



HOLY TRINITY EPISCOPAL SCHOOL

Art

Holy Trinity Episcopal School - Curriculum Guide – Art

Pre-Kindergarten	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences); • use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, ; • describe how the ideas in a variety of art works relate to their own knowledge and experience; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • recognize and name the primary colors of pigment (red, blue, yellow); • identify the value of a color (i.e., distinguish between lighter and darker tones of a color); • describe different kinds of lines (e.g., jagged, broken, straight, curved); • identify the horizon line; • distinguish between geometric and organic shapes and forms; • describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade; • identify a variety of art tools, materials, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures).
Creative Work	<ul style="list-style-type: none"> • make artistic choices in their work; • produce two- and three-dimensional works of art ; • identify strengths and areas for improvement in their own art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").
Critical Thinking	<ul style="list-style-type: none"> • describe the subject matter in both their own art work; • express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).

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Kindergarten	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes; • use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art; • describe how the ideas in a variety of art works relate to their own knowledge and experience; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • recognize and name the primary colors of pigment (red, blue, yellow); • identify the value of a color (i.e., distinguish between lighter and darker tones of a color); • describe different kinds of lines (e.g., jagged, broken, straight, curved); • identify the horizon line; • distinguish between geometric and organic shapes and forms; • describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade; • identify the elements of design in familiar environments (e.g., the colors in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns); • identify a variety of art tools, materials, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures).
Creative Work	<ul style="list-style-type: none"> • make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using "found" materials to create specific textures); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip); • identify strengths and areas for improvement in their own and others' art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").
Critical Thinking	<ul style="list-style-type: none"> • describe the subject matter in both their own and others' art work; • describe, using appropriate vocabulary, how artists communicate information and create a particular mood (e.g., the use of the bright primary colors red and yellow to suggest happiness); • express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).

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First Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes; • use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art; • describe how the ideas in a variety of art works relate to their own knowledge and experience; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • recognize and name the primary colors of pigment (red, blue, yellow); • identify the value of a color (i.e., distinguish between lighter and darker tones of a color); • describe different kinds of lines (e.g., jagged, broken, straight, curved); • identify the horizon line; • distinguish between geometric and organic shapes and forms; • describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade; • identify the elements of design in familiar environments (e.g., the colors in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns); • identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modeling clay for making sculptures; oil pastels, crayons, markers, pencil crayons for drawing).
Creative Work	<ul style="list-style-type: none"> • make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using "found" materials to create specific textures); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip); • identify, in a plan, the subject matter and the tools and materials they will use to produce an art work; • identify strengths and areas for improvement in their own and others' art works (e.g., "I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real").
Critical Thinking	<ul style="list-style-type: none"> • describe the subject matter in both their own and others' art work (e.g., La Orana Maria by Paul Gauguin and Kettle of Soap by Joseph-Charles Franchère, which depict people engaged in everyday activities); • describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood (e.g., the use of the bright primary colors red and yellow to suggest happiness); • express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist's representation of a boy playing with a dog relates to the stories they have been reading about pets).

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Second Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences; • use the elements of design (color, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art; • describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • recognize and name the secondary colors of pigment (purple, orange, green); • describe how the secondary colors can be created by mixing the primary colors (e.g., blue and yellow make green); • identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal); • identify the characteristics of symmetrical shapes and forms (e.g., show that all sides of square objects are the same in length); • identify and describe a variety of textures (e.g., rough: tree bark; smooth: plastics; ridged: corduroy fabrics); • identify the elements of design in a variety of familiar objects (e.g., color in clothing, symmetrical forms in buildings) and in works of art; • describe different ways in which a variety of art materials, tools, and techniques can be used (e.g., construction paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and demonstrate understanding of their safe and proper use.
Creative Work	<ul style="list-style-type: none"> • make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose (e.g., sharp, jagged lines to depict a bulldozer tearing up trees); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings on familiar topics (e.g., using pencil crayons, make a drawing of a tree after observing real trees and trees in works by Emily Carr, Tom Thomson, and Vincent van Gogh); • identify, in a plan, their specific choices of subject matter and tools, materials, and techniques (e.g., a plan to make a picture of their family in which they will use paint and fabric); • identify strengths and areas for improvement in their own and others' art work, and explain their choice (e.g., "I did a good job of cutting out the circles. Next time I will choose a background color that makes the circles stand out more").
Critical Thinking	<ul style="list-style-type: none"> • describe the subject matter of a variety of art works from various cultures and periods and in various styles (e.g., Child and Dog by Alex Colville and The Sleeping Gypsy by Henri Rousseau, which depict animals); • describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect (e.g., diagonal lines to suggest movement); • describe the relationship between an art work and their own experiences (e.g., explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter).

