

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - SECOND 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:**

*Ima 4.24.13* Approved by Assistant Superintendent

*TL 4/11/13* Approved by Education Committee

Board of Educ. Approved  
4/22/13

by Board of Education

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

**SECOND GRADE**

AUGUST 2012

Fine & Performing Arts Department

## Second 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 21<sup>st</sup> 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, 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><b>Enduring Understanding:</b></p>	<p>Through learning about:                      1. the art of Henri Rousseau, students will learn about the culture of France.                      2. the art of Nancy Graves, students will learn about sculpting as a career in art.                      3. the art of functional art made from clay, students will learn about three-dimensional art.                      4. the art of Henri Matisse, students will learn about two-dimensional art.                      5. the art of Henri Cassatt, students will learn about the collage style of art.                      6. the art of Mary Cassatt, students will learn that Americans are artists.                      7. the art of Mary Cassatt and Nancy Graves, students will learn that women are artists.</p>
<p><b>Days</b></p>	<p>4 class periods</p>
<p><b>NJCCCS</b></p>	<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.                      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 an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p><b>NJCCS CPI</b></p>	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.                      1.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures                      1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods                      1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.                      1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.                      1.4.2. A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.)                      1.4.2.A.3 Use imagination to create a story based on an art experience that communicated an emotion or feeling, and tell the story through visual art.                      1.4.2.B.2 Apply the principals of positive critique in giving and receiving responses to performances.                      1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>
<p><b>Essential Questions</b></p>	<p>How can art evoke an emotion?                      How can art tell a story?</p>
<p><b>Skills The Student Will...</b></p>	<p>Identify the American woman artist Mary Cassatt.                      Categorize her theme of "woman and children" in her paintings.                      Distinguish the pose used in her paintings to show relationships between the subjects such as: mother and child, sisters, father and son.                      Examine appropriate placement of facial features.                      Apply information attained through the creation of an artwork in this style.                      Conclude the assignment by doing a critique activity.</p>
<p><b>Assessment</b></p>	<p>"Round Robin" activity relating to information presented in this unit                      "Pair share" (critique summative or formative)                      Teacher generated rubric (proportion, pose, use of materials)</p>
<p><b>Literacy Integration</b></p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p>
<p><b>Health &amp; Phys. Ed Integration</b></p>	<p>2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p>

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<b>Science Integration</b>	5.3.2.E.1 Describe similarities and differences in observable traits between parents and offspring.
<b>World Language Integration</b>	7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
<b>Unit/Skill: Fantasy Jungle</b>	
<b>Days</b>	5 class periods
<b>NJCCCS</b>	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.
<b>NJCCSPI</b>	1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.) 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.B.3 Recognize the making subject or theme in works of visual art.
<b>Essential Questions</b>	What type of response one have when exposed to a new artwork? How does one create artwork about something you have not seen in person?
<b>Skills The Student Will...</b>	Be introduced to the French painter Henri Rousseau and his artwork through the use of: web sites, prints, videos and books. Identify Henri Rousseau as a self-taught artist. Explain how to collect ideas and visual resources to create artwork (observation, how to draw books, web sites, magazines, books, TV, etc.) Identify foreground, background and middle ground in an artwork. Apply knowledge of color mixing to create various greens to use in a painting. Create a composition in the style of Henri Rousseau. Complete a work of art by labeling it.
<b>Assessment</b>	Identification Activity: students will categorize the various parts of a painting by doing a gesture to correspond with the appropriate category. Color mixing activity (show ability to mix various greens) Determine how artwork follows the given theme?
<b>Literacy Integration</b>	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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<b>Science Integration Technology Integration 21<sup>st</sup> Century Life &amp; Careers</b>	5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions. 8.1.4.E.2 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
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<b>Unit/Skill: Balance in Sculpture</b>	
<b>Days</b>	5 class periods
<b>NJCCCS</b>	1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern 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.
<b>NJCCS CPI</b>	1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures. 1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.) 1.4.2.B.3 Recognize the making subject or theme in works of visual art.
<b>Essential Questions</b>	How is everyday life impacted by art? What would it be like to build a sculpture where there is no gravity?
<b>Skills The Student Will...</b>	Experiment with the style of the American/woman artist Nancy Graves. Identify and define balance in sculpture. Identify form in sculpture. Identify the three C's of sculpture: cast, carve and construct. Identify texture in sculpture. Understand three-dimensional art and, viewing in the round. Problem solve assemblage through creation of ones' own artwork. Problem solve physical balance in sculpture. Manipulate diverse materials through the creation of ones' own sculpture that visually defies gravity such: found object art, paper manipulation and/or clay. Will apply the proper use of tools such as paint and glue. Paint sculpture in the style of Nancy Graves (color should lead the eye through and around the sculpture). Suggested learning activity: Read One Red Dot. Add one red dot to the finished sculpture.
<b>Assessment</b>	Rubric of sculpture (balance and use of color) Tableau (have groups of students create a tableau that shows physical balance)

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	<p>Recite the 3 C's                  Team brainstorm for problem solving                  Class discovery of each other's red dot.                  SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>
<b>Literacy Integration</b>	
<b>Health &amp; Phys. Ed Integration</b>	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
<b>Science Integration</b>	5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

