

**ST. JOHN'S EVANGELICAL LUTHERAN SCHOOL**  
**Curriculum in Art**

*But now, O Lord, you are our Father; we are the clay,  
and you are our potter; we are all the work of your hand.*

Isaiah 64:8

*Scriptural Rationale:*

Through our art curriculum our students are able to express their gratitude to God in visual form. Students use their God-given talents to create unique works of art.

*General Objectives:*

Through a study of art students will:

- ✦ Demonstrate knowledge of the basic properties of art: line, positive/negative space, shade/tone, texture, color, etc.
- ✦ Understand basic techniques in a variety of media: drawing, painting, sculpture, etc.
- ✦ Appreciate art as a discipline through a study of prominent artworks.
- ✦ Understand that their works of art are unique and valuable as self-expression.

*Grade-Specific Measurable Objectives:*

Grades K3-K4 students will...

Produce original art (e.g. color, paint, draw) using a wide variety of materials and tools.

Creates artwork that reflects an idea, them, or story.

Describe their own artwork.

Express opinions of works of art and preferences in style.

Grade K5 students will learn:

Content Area

Line

Objectives

There are many different kinds of line.

Line has different characteristics: thick, thin, straight, curved, long, short, ragged, wiry, curly, broken, jagged, smooth, etc.

Color

There are three primary colors: red, yellow, and blue.

The primary colors can be mixed to make secondary colors: green, violet, and orange.

When mixing colors, always start with the lightest color and add a very small amount of the darker color until the desired color is achieved.

Shape and Form

A shape is created by a closed line. Shape is the external appearance of an object.

Complex shapes may be made up of two or more simple shapes.

Some shapes are regular and identifiable: circles, squares, rectangles, and triangles.

Some shapes are irregular and have no identifying names.

Pattern

A pattern is an arrangement of shapes and lines that suggest an overall design usually involving the repetition of one or more motifs.

A pattern may use shapes, colors, or lines that repeat themselves in a planned way.

Patterns are found on our clothing, in nature, on fabrics, on walls, etc.

Texture

Texture is the nature of the surface, the visual or tactile characteristic of a work of art.

Visual texture is when the surface of a paper appears to be rough, smooth, satiny or like a natural texture.

Tactile texture is when one can actually feel that a surface is rough or smooth.

Space

Overlapping shapes make one shape look closer than the other.

Things in pictures may appear large or small depending on the artist's point of view.

Composition

Variety in a picture is having different kinds of colors, shapes and lines.

Grade 1 students will learn:

Content Area

Line

Objectives

There are many different kinds of line.

Line has different characteristics: thick, thin, straight, curved, long, short, ragged, wiry, curly, broken, jagged, smooth, etc.

A line is a point (dot) moving in a direction.

Artists use line to create shapes, textures, and patterns.

Artists use line to express feelings and ideas.

The horizon line is where the earth appears to touch the sky.

Color

There are three primary colors: red, yellow, and blue.

The primary colors can be mixed to make secondary colors: green, violet, and orange.

When mixing colors, always start with the lightest color and add a very small amount of the darker color until the desired color is achieved.

When mixing colors, always start with the lightest color and add a very small amount of the darker color until the color desired is achieved.

When you mix primary colors with secondary colors you get intermediate (tertiary) colors; yellow-green, blue-green, yellow-orange, red-orange, red-violet, blue-violet.

All primary colors mixed together make brown.

Shape and Form

A shape is created by a closed line.

Complex shapes may be made up of two or more simple shapes.

When creating a composition, artists usually start with the large, main shapes first; and add smaller shapes and details later.

Some shapes are regular and identifiable: circle, squares, rectangles and triangles.

Some shapes are irregular and have no identifying names.

Shape describes two-dimensional configurations and form describes three-dimensional entities.

Content Area

Pattern

Objectives

A pattern is an arrangement of shapes and lines that suggest an overall design usually involving the repetition of one or more motifs.

A pattern may use shapes, colors, or lines that repeat themselves over and over in a planned way.

Patterns are found on our clothing, in nature, on fabrics, on walls, etc.

Texture

Texture is the nature of the surface, the visual of tactile characteristics of a work of art.

Visual texture is when the surface of a paper appears to be rough or smooth.

Tactile texture is when one can actually feel that a surface is rough or smooth.

Space

Space is an empty area in which something exists.

Things up close in a picture appear bigger than things further away.

Objects appear to move back in space as they move up the picture plane and become smaller.

Things in a picture may appear large or small depending on the point of view of the artist.

If you were a worm or a bug on the ground (worms-eye view), everything would appear very large above you.

Composition

Composition is the organization of form in a work of art. It generally refers to the relation of shapes, lines and colors on the two-dimensional picture plane.

Contrast is created in artwork with differences between two things such as light color or dark color, patterned areas or solid areas.

Balance is created in a composition when the parts seem to be equally important.

Symmetry is when the parts of a composition are arranged the same way on both sides.

Emphasis is a way of making a part of a picture more important or dominant. Objects, colors or shapes may become more dominant by taking up more space, by repetition, or by being in contrast with their surroundings.

Unity is the quality of having all the parts look as if they belong together.

Variety in a picture is having different kinds of colors, shapes and lines.

Grade 2 students will be learn:

Content Area

Line

Objectives

Line has different qualities.

Identify lines in their surroundings.

Create a line monster using a variety of lines to create contrasts and interest.

Color

Review the primary colors and how to mix secondary colors.

How to mix intermediate (tertiary colors) as they make a color wheel.

Paint a scarecrow outline and fill it with all of the colors of the color wheel.

That red, yellow and orange appear hot, while blue, green, and violet appear cold.

To create a hot or cold picture of place using all hot or cold colors.

Shape

Complex shapes contain simple shapes.

How to tear paper with control into desired shapes to create a penguin picture.

To build a train using recognizable shapes.

A review of building complicated shapes with simple shapes, as well as tearing techniques.

To tear colored construction paper and paste shapes together to create a farm picture, focusing on creating contrast with light and dark colors.

Drawing

To draw a group of people standing in a circle by carefully observing a group of classmates.

To look for parts of people that are hidden or overlapping, or are from the front or back view.

How to change the shapes of the eyes, mouth and eyebrows to change the expressions on a face.

To use simple shapes to make animals and other things.

To design a circus wagon in a colorful decorative fashion, using the crayon resist technique.

Content Area

Media Exploration

Objectives

Printing is a method of making many copies of the same thing.

To create printing blocks by cutting simple shapes and gluing them to card-board.

To create a design on a theme by repeating shapes that are related in subject matter.

To experiment with a variety of media to create valentines using printmaking, stenciling, adhering tissue with liquid starch and cutting and pasting.

To create flowers with construction paper using a variety of techniques including folding, curling and fringing.

To look carefully at flowers to see details and study how other artists present flowers.

To create their own flower picture while looking at a bouquet.

Texture

That texture is something you can see and feel.

To create texture on paper while drawing a pet using colored chalk dipped in liquid starch to create visual texture.

Composition

The meaning of camouflage.

How repeating the same pattern over and over moves the eye around a composition and hides things of a similar pattern.

How to draw the book character “The Cat in the Hat” by identifying familiar shapes and lines.

Form

How to create figures in clay using a clay slab for a background.

Techniques of working with clay and create their families in clay on a clay slab.

How to create form using paper mache.

How to create a hand puppet,

How to lay pattern on fabric and cut it out.

How to sew.

How to use a variety of materials to create a fun and interesting finished puppet.

Content Area

Self-Expression

Objectives

A review of the primary colors and how to mix secondary colors and painting techniques.

To paint themselves in their rooms getting up in the morning.

To study a group of prints with contrasting styles which evoke a wide array of responses and emotions.

To close their eyes and listen to a tape recording of a meadow, tune into their feelings as they visualize what they hear, and paint what they see and feel.

That music can tell a story by portraying different characters with different instruments and then learn to transfer a listening experience or response into a visual picture.

Space

To paint a graded wash.

How a sunset looks on the horizon line across a body of water and discuss how color changes on the water and in the sky as it moves away from the horizon line.

To create space while painting sailboats on the water, making some appear close and some far away.

Artist Appreciation

About the life and art of Henri Matisse, focusing on the late period of his life.

After studying samples of Matisse's brightly colored cutout shapes, create a Matisse-like work using cut out construction paper and colored tissue.

Art History

To study prehistoric art found in the caves of France and Spain.