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Third Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences; • identify the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; • describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colors, and describe their emotional impact (e.g., a warm color scheme may make people feel warmer); • identify characteristics of a variety of lines (e.g., thick, thin, broken, dotted); • label the foreground, middle ground, and background, and identify objects in each of these areas of a work; • identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world; • describe textures that are real in art works (e.g., the smooth surface of a piece of pottery) and illusory (e.g., the rough texture of bark in a two-dimensional painting); • identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical); • use art tools, materials, and techniques correctly to create different effects (e.g., paint with a sponge to create an open, airy feeling in a work; apply paint thickly with a brush to suggest heaviness).
Creative Work	<ul style="list-style-type: none"> • solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through color, shape, and line); • identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colors, location for display); • identify strengths and areas for improvement in their own and others' art work (e.g., the need to have better control in using paints).
Critical Thinking	<ul style="list-style-type: none"> • identify the similarities and differences in content between two or more works on a related theme (e.g., describe the artists' choices of subject matter in landscapes like <i>The Tangled Garden</i> by J. E. H. MacDonald and <i>Lake George in the Woods</i> by Georgia O'Keeffe); • explain how the artist has used the elements of design to communicate feelings and convey ideas (e.g., show that the artist has placed certain objects in the foreground of a picture to convey the idea that they are important); • state their preference for a specific work and defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design (e.g., select a painting of skaters because they like skating and because they like the way the artist has used colors in the picture to create contrast and convey emotions).

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Fourth Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences; • identify the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • identify monochromatic color schemes (i.e., tints and shades of one color); • identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease); • demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth; • distinguish between relief and freestanding sculpture; • describe ways in which artists use a variety of tools, materials, and techniques to create texture ; • describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking; • demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or color a surface using both the point and the side of pencil crayons; create texture using cross-hatching).
Creative Work	<ul style="list-style-type: none"> • solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their color choices); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking); • plan a work of art, identifying the artistic problem and a proposed solution (e.g., plan to use a sponge to paint the background of an underwater scene for a bubbly environment for the fish to swim through); • identify strengths and areas for improvement in their own work and that of others.
Critical Thinking	<ul style="list-style-type: none"> • describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art; • explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, a picture using a monochromatic color scheme for all the houses on a street except one, the artist has conveyed the idea that all of the houses are uniform and the one in a different color is unique); • state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colors, and shapes create patterns that convey a sense of harmony and formality).

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Fifth Grade

<p>Overall Expectations</p>	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences; • define the elements of design (color, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
<p>Knowledge of Elements</p>	<ul style="list-style-type: none"> • identify the three pairs of complementary colors (red and green, purple and yellow, blue and orange); • describe how line may be used to define shapes and forms and to create movement and depth; • identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle); • identify negative and positive shapes in works of art and the environment (e.g., shapes created by both the branches of a tree and the spaces between the branches); • recognize and describe the relationship between a work of art and its surroundings (e.g., the size and type of sculpture that is displayed in the foyer of a building should be appropriate for the building); • identify tools and techniques used by artists to create the illusion of texture (e.g., a pencil for cross-hatching, a paint brush for producing thick layers of paint); • describe the strengths and limitations of various art tools, materials, and techniques (e.g., identify drawing tools, such as charcoal, pencil crayons, and pastels, and describe their effectiveness on specific surfaces); • select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly.
<p>Creative Work</p>	<ul style="list-style-type: none"> • organize their art works to create a specific effect, using the elements of design (e.g., create a still life of their favorite foods, and explain how they used color, texture, shape to appeal to the viewer's senses); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences; • identify, in their plan for a work of art, the artistic problem and a number of possible solutions (e.g., identify different types of subject matter that they could use to express their concern for the environment); • identify strengths and areas for improvement in their own work and that of others.
<p>Critical Thinking</p>	<ul style="list-style-type: none"> • compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style; • describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (e.g., using soft colors, circular shapes to emphasize relationship between the mother and child); • defend their preference for specific art works with reference to at least three elements of design (e.g., the artist's use of curved lines to show movement, shading to create the illusion of texture, and color to define form communicates a feeling of excitement).

