Visual Arts Curriculum

Foundations of Fine Art
Foundations of Art is a lively, inviting, comprehensive course for beginning level artists. The program teaches students how to use both verbal and nonverbal symbols to communicate their thoughts and feelings more effectively and to analyze and understand messages communicated to them. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, two & three-dimensional design, and digital art. Student artwork will reflect aesthetics & cultural and historical contexts. Willingness to get involved in the creative process is most important. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. It is designed to enrich the lives of its participants through discovery and creative problem solving. The students will maintain portfolios documenting their artistic growth.

Students will gather a basic understanding of the many mediums and methods used in their artistic studies. Students will meet the following course objectives:

- Acquire the basic skills to express oneself creatively and appreciate beauty in its varied representations and expressions;
- Weigh conflicting ideas about art to achieve a coherent personal viewpoint;
- Become aware of other artists’ visual techniques and philosophies through creative interpretation;
- Be able to evaluate works of art by applying knowledge of practical applications of materials and techniques/experiences gained from class discussions and experimentation.
# Pacing Chart – Unit 1

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elements of Art - Introduction to the basic components of color, line, texture, shape, form, and space and how they relate to the visual vocabulary used by an artist</td>
<td>1.1.8.D.1 describe the intellectual and emotional significance conveyed by the application of elements of art and principles of design in different historical eras and cultures 1.1.8.D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages 1.3.8.D1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the creative process. 1.3.8.D3 Identify genres of art (including realism, abstract/nonobjective art, and...</td>
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</table>
| 2 | Principles of Art-Introduction to the basic principles of pattern, rhythm, balance, emphasis, harmony, variety and unity | 1.1.8.D.1 describe the intellectual and emotional significance conveyed by the application of elements of art and principles of design in different historical eras and cultures  
1.1.8.D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages  
1.3.8.D1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the creative process.  
1.3.8.D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and hands-on visual problems using a variety of genre styles |
| 3 | Lettering/Layout Design | 1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts. Technological changes have and will continue to substantially influence the development and nature of the arts.  
1.4.12.B.2  
**Content Statement:** The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown. |
|---|---|---|
| 4 | Art Criticism/Portfolio | 1.4.12.A.3  
**Content Statement:** Artistic styles, |
trends, movements, and historical responses to various genres of art evolve over time.

❖ 1.4.12.B.2

**Content Statement:** The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Cumulative Progress Indicator:** Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
|   | Art History | 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.  
1.4.8.A.2 Identify works of art that are used for utilitarian and non-utilitarian purposes.  
1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art. |   |
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They
Career Ready Practices

are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career Ready Practices

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
**Educational Technology**

**Standards**

8.2.5.A.1, 8.2.5.A.3, 8.2.5.B.2, 8.2.5.B.4, 8.2.5.B.6, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.7, 8.2.5.D.1, 8.2.5.D.6, 8.2.5.E.3

- **Creativity and Innovation**
  - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

- **Critical Thinking, Problem Solving, Decision Making**
  - Students use critical thinking skills to plan.
  - and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

(from [http://www.iste.org](http://www.iste.org))
<table>
<thead>
<tr>
<th>Differentiated Instruction</th>
<th>Accommodate Based on Students Individual Needs: Strategies</th>
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</table>
| **Time/General**          | ● Extra time for assigned tasks  
● Adjust length of assignment  
● Timeline with due dates for reports and projects  
● Communication system between home and school  
● Provide lecture notes/outline |
| **Processing**            | ● Extra Response time  
● Have students verbalize steps  
● Repeat, clarify or reword directions  
● Mini-breaks between tasks  
● Provide a warning for transitions  
● Reading partners |
| **Comprehension**         | ● Precise step-by-step directions  
● Short manageable tasks  
● Brief and concrete directions  
● Provide immediate feedback  
● Small group instruction  
● Emphasize multi-sensory learning |
| **Recall**                | ● Teacher-made checklist  
● Use visual graphic organizers  
● Reference resources to promote independence  
● Visual and verbal reminders  
● Graphic organizers |
| **Assistive Technology** | ● Computer/whiteboard  
● Tape recorder  
● Spell-checker |
| **Tests/Quizzes/Grading** | ● Extended time  
● Study guides  
● Shortened tests |
| **Behavior/Attention**    | ● Consistent daily structured routine  
● Simple and clear classroom rules |
| **Organization**          | ● Individual daily planner  
● Display a written agenda  
● Note-taking assistance |
Audio-taped books  Read directions aloud  Frequent feedback  Color code materials

**Enrichment**

*Accommodate Based on Students individual Needs: Strategies*

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
New Jersey Core Curriculum Content Standards (NJCCCS):

- 1.1.12.D.1

**Content Statement:** Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

**Cumulative Progress Indicator:** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

- 1.1.12.D.2

**Content Statement:** Stimuli for the creation of artworks can come from many places, including other arts disciplines.
Cumulative Progress Indicator: Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

❖ 1.2.12.A.1
Content Statement: Cultural and historical events impact art-making as well as how audiences respond to works of art.

Cumulative Progress Indicator: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

❖ 1.2.12.A.2
Content Statement: Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

Cumulative Progress Indicator: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

❖ 1.2.8.A.3
Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.

Cumulative Progress Indicator: The arts reflect cultural mores and personal aesthetics throughout the ages.

❖ 1.3.8.D.1
Content Statement: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Cumulative Progress Indicator: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

❖ 1.3.8.D.2
Content Statement: Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

Cumulative Progress Indicator: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

❖ 1.3.12.D.3

Content Statement: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Cumulative Progress Indicator: 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.

❖ 1.3.8.D.4

Content Statement: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Cumulative Progress Indicator: The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

❖ 1.3.12.D.5

Content Statement: Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

Cumulative Progress Indicator: Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
1.4.12.A.1
**Content Statement:** Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

**Cumulative Progress Indicator:** Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2
**Content Statement:** Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

**Cumulative Progress Indicator:** Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3
**Content Statement:** Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

**Cumulative Progress Indicator:** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4
**Content Statement:** Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

**Cumulative Progress Indicator:** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.1
**Content Statement:** Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
Cumulative Progress Indicator: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

❖ 1.4.12.B.2

Content Statement: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

Cumulative Progress Indicator: Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

❖ 1.4.12.B.3

Content Statement: Art and art-making reflect and affect the role of technology in a global society.

Cumulative Progress Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Connections

**English Language Arts:** Foundations of Art has interdisciplinary connections with creative writing. It combines the process of interpreting a short story or poem and creating a piece of art that reflects its meaning. The emphasis is on building students’ ability to create an effective art piece in response to controversial issues. The artist needs to explore various hues, tints and shades. This learning project promotes the students’ ability to examine personal and political issues and to make meaningful artistic connections.

**Math:** The students learn how to use a ruler/yardstick to measure properly and to create artwork that is proportionally correct.

**Social Studies:** Students demonstrate cultural/social issues in their artwork, and understand the effect of historical periods/events on artists, artistic movements, and general aesthetic sensibilities.

**Character Education:** The goal is to ensure students develop life skills that stress the importance of understanding and communication.

**Critique:** students learn how to apply rubric criteria to evaluate themselves and others.
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<th>Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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<tbody>
<tr>
<td>Analyze innovative uses of hue, value and intensity of color in contemporary visual art masterpieces 1.1.12.D1</td>
<td>What is the significance of color groups? How is this new information helpful? Why do certain colors evoke emotions?</td>
<td>Explain the color qualities of hue, value, and intensity Recognize and discuss artworks in which value and color communicate mood or emotion Mix at least five value and intensity variations of any color, and then apply them in a painting Use color in drawing and painting to express moods</td>
<td>ARTTALK Art in Focus The Visual Experience Instructor Internet Color Wheel</td>
<td>Students create color wheel with primary and secondary colors Students will create a value scale in pencil Students will paint an object with foreground and background using monochromatic colors Students will paint an object with a foreground and background using complimentary colors</td>
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## Unit: 2 Principles of Art

**Visual rhythm**
- repeated shapes separated by negative spaces

## Topic: Rhythm and Pattern

**Description:** Students will be able to combine repetition and pauses to create rhythm.

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<td>Analyze innovative uses of pattern and motif. 1.1.12.D1 Evaluate the repetition of elements and objects. theme1.3.12.D.3</td>
<td>What is a pattern? How would you create a pattern? What is a motif? What indicates movement by the repetition of elements or objects? What is the difference between rhythm and visual rhythm?</td>
<td>Identify rhythms and patterns occurring in the world around you Observe the relationship of motif to pattern Compare and contrast the use of art principles rhythm and pattern to organize the art elements in artworks. Create visual solutions that use the principles of rhythm and pattern</td>
<td>ARTTALK Art in Focus The Visual Experience Instructor Internet Color Wheel</td>
<td>Students create color wheel with primary and secondary colors Students will create a value scale in pencil Students will paint an object with foreground and background using monochromatic colors Students will paint an object with a foreground and background using complimentary colors</td>
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<tr>
<td>Analyze solutions that demonstrate the use of guidelines when using wording.</td>
<td>What are guidelines? How can you get your visual message across to the viewer? What is a font? What is a border?</td>
<td>Create visual solutions that demonstrate the use of guidelines when using wording. Identify various fonts. Observe the relationship in using a border in visual solution</td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel</td>
<td>Students will create using guidelines, fonts and borders.</td>
</tr>
</tbody>
</table>
**Grade: 9**

**Unit: 4**
**Art Criticism/Portfolio**

**Topic: Aesthetics and critique**

**Description:** Students will learn to Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the creative process.

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<td>Evaluate how work is organized and the different feelings that are elicited by the art work.</td>
<td>What do you see? How is this work organized? What message does this artwork communicate to you? What do you think of the work?</td>
<td>Analyze different era and genres of artist. Identify various types of work and its communication. Observe similar traits from different artist and eras.</td>
<td>ARTTALK Art in Focus Instructor Internet Project Rubric Self Rubric</td>
<td>Display several pieces of art work and have students describe the message and feelings following a Gallery walk. Students will critique each other’s art work and elicit responses.</td>
</tr>
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<tr>
<td>Observe a variety of artist, era, and genres for a critiquing exercise.</td>
<td>What/who is an artist? Why do artists keep sketchbooks? What does it mean to perceive art? What is art? Can a piece of art demonstrate personal feelings? What is functional art?</td>
<td>Identify the purpose of art. Compare and contrast sources to which artists turn for inspiration. Compare and contrast the use of the elements and principles of art in artworks.</td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel</td>
<td>Name the five purposes of art Define the word artist Describe two of the purposes of art Identify four different sources for artistic ideas.</td>
</tr>
</tbody>
</table>
### Color Theory:
- prism, color wheel, color groups: primary, secondary, complementary, tertiary, analogous, warm, cool.
- color schemes, hue, neutral, contrast, triad, value, monochromatic, tint, shade, tone, intensity, bright, dull, contrast, red, blue, yellow, green, purple, orange, brown, non-colors black and white, indigo, magenta, pixels, resolution, Impressionism, blending, mixing, strokes, layering, applied pressure, watercolor paper, drawing paper, medium weight, light weight texture, brush, natural fibers, sable, synthetic fibers, man made, color pencil, drawing pencil.

### Principles and Elements of Art/Design:
- balance, emphasis, harmony, variety, rhythm, proportion, color, hue, intensity, value, line, texture, shape, form, negative space, positive space, foreground, middleground, background, dimension, value, hatching, crosshatching, pattern, motif, module, visual rhythm.

### Drawing Skills:
- drawing pencil, ebony pencil, H and B pencils, medium, perspective, proportion, value, tint, cast, shade, tone, gray scale, contrast, chiaroscuro, foreground, middleground, background, , perspective, implied lines, movement

### Critique:
- aesthetics, creativity, originality, craftsmanship, responsibility, work expectations, progress, effort, preparation, communication