## Form + Theme + Context... FTC Palette for Decoding and Encoding Visual Art

ART $=\underset{\text { How the work "is" }}{\text { FORM }}+\underset{\text { What the work is about }}{\text { THEME }}+$| When, where, by/for whom and |
| :---: |
| WHY the work was created/valued |

Title: $\qquad$
$\square$

How does a balance of formal, thematic, and contextual qualities SHAPE layers of meaning?

| FORMAL | THEMATIC | CONTEXTUAL |
| :---: | :---: | :---: |
| Actual Composition: | Broad Subject/BIG IDEA: | WHEN: |
|  |  | WHERE: |
| Art Elements (line, shape, color, texture, value, space); | Subject Matter: |  |
|  |  | BY/FOR WHOM: |
|  | Point of View: |  |
| Design Principles (emphasis, balance, harmony, variety, movement, rhythm, proportion, unity): |  | WHY: |
|  | Visual Sources: | Intention/Purpose(s): |
|  | Art Historical References: |  |
| 2D\&3D Qualities: |  | Significance/Relevance: |
|  |  | - Personal |
| Size/Scale: |  |  |
|  | Literary Sources: | 人 Social |
| Media/ Materials: |  | - Cultural |
|  | Other Arts Connections: <br> © Music | - Historical |
| Processes/Methods: | © Theater | - Artistic |
|  | © Film \& New Media |  |
|  |  | * Educational |
| Skills: | Other Subject Areas: <br> $\Rightarrow$ Math |  |
|  | $\Rightarrow$ Math <br> $\Rightarrow$ Language Arts | - Political |
| Style: | $\Rightarrow$ Science | - Spiritual |
|  | $\Rightarrow$ Social Studies <br> $\Rightarrow$ Physical Education |  |
| Other: | $\Rightarrow$ Vocational Education | - Other |

## FTC Insights, Assessments and Questions:

