

Discipline The Arts

Grade 1

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1041

The Arts Discipline: Methods and Materials. Students will demonstrate knowledge of the methods and materials unique to the visual arts

1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles,

Student Learning Objectives

Students will:

- experiment and explore with tools and materials safely and properly.
- create works in many art forms and processes.

Suggested Instructional Strategies

Instructor will:

- demonstrate how to maintain the workspace, materials, and tools responsibly and safely.
- encourage students to explore 2D and 3D compositions.
- provide choices through making a wide range of materials available to students.

Assessment

Students will:

- be assessed by rubrics determined by the specific lesson.
- demonstrate knowledge of age-appropriate art vocabulary.
- demonstrate the ability to use the tools and materials appropriately and safely.

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State Standards 1042.1

The Arts Discipline: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.1 For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors

Student Learning Objectives

Students will:

- identify/name primary and secondary colors.
- identify/name warm and cool colors.
- identify and explore line.
- identify/begin to explore shape.
- create works using the elements of art spontaneously.

Suggested Instructional Strategies

Instructor will:

- discuss the variety of lines, textures, shapes, and forms that are used in creating art.
- continue to discuss color theory and the color wheel.
- discuss and encourage use of proper art vocabulary.

Assessment

Students will:

- show developmentally appropriate growth in artistic expression.
- verbally demonstrate knowledge of grade-appropriate vocabulary.

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State Standards 1043

The Arts Discipline: **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.1 Create 2D and 3D artwork from direct observation

For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.

3.2 Create 2D and 3D expressive artwork that explores abstraction

For example, a student simplifies an image by making decisions about essential colors, lines, or textures.

3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy

For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

Student Learning Objectives

Students will:

--begin to express ideas, feelings, and values in original works of art.

--begin to acquire skills to express and communicate responses to experiences.

--use creative thinking to produce original art from imagination, memory, and observation.

Suggested Instructional Strategies

Instructor will:

--encourage students to explore 2D and 3D compositions.

--encourage students to re-think and re-work their art.

--encourage experimentation, exploration, and risk-taking through making choices.

--discuss and demonstrate ways artists draw from memory and observation.

Assessment

Students will:

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The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion

For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

Student Learning Objectives

Students will:

- use art vocabulary to discuss and respond to art.
- view and discuss their own works of art.

Suggested Instructional Strategies

Instructor will:

- show examples of artists' work.
- encourage students to observe and discuss other students' art work.
- hold critiques of student art.
- encourage students to re-think and re-work their art work.

Assessment

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State Standards 1045

The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

5.2 Classify artworks into general categories, such as painting, print-making, collage, sculpture, pottery, textiles, architecture, photography, and film

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks

5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

Student Learning Objectives

Students will:

- use art vocabulary to discuss and respond to art.
- distinguish the characteristics that make works of art similar or different.
- respond to the art elements found in works of art and natural and man-made environments.

Suggested Instructional Strategies

Instructor will:

- discuss and encourage use of appropriate art vocabulary.
- hold group critiques of student art.
- show examples of artists' work.
- encourage students to work with others to re-think their art work.

Assessment

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Strand Connections

State Standards 1051

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities

For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

Student Learning Objectives

Students will:

- begin to recognize that art is a part of daily life.
- begin to exhibit awareness that artists create works based on their sensitivity to the natural and man-made environment.
- begin to recognize that all people are consumers of art.

Suggested Instructional Strategies

Instructor will:

- continue to demonstrate how art can be functional.
- display and discuss environmental art.
- display works of art that spark discussion regarding their meaning.

Assessment

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Strand Connections

State Standards 1052

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, play-wrights, illustrators, painters, sculptors, craftspeople, or architects
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

Student Learning Objectives

Students will:

--illustrate page(s) for a class book.

Suggested Instructional Strategies

Instructor will:

--provide resources in the classroom (books, videos, prints) regarding the lives of artists past and present.
--make children and families aware of local institutions and organizations to promote art.
--discuss how books can be illustrated.

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Strand Connections

State Standards 1053

The Arts Discipline: **Concepts of Style, Stylistic Influence, and Stylistic Change:** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by indentifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;

- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China,

Mesopotamia, Greece, Rome, and the Medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

Student Learning Objectives

Students will:

--begin to recognize that art reflects characteristics of different periods of history.

--begin to identify art from people of different cultures.

--recognize that in history, a variety of media, tools, and materials were used by artists.

Suggested Instructional Strategies

Instructor will:

--identify appropriate art vocabulary.

--introduce tools and media used in pertinent periods of history.

--begin to introduce styles of art throughout history.

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State Standards 1054

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

Student Learning Objectives

Students will:

- describe how art forms are produced.
- recognize that in history, a variety of media, tools, and materials were used by artists.

Suggested Instructional Strategies

Instructor will:

- discuss how works of art are made.
- display works of art from different periods.
- discuss how artists are also inventors.

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Strand Connections

State Standards 1055

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;
- memorizing and singing American folk songs to enhance understanding of history and geography;
- using short dance sequences to clarify concepts in mathematics.

Student Learning Objectives

Students will:

- begin to integrate drawings with written words.
- verbalize color words in French/Spanish.
- begin to integrate art with computer programs (Kid Pix, draw/paint, etc.)

Suggested Instructional Strategies

Instructor will:

- Involve the study of art with language arts through simple writing.
- begin to connect technology with art.

Assessment