<b>Unit/Skill: Abstract Collage</b>	
<b>Days</b>	4 class periods
<b>NJCCCS</b>	<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.                      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>
<b>NJCCS/PI</b>	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.                      1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.                      1.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures                      1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods.                      1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation                      1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories                      1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.                      1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.                      1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender , age, absence or presence of training, style, etc.)                      1.4.2.A.4 Distinguish patterns in nature found in works of visual art.</p>
<b>Essential Questions</b>	<p>What causes people to create art?                      How would different disabilities affect how an artist works?</p>

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<b>Skills The Student Will...</b>	<p>Be introduced to the French artist, Henri Matisse, and his disability that lead to his final style of art (outouts).                      Differentiate realistic and abstract.                      Classify artwork that is abstract collage.                      Classify shapes: organic (freecform, symbolism) and geometric.                      Create an artwork using organic shapes and collage.                      Complete art work by labeling and titling.</p>
<b>Assessment</b>	<p>Visually categorize shapes                      Ven Diagram of realistic and abstract art                      Teacher created checklist for finished project</p>
<b>Literacy Integration</b>	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>
<b>Mathematics Integration</b>	<p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>
<b>Science Integration</b>	<p>5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.</p>
<b>Social Studies Integration</b>	<p>6.1.4.C Creativity and innovation affect lifestyle, access to information, and the creation of new products and services</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p>
<b>Unit/Skill: Functional Clay Project</b>	
<b>Days</b>	<p>2-3 class periods</p>
<b>NJCCCS</b>	<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.                      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>
<b>NJCCCPi</b>	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.                      1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.                      1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods                      1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories                      1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.                      1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.                      1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.                      1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objects assessment of visual art.</p>



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<b>Essential Questions</b>	Why do people create art? What kinds of function can art have?
<b>Skills The Student Will...</b>	Define functional and decorative pottery. Define glaze, clay, kiln, green ware, stoneware and firing the kiln. Practice proper uses tools to create a functional piece of pottery. Apply a finish to the pottery to complete it.
<b>Assessment</b>	Rubric to determine if the finished product functional?
<b>Literacy Integration</b>	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Mathematics Integration</b>	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<b>Health &amp; Phys Ed Integration</b>	2.5.P.A.3 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
<b>Science Integration</b>	5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.
<b>Social Studies Integration</b>	6.1.4.C Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	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.

<b>Unit/Skill: Elements of Design- Second Grade Level</b>	
<b>Days</b>	Ongoing throughout each class and unit.
<b>NJCCCS</b>	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.

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<p><b>NJCCSCPI</b></p>	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.          1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used          1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods.          1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories          1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.          1.4.2.A.4 Distinguish patterns in nature found in works of visual art.          1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objects assessment of visual art.</p>
<p><b>Essential Questions</b></p>	<p>Do all the elements need to be present for an artwork to be complete?</p>
<p><b>Skills The Student Will...</b></p>	<p>Line:          -create, identify, and apply their knowledge of at least 8 types of lines.          Color:          -be introduced to and apply knowledge to color mixing.          -be introduced to and apply knowledge of tertiary colors (greens in Henri Rousseau).          Value-          -be introduced to and apply their knowledge of tints and shades (greens in Henri Rousseau).          Shape:          -categorize shapes into the following groups: geometric and freeform.          Form:          -create a 3-dimensional sculpture using balance (Nancy Graves).          Texture:          -observe and create visual texture in nature (Henri Rousseau).          Space:          -define foreground, background and middle ground.</p>
<p><b>Assessment</b></p>	<p>Color mixing activity (show ability to mix various greens)          Visually categorize shapes          Find and identify various lines in an artwork. "I spy"          Sorting activity "One of these things is not like the other"</p>
<p><b>Literacy Integration</b></p>	<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p><b>Mathematics Integration</b></p>	<p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</p>
<p><b>Health &amp; Physical Education Integration</b></p>	<p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>
<p><b>Science Integration</b></p>	<p>5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</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

<b>LINE*</b>	1. a connection of two points in space 2. an edge 3. one dimension, length																						
<b>SHAPE*</b>	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.)																						
<b>FORM*</b>	A three dimensional object having length and width and depth																						
<b>TEXTURE*</b>	The way something feels by actual touch or by sight																						
<b>VALUE</b>	The lightness to darkness of a color																						
<b>SPACE*</b>	The area around, above, below (negative space) and within an object (positive space)																						
<b>COLOR* or HUE</b>	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

<b>BALANCE*</b>	An equilibrium within the design area (deals with weight distribution); two kinds: 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
<b>HARMONY</b>	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)
<b>CONTRAST</b>	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)
<b>DOMINANCE or EMPHASIS*</b>	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)
<b>MOVEMENT</b>	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.
<b>GRADATION</b>	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)
<b>RHYTHM*</b>	Repeated elements that create a visual tempo or beat
<b>PROPORTION*</b>	The relationship of certain elements to the whole and to each other
<b>UNITY*</b>	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)