To study the textures and colors of cave walls and attempt to recreate them with crayon rubbings on a rough surface.

To contour draw from prehistoric cave drawings, cut out the drawn figures, and crayon-rub them into the cave texture rubbings.

Grade 3 students will ...

Content Area

Drawing

Objectives

Review contour drawing techniques to draw figures.

Study creating space in a picture to select which figures will be in front of or behind the others.

Color

Review primary colors and how to mix secondary colors and tertiary colors.

Paint a color wheel.

Design a hot air balloon and paint it with all the colors of the color wheel.

Discuss the meaning of color value and paint a value scale using one color plus either black or white.

Create an imaginative clown by looking at pictures of clowns.

Draw a large clown with black marking pen and paint it with one color and at least four values of that color.

Shape and Texture

Discuss the meaning and of visual and tactile texture while studying a variety of textures in fabrics and fabric pictures.

Plan and create a fabric picture using a variety of shapes and textures.

Media Exploration

Discuss how to create a spooky sky for a Halloween night picture and learn how to create interesting effects using wet-into-wet techniques.

Learn that compositions can be created by repeating the same shapes, over and over again.

Discuss different printing techniques that can be used to create a picture of a town, learn how to make printing blocks with Styrofoam and cardboard, and then use a variety of materials to print a picture of a town.

Composition

Look for shapes in a still life.

Discuss how complicated shapes are made up of simple shapes and they learn to use a viewfinder to look at a still life and to plan their compositions.



Content Area

Composition (cont.)

Objectives

Create a still life starting with torn shapes and finishing with contour line.

Review the term “pattern” and identify patterns in their surrounding and on samples of fabric and wallpaper.

Learn to find patterns in outdoor landscape and discuss what types of patterns one might see in a fall or spring landscape.

Create a landscape scene (fall or spring) with a horizon line high on the paper, filling the fields with contrasting patterns.

Discuss the excitement of a parade marching down the street and what they would see in the parade, listen to a marching band recording, discuss uniforms and costumes of parade members, and discuss how to make a band marching down the street in unison by making a pattern of a figure and drawing around it as many times as needed.

Create a picture of a parade with a crowd in the background.

Self-Expression

Discuss how different artists will portray the same story in many different ways.

Compare a group of “The Night Before Christmas” books illustrated by different artists, listen to the story read and discussed, and choose a phrase from the poem to illustrate.

Discuss the zoo, focusing on all the animals and things they would see there.

Discuss how they will portray animals in the zoo to show their textures and shapes, how different animals will have different habitats, and how to make a picture using torn tissue and torn construction paper.

Learn the correct proportions of a face and do a warm-up, drawing the face in proportion.

Discuss how they would portray themselves if they were to show themselves as “who they want to be in the future” or “who they are in their daydreams,” and then create a self-portrait of themselves as “who they would like to be” using important details to explain their pictures.

Look at art prints and respond to them.

Content Area

Self-Expression (cont.)

Objectives

Discuss how artists usually create in order to express a feeling about something. Discuss how music or another listening experience evokes a response from them, listen with eyes closed to a recording of a storm on a wilderness lake, and paint a picture of what they saw and felt while listening.

Line

Review the use of line to make interesting patterns and contrast and also review contour drawing techniques.

Contour draw their teddy bears in paper squares and create line patterns in the background of bear drawings to creating contrasting squares for a teddy bear patchwork.

Form

Study animals shapes by looking at pictures.

Learn how to make an animal out of clay by building up shapes, starting with large shapes and working to small shapes.

Artist Appreciation

Discuss the life and contribution of Georges Rouault and study the style of the artist by looking at art prints of his work.

Learn the technique of double-loading the brush with paint, create a stained-glass window effect similar to Rouault's by outlining everything in black and double-loading colors on their brushes, and then they paint kings and queens using face cards as drawing aids.

Study the life and style of Henri Rousseau, study his jungle paintings looking at colors and leaves, and focus on the animals in Rousseau's paintings.

Create a Rousseau-like picture with crayon, coloring with thick layers, and paint over the entire picture with thin black paints to create a night jungle.

Media

Learn how to create a stormy day on paper by dabbing colors into a wet surface and then allowing them to run together.

Learn which colors create a stormy atmosphere and discuss how to cut figures to paste on their backgrounds that will create the look of the wind blowing.

Grade 4 students will...

Content Area

Color

Objectives

Review and paint a color wheel.

Paint a color value scale.

Utilize white paint to create different skin shades.

Utilize watercolor wash to create fading colors.

Utilize wet into wet technique to create a mystical background.

Use the paint and scratch technique to show understanding of contrasting colors.

Line

Paint an outdoor scene with a high horizontal line.

Draw an animal and design it with a variety of line patterns.

Shape and Form

Observe different shapes in objects and replicate them on paper.

Create a papier mache mask portraying an emotion.

Form a coil pot with clay.

Create a “Kachina-like” doll using paper rolls and various materials.

Pattern

Use the paint and scratch technique to create patterns.

Texture

Create an impression of a snowy day using crayon resist technique.

Weave a mini blanket using different sizes and textures of yarn.

Attach paper drawings of circus activities to a watercolored paper.

Space

Create space by overlapping animal drawings.

Composition

Compose a contour drawing of a cat.

Use a viewfinder window to frame a still life and utilize negative space in their drawing.

Create a merry-go-round horse using a model.

Content Area  
Appreciation

Objectives  
Discuss Expressionism while studying art prints.  
Discuss art as a story-telling picture.  
Recall their favorite memory and create that picture using pencil and paint.  
Replicate the style of Franz Marc through a painting.  
Replicate the style of Henri Matisse through a painting.  
Replicate the style of Vincent Van Gogh through chalk and starch technique.  
Replicate the style of Marc Chagall through crayon-resist technique.

Grade 5 students will ...

Content Area  
Artistic Foundation

Objectives  
Demonstrate knowledge of the foundations of the arts area.  
Describe the characteristics of the elements of visual art including color, line, shape, value, form, texture and space.  
Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation or response to visual artworks.  
Identify characteristics of Western and non-Western styles, movements and genres in art.  
Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.  
Describe the tools, materials and techniques used in a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.  
Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.  
Describe the personal, social, cultural, or historical contexts that influence the creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.  
Describe how visual art communicates meaning.

Content Area

Artistic Process: Create or Make

Objectives

Create or make in a variety of contexts in the arts area using the artistic foundations.  
Create original two- and-three-dimensional artworks to express specific artistic ideas.  
Revise artworks based on the feedback of others and self-reflection.

Artistic Process: Perform or Present

Perform or present in a variety of contexts in the arts area using the artistic foundations.  
Select and assemble artworks for a personal portfolio.  
Revise a presentation based on the feedback of others and self-reflection.

Artistic Process: Respond or Critique

Respond to or critique a variety of creations and performances using the artistic foundations.

Grade 6 students will ...

Content Area

Line

Objectives

Discuss creating visual texture using line.  
Review contour drawing.  
Contour draw two or more classmates.  
Design figures and composition with line textures.

Space

Discuss positive and negative space and how to create mirror image.  
Design spaces while cutting and pasting contrasting colors of construction paper.  
Create colorful lines contouring the shapes and spaces with oil crayons.  
  
Learn one-point and two-point perspective.  
Create birds-eye view picture using two-point perspective.

Color

Paint color wheel.  
Discuss designing space on a large piece of paper.  
Draw and paint tropical birds using all colors of the color wheel.

Content Area  
Color (cont.)

Objectives

Discuss warm and cool colors.  
Draw a picture with a window.  
Paint the interior and exterior in contrasting cool or warm colors.

Art History

Discuss colonial American primitive painters and define their styles.  
Brainstorm subject ideas and details.  
Draw then paint American primitive scene.

Study origin of the Greek Olympics and sample figures in art objects.  
Practice Greek border designs.  
Contour draw Greek figures on black paper and cut out.  
Glue figures onto red-orange paper.  
Design top and bottom edges of their paper with a Greek border design.

Composition

Contour draw small branches with leaves.  
Paint the leaves and spaces alternating black against white and white against black.

Study the fantasy art of the Hildebrandt brothers.  
Discuss use of color to create emotional or dramatic qualities.  
Draw and paint a fantasy painting combining techniques and concepts discussed.

Make an expandable window frame.  
Study textures with pictures of animal skins, feathers or fur by framing sections with the expandable window frame.  
Select animal picture in frame, sketch then paint with tempera paint.

Study a group of Great Masters' paintings.  
Discuss collage.  
Create a collage based on the Great Master's painting using a variety of materials.

Content Area

Drawing

Objectives

Draw several sketches of the most appealing area of the on location destination.  
Select a combination of all the sketches or one sketch to draw the final composition.  
Shade and blend with pastels.

Study pictures of sports figures in action focusing on contours, the dark to light value scale and the negative space.

Select a sports figure for the drawing.

Contour draw and then paint in a black to white value scale with watercolors.

Cultural Appreciation

Discuss ancient Egyptian art.

Draw on black paper the head, shoulder and crowns of Egyptian kings and queens.

Outline all lines with white glue.

Design spaces with colored chalk.

Examine yarn paintings of the Huichol Indians.

Draw a selected design on cardboard with pencil.

Outline the drawing with white glue and lay yarn in the glue.

Study a variety of Samples of African art.

Create a composition with chalk from their observations and impressions.

Discuss history and characteristics of Japanese block prints from the 1800's and the elements of the Ukiyo-e style.

Explain the printing process from painting to the finished block print.

Create original drawing.

Trace drawing on mat board with pencil or push pins.

Tape a piece of white paper to the mat board covering the drawing.

Paint a small area on the mat board with color and immediately smooth white paper over it, continue painting and building colors on top of colors.

Outline the final print with a fine tip marker.

Content Area  
Artist Appreciation

Objectives  
Study the life of Toulouse-Lautrec focusing on posters.  
Select figure to contour draw as the subject of the poster.  
Compose and paint the poster in the style of Toulouse-Lautrec.

Study the life and cubism art of Picasso.  
Draw front and side view of partner on scrap paper.  
Combine sketches to create a Cubist-style portrait.  
Color with oil crayons in bright colors.

Discuss life and style of Claude Monet.  
Create an outdoor scene using water and powdered tempera paint.  
Discuss style of the Fauve landscape.  
Paint a landscape in the style of the Fauve artist.

Review artists they have studied.  
Paint flower arrangement in favorite artists style.

Form

Create a large form in clay by wrapping a clay slab around a wadded piece of newspaper.  
Paint with tempera paint.

Discuss building an armature.  
Build and decorate a paper mache creation.

Grade 7-8 students will learn:

Content Area  
Line

Objectives  
There are many different kinds of line.  
Line has different characteristics: thick, thin, straight, curved, long, short, ragged, wiry, curly, broken, jagged, smooth, etc.  
A line is a point (dot) moving in a direction.



Content Area

Line (cont.)

Objectives

Artists use line to create shapes, textures, and patterns.

Line has expressive qualities. Artists use line to express feelings and ideas. Horizontal or wavy lines express calmness, while vertical, jagged or diagonal lines may express agitation or excitement.

The horizon line is where the earth appears to touch the sky.

The horizon line is a term in perspectives used to describe the horizontal line across a picture that is at the artist's eye-level.

Parallel lines are two lines running side by side, always staying the same distance from each other and never intersecting.

Areas in a composition can be made to look very dark by placing many parallel lines close to each other or by criss-crossing them (cross-hatching.)

Contour line is the line you see along the outside edge of something or where two edges meet.

Color

There are three primary colors: red, yellow, and blue.

The primary colors can be mixed to make secondary colors: green, violet, and orange.

When mixing colors, always start with the lightest color and add a very small amount of the darker color until the color desired is achieved.

When you mix primary colors with secondary colors, you get intermediate (tertiary) colors: yellow-green, blue-green, yellow-orange, red-orange, red-violet, blue-violet.

All the primary colors mixed together make brown.

Some colors appear warm (red, yellow, orange.)

Some colors appear cool (blue, green, violet.)

Warm colors appear to come forward, while cool colors appear to recede on the picture plane.

Color may be used to express feeling or create mood.

Value is the lightness or darkness of color.

The value of a color can be changed by adding white (tints) or black (shades) to it.

A whole work of art may be done in one color, but using many different values of that color.

Content Area

Objectives

Complementary colors are the colors opposite each other on the color wheel (red-green, orange-blue, yellow-violet.) A complementary color of any primary color is the combination of the other two primary colors.

