of design	
_____			b. Discuss the ways art can be persuasive	
_____			c. Demonstrate appropriate vocabulary for Art Criticism	
_____			d. Discuss the ideas and emotions expressed in works of art	
_____			e. Identify the steps of the creative art processes	
_____	A.6.20	Explore contemporary artists and their contribution to society and careers in the visual arts.		
_____	A.6.21	Recognize the role of creativity in the modern workplace.		<i>Examples:</i> robotics engineering etc.



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STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none">• transparent and opaque color• radial symmetry• myth• symbol• art history		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• colored pencils• markers• chalks• crayons• oil pastels• charcoals	
_____		PAINTING:	<ul style="list-style-type: none">• tempera• acrylic• watercolor• use a variety of paint brushes on a variety of surfaces	
_____		PRINTMAKING:	<ul style="list-style-type: none">• printing ink• Styrofoam	



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_____		SCULPTURE:	<ul style="list-style-type: none">• clay• paper• foil• found objects• paper-mâché• plaster	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• embroidery needles• yarn• cloth• pipe cleaners• tissue paper• beads• wire• weaving looms	



STANDARDS AND INSTRUCTION GUIDE

Seventh Graders continue to emphasize exploration, analysis and investigation of the creative process. Students will develop technical skills that empower them to communicate ideas visually, identify art styles and periods to which those styles belong. Students will develop an awareness of the meaning and value of works of art.

By the end of the year, a seventh grader can:

- Articulate ideas and feelings expressed in their artwork
- Draw three dimensional objects from multiple points of view
- Create a two color print
- Create the illusion of movement in art
- Discern between different cultures and periods in time based on artwork
- Use a variety of watercolor techniques

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to identify and produce artwork using the elements of art and principles of design.				
_____	A.7.1	Demonstrate safety and stewardship of materials		
_____	A.7.2	Identify and use the elements of art		
_____			a. Color: arbitrary	<i>Example:</i> Franz Marc – Fauves movement
_____	A.7.3	Identify and use the principles of design		
_____	A.7.4	Drawing		



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STANDARDS AND INSTRUCTION GUIDE

_____			a. Use one-point perspective to create the illusion of depth	
			b. Draw from observation three-dimensional objects from different points of view	
_____	A.7.5	Painting		
			a. Use watercolor techniques such as wet-on-wet, wet-on-dry and dry brush	
_____	A.7.6	Printmaking		
			a. Create a two color print	
	A..7.7	Collage		
			a. Use two or more types of media in a single two-dimensional artwork	
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience				
_____	A.7.8	Demonstrate self-expression in creating works of art based on:		
_____			a. the Catholic faith	
_____			b. a social or cultural event	



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_____			c. cross curricular opportunities	
_____	A.7.9	Create a work of art that communicates ideas and/or emotions		<i>Example:</i> Edvard Munch <i>The Scream</i>
_____	A.7.10	Create the illusion of movement in works of art		<i>Example:</i> Op Art drawings and Agamographs
_____	A.7.11	Create illusion of depth in works of art using a variety of techniques		<i>Example:</i> watercolor landscape painting
_____	A.7.12	Discuss artistic choices made in the creation of your artwork using an artist statement as a guide		
_____	A.7.13	Use masterpieces/famous works as inspiration to create a work of art		<i>Example:</i> Cubist style paintings with study of Picasso
_____	A.7.14	Create a 3D work of art		<i>Example:</i> subtractive sculpture with study of <i>Christ the Redeemer</i> statue



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STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.</p>				
_____	A.7.15	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Example:</i> the <i>Christ the Redeemer Statue</i> in Brazil, <i>Our Lady of Guadalupe</i>
_____	A.7.16	Explore how factors of time and place influence the visual characteristics of art		<i>Examples:</i> 60's op & pop art
_____	A.7.17	Identify and analyze art and architecture from various world cultures, periods and civilizations		
_____	A.7.18	Describe how religious, social and cultural beliefs can influence responses to works of art		
_____	A.7.19	Identify major art movements and influential artists		
_____	A.7.20	Use age appropriate art vocabulary to:		
_____			a. Critique an artwork emphasizing the elements of art and the principles of design	



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_____			b. Identify themes and symbols in works of art	
_____			c. Identify the processes artists use to create works of art	<i>Example:</i> DaVinci's notebooks and Flying Machine
_____	A.7.21	Explore contemporary artists and their contribution to society and careers in the visual arts.		
MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none"> • arbitrary color • principles of design (balance, rhythm, pattern, emphasis, contrast, unity, and movement) • one point perspective • wet-on-wet watercolor • wet-on-dry watercolor • dry brush watercolor • printmaking • collage 		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none"> • pencils • colored pencils • markers 	



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			<ul style="list-style-type: none">• ink• chalks• crayons• oil pastels• charcoals	
_____		PAINTING:	<ul style="list-style-type: none">• tempera• watercolor• water-soluble oils• watercolor crayons• use a variety of surfaces, brushes and paint applicators	
_____		PRINTMAKING:	<ul style="list-style-type: none">• found objects• printing ink• Styrofoam• stencil• textile ink	
_____		CERAMICS	<ul style="list-style-type: none">• modeling clay• clay substitutes• glazes• stains• paint	
_____		SCULPTURE/ARCHITECTURE/ JEWELRY:	<ul style="list-style-type: none">• clay• paper• foil• found objects• paper-mâché• plaster	



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			<ul style="list-style-type: none">• fiber cardboard• wood paper• beads• sand• balsa• wire• foam• copper• foam core	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• tissue• photos• found objects• foil• fiber• paint• paper	



STANDARDS AND INSTRUCTION GUIDE

The standards in eighth grade focus on the synthesis and application of previously learned concepts. The students will be able to apply more complex technical skills and manipulate the elements of art and principles of design, art media, and ideas. Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes.