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Sixth Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate a range of ideas for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques; • identify the elements of design (color, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art; • explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • identify color relationships, using a basic color wheel (e.g. ,primary + secondary color = a tertiary color); • describe how line can be used to direct the viewer's attention; • describe how one-point perspective can be used to create the illusion of depth; • demonstrate understanding that shadows and shading create the illusion of a third dimension; • identify things to be considered when placing a sculpture in a specific location (e.g., type of light available); • describe how artists may use texture to represent or to evoke an emotional response; • describe how the strengths and limitations of both traditional and contemporary art tools, materials, and techniques affect artistic choices (e.g., strengths and limitations of pens, twigs, feathers, and brushes as tools for applying watercolors and ink in specific ways); • identify appropriate tools, materials, and techniques for the size and scope of a work and use them correctly.
Creative Work	<ul style="list-style-type: none"> • solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade; • produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences; • describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work; • identify strengths and areas for improvement in their own work and that of others.
Critical Thinking	<ul style="list-style-type: none"> • compare works from various periods and cultures, and describe how the artists have used the elements and principles of design; • demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground); • explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling (e.g., the brush strokes, the rhythmic, swirling lines, and the strong, bright colors in the stars in <i>The Starry Night</i> by van Gogh create a feeling of movement and excitement); • identify the function of visual arts in the community and the contribution that they make to the economy.

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Seventh Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms; • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art; • explain how artistic choices affect the viewer, and support their conclusions with evidence from the work; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • describe how the repetition of elements is used to create rhythm (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other); • identify the area of emphasis (or focal point) in a work of art; • describe how two-point perspective is used to create the illusion of depth (e.g., in a drawing of a building that appears to have three dimensions); • distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions; • explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use (e.g., fine detail may best be produced with pen and ink); • use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in music).
Creative Work	<ul style="list-style-type: none"> • organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences; • describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work; • identify strengths and areas for improvement in their own work and that of others (e.g., by analyzing the decisions they made, the methods they used, and the ways in which they dealt with unexpected problems).
Critical Thinking	<ul style="list-style-type: none"> • describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect; • explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology (e.g., the repetition of small squares arranged in vertical and horizontal lines in a work by Mondrian creates pathways through the work and, therefore, a feeling of movement); • explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design; • identify ways in which the visual arts affect various aspects of society and the economy.

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Eighth Grade	
Overall Expectations	<ul style="list-style-type: none"> • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms; • define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art; • explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work; • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Knowledge of Elements	<ul style="list-style-type: none"> • describe how the repetition of elements of design creates rhythm, which unifies the composition (e.g., the diagonal lines in the trees are repeated in the horses and jockeys, and this repetition helps to link the foreground and the background); • describe how the elements of design are used to create the area of emphasis (focal point) in a work of art (e.g., contrasts in color, line, shape, or texture can serve to emphasize specific aspects of the work); • describe how the elements of design are used to create formal (symmetrical) and informal (asymmetrical) balance in compositions; • explain how size, scope, intent of a work determine which tools, materials; techniques the artist will use ; • use tools, materials, techniques correctly, selecting those appropriate for the size, scope, and intent of the work.
Creative Work	<ul style="list-style-type: none"> • organize their art works to create a specific effect, using at least two of the principles of design specified for this grade (e.g., create a work of art using rhythm and emphasis to communicate a particular mood); • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create an illustration for a children's book, using pen and ink and watercolor washes); • describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message; • identify strengths and areas for improvement in their own work and that of others, and describe possible strategies for improving their work.
Critical Thinking	<ul style="list-style-type: none"> • describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes and recognize that many modern artists and designers are influenced by designs from other periods and cultures; • explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives (e.g., the effective use of formal balance in the design of a building can enable people to feel a sense of order and harmony when looking at or being in that building); • explain their preference for specific art works, with reference to the artist's use of the principles of design and their understanding of the ideas and feelings expressed in the work (e.g., Colville's use of somber colors and informal balance in Horse and Train conveys a strong sense of impending disaster).