When complementary colors are placed side-by-side, the colors appear to intensify and vibrate.

Triadic colors are the colors that are a third of the way around the color wheel from each other.

Analogous colors are the three or more colors that are next to each other on the color wheel.

Shape and Form

A shape is created by a closed line. Shape is the external appearance of an object.

Complex shapes may be made up of two or more simple shapes.

When creating a composition, artists usually start with the large, main shapes first and add smaller shapes and details later.

Some shapes are regular and identifiable: circles, squares, rectangles and triangles.

Some shapes are irregular and have no identifying names.

Shape describes two-dimensional configurations and form describes three-dimensional entities.

Form has volume. It is the shape and structure of something. It is the combination of all characteristics that establish its identity, including size, texture, etc., as well as shape.

Forms are geometric (cone, cube, sphere, etc.) or organic (clouds, trees).

Shapes are given volume in drawing and painting by adding shading.

Pattern

A pattern is an arrangement of shapes and lines that suggest an overall design usually involving the repetition of one or more motifs.

A pattern may use shapes, colors, or lines that repeat themselves over and over in a planned way.

Patterns are found on our clothing, in nature, on fabrics, on walls, etc.

People have been making patterns for thousands of years.

Content Area

Texture

Objectives

Texture is the nature of the surface, the visual or tactile characteristics of a work of art. Visual texture is when the surface of a paper appears to be rough, smooth, satiny, or like a natural texture.

Tactile texture is when one can actually feel that a surface is rough or smooth.

Texture can be used in a composition to create interest and contrast and is an integral part of any work.

A variety of materials can be used to create both visual and tactile texture.

Space

Space is an empty area in which something exists.

Negative space is the area of empty space surrounding and defining a line, shape or form and thus of importance in the total design.

Positive space is a shape or form.

Things up close in a picture appear bigger than things further away.

Overlapping shapes make one shape look closer than the other.

Objects appear to move back in space as they move up the plane and become smaller.

Things in a picture may appear large or small depending on the artist's point of view.

If you were a worm or bug on the ground (worms-eye view), everything would appear very large and be above you.

The birds-eye view is when the artist is up above (like a bird flying over) the ground, and the horizon line is high on the paper or off the paper entirely.

The horizon line is where the ground appears to touch the sky. It is always at the eye-level of the artist.

Perspective drawing is a linear system by which an illusion of depth is achieved on a two dimensional surface.

The vanishing point in perspective drawing is the point at which parallel lines meet or come together on the horizon line.

In perspective drawing, lines perpendicular to the horizon have no vanishing point.

One point perspective is when the artist is looking straight ahead and all of the parallel lines appear to vanish or come together at one point on the horizon line.

Two-point perspective is when the parallel lines in a picture have two vanishing points on the horizon line.

Content Area  
Composition

Objectives

Composition is the organization of form in a work of art. It generally refers to the relation of shapes, lines and colors on the two-dimensional picture plane.

Contrast is created in artwork with differences between two things such as light color or dark color, patterned areas or solid areas.

Balance is the principle of art that is concerned with equalizing the elements in a work of art. Artists create balance by attracting your eye to all areas of the picture. When a picture is balanced, you feel the picture is arranged just right.

Symmetry is when the parts of a composition are arranged in the same way on both sides.

Emphasis is a way of making a part of a picture more important or dominant. Objects, colors or shapes may become more dominant by taking up more space, by repetition, or by being in contrast with their surroundings.

Movement in the context of art can have a variety of meanings:

The tendency of our eyes to move along lines and the directional thrusts of shapes.

Depicted movement in representational works such as a man running.

Visual movement is created when the viewer's eye moves around the picture searching for items in a composition that are in some way similar. Repetition of shapes can create visual rhythms that your eye bounces along.

Unity in art allows you to see a complex combination of elements, principles and media as a complete whole. Ways to create unity are:

Repetition of objects and elements can be an effective way to unify a work of art.

Simplicity is when the visual elements are limited.

Harmony is when the visual elements agree.

Proximity is limiting the negative spaces or clustering.

Continuation is arranging shapes and values so that a line or edge or one shape continues as line or edge of the next shape, allowing the eye to flow smoothly from one to the other.

Variety in a picture is having different kinds of color, shapes and lines.