By the end of the year, an eighth grader can:

- Participate thoughtfully into critical discussions and critiques of fine art works as well as peer artworks
- Develop a variety of skills in drawing: observational, illusion of form, perspective, tonal rendering, drawing from scale
- Express their personal identity through their work

MONITORING ✓	UNIT ONE: CREATING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will continue to identify and use more advanced elements of art and principles of design in their art making process.				
_____	A.8.1	Demonstrate safety and stewardship of materials		
_____	A.8.2	Further expand and develop the use of the elements of art and the principles of design		
_____	A.8.3	Drawing		
_____			a. Create value through stippling, hatching and cross hatching	
_____	A.8.4	Use mixed media		
_____			a. Students should use their own knowledge of a least 2 types of media to create a 2D work of art	
_____	A.8.5	Painting		



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_____			a. Use advanced painting techniques (for example-Use watercolor techniques: adding other materials to wet paint, such as rubbing alcohol and salt)	
_____	A.8.6	Sculpture		
_____			a. Students should use their own knowledge of materials to create a 3D work of art	
_____	A.8.7	Printmaking		
_____			a. Use advanced printmaking techniques and/or processes	<i>Example:</i> Multiple prints on one page Printmaking combined with other media screen printing
MONITORING ✓	UNIT TWO: CONNECTING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience				
_____	A.8.8	Demonstrate self-expression in creating works of art based on:		
_____			a. the Catholic faith	<i>Example:</i> Modern cathedral design with the study of Cathedral architecture



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_____			b. a social or cultural event	
_____			c. cross curricular opportunities	
_____	A.8.9	Identify and analyze the use of typography in graphic arts		<i>Examples:</i> Printing a logo design for a local company Calligraphy
_____	A.8.10	Emphasize artistic processes including idea development, production and reflection to achieve final art solutions in personal works of art by documenting preparations and rough drafts		
_____	A.8.11	Use masterpieces/famous works as inspiration to create a work of art		
_____	A.8.12	Discuss artistic choices made in the creation of your artwork		<i>Example:</i> Create authentic solutions for a real design need such as create a logo design for a new school club or design a t-shirt for a fundraiser
_____	A.8.13	Express personal identity through a work of art		



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MONITORING ✓	UNIT THREE: RESPONDING	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.				
_____	A.8.14	Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art		<i>Examples:</i> Cathedral layout footprint is a cross with the altar always in the east Analyze Our Lady of Guadalupe-stars on her robe--relate to constellations, color of her sash
_____	A.8.15	Discuss religious, social, cultural and historical context in relation to a work of art		
_____	A.8.16	Discuss ways art can be persuasive		<i>Examples:</i> Paintings done during the Civil War were used to inform citizens in the way that television and Internet are used today. How did Our Lady Guadalupe help convert



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				the native peoples of Mexico?
_____	A.8.17	Identify styles and themes in works of art from specific historical times and places		
_____	A.8.18	Discuss the characteristics and benefits of public art and monuments		<i>Example:</i> Students can come up with an idea for a public work of art for their school after viewing examples of public art
_____	A.8.19	Identify major art movements and influential artists in the 20th & 21st century		
_____	A.8.20	Use age appropriate art vocabulary to:		
_____			a. Critique an artwork emphasizing the elements of art and the principles of design	
_____			b. Critique personal work and the work of others	
_____			c. Discuss and analyze the purpose, value and meaning of works of art	
_____			d. Explore and identify subjects, themes and symbols as they relate to meaning in works of art	



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_____	A.8.21	Explore contemporary artists and their contribution to society and careers in the visual arts		
MONITORING ✓	VOCABULARY TO KNOW			
_____		<ul style="list-style-type: none">• value• stippling• hatching• cross hatching• typography• graphic art• symbol• personal identity• critique• mixed media		
MONITORING ✓	APPROPRIATE TOOLS			
_____		DRAWING:	<ul style="list-style-type: none">• pencils• colored pencils• markers• chalks• crayons• oil pastels• charcoals	



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STANDARDS AND INSTRUCTION GUIDE

_____		PAINTING:	<ul style="list-style-type: none">• tempera• acrylic• watercolor• use a variety of paint brushes on a variety of surfaces	
_____		PRINTMAKING:	<ul style="list-style-type: none">• printmaking ink• Styrofoam• Gelli plates• linoleum• brayers	
_____		SCULPTURE:	<ul style="list-style-type: none">• clay• paper• foil• found objects• paper-mâché• plaster	
_____		MIXED MEDIA:	<ul style="list-style-type: none">• embroidery needles• yarn• cloth• pipe cleaners• tissue paper• beads• wire• weaving looms	