

Art – First Grade

Description Instruction in visual art for first grade students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade 1– SRA-McGraw-Hill, 2005

Required Assessments

Board Approved June 2007

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AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Theory: Expand knowledge of basic concepts in the elements and principles of art through application.</p>	<p>Performance will be satisfactory when the student: <u>*Demonstrates an understanding of grade level Elements and Principles of Art and Vocabulary:</u> <u>Elements:</u> <u>Line:</u> explores thick/thin, broken line: dot, dash; directional lines: up/down, corner to corner, side to side; outline, trace. <u>Shape:</u> uses repeated shapes, combined shapes to create an object or image. -recognizes shape symbols: heart, diamond, star, etc. <u>Color:</u> identifies/names primary colors: Red, Yellow, Blue. <u>Texture:</u> explores surface textures in immediate environments. -What does it feel like? What does it look like? -manipulates materials to create textures. <u>Space:</u> identifies top, bottom, inside, outside, over, under, on. Figure to ground relationships vs. floating in space. Horizon. <u>Form:</u> introduction to basic concept of 2-D and 3-D art forms. <u>Principles:</u> <u>Variety:</u> explores use of different lines, shapes, colors and textures, -Recognizes examples of this principle in surroundings. <u>Rhythm:</u> creates a more complex sequence of repeated lines, shapes or colors to create a 'pattern' or 'design'.</p>	<p>-Project samples. -Interactive observations. -Use of art vocabulary in verbal responses.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics</p>		
<p>2. Art Production: Explore art as a sequential process, using a variety of mediums/tools/techniques. Connect art vocabulary to the process.</p>	<p>Performance will be satisfactory when the student: <u>*Skills/Techniques/Mediums-</u> -Reviews set-up and clean-up routines and how to organize and care for tools and materials. -Review use of labeling work with name and class ID. -Looks for creative ways to use first try, vs. "starting over". -Follows simple steps as part of the art process. <u>Tools/Materials:</u> (*in addition to previous grade level supplies) Creates with designer scissors, drawing pencil, large eraser, large drawing paper, single color crayons #16, fluorescent</p>	<p>-Performance tasks. -Follows numbered activity steps: 1,2,3</p>

	<p>crayons, scented markers, powdered tempera, tempera paint (single pre-mixed colors), small and large paint brush, found object brushes, stamping pads, starch, string, heavy yarns, beads, ribbon, corrugated cardboard, sand paper, white clay, glaze, sculpty clay, sponge/clothespin, stencils, cloth, glitter, newspaper, stamps, popsicle sticks, wiggle eyes, stencils, etc.</p> <p><u>Drawing</u>: explores free-form line drawing, crayon etching, stencils, self-portrait, figure drawing: -learns drawing jingle: "head, shoulders, knees and toes" . . .</p> <p><u>Painting</u>: creates line painting, area painting, sponge painting.</p> <p><u>Printmaking</u>: explores cookie cutter and fruit/veggie prints, crayon rubbing, and stamping techniques.</p> <p><u>Sculpture</u>: creates (soft sculpture) -puppet making, stuffed paper or cloth, papier mache'. (clay) – uses press mold, hand pressed slab, press in textures. (paper)- explores handmade, paper textures/collage'/weaving</p> <p><u>Craft</u>: incorporates punch hole lacing, found object collage', string beads/objects, functional art: wall hanging, plaque, pouch, etc.</p> <p><u>*Safety-</u></p> <ul style="list-style-type: none"> -Reviews and demonstrates safe use of tools and materials. -Reviews and follows school and classroom rules. -Learns and practices safe use of tables/chairs/stools. -Learns and practices safe use of sink/counter space and clean-up materials. <p><u>*Craftsmanship-</u></p> <ul style="list-style-type: none"> -Develops positive work habits. -Understands uses of: Talking, Tools, Time -Follows each step (or use of tools/materials) in order given. -Takes time for neatness, to do best work, adds details. -Participates in clean-up procedures. 	<p>-Project samples.</p> <p>-Verbal description of the art process.</p> <p>-Observes demonstration or exemplar.</p> <p>-Performance tasks: safety, rules, routines.</p> <p>-Informal art skills assessment.</p> <p>-Teacher observation.</p> <p>-Self evaluation.</p> <p>-Picture Rubric.</p>

<p>3. Creative Self: Create art images that relate to personal observations and experiences.</p>	<p>Performance will be satisfactory when the student: *<u>Expression</u>- experiences a variety of choices in the art process, that allow for individuality and personal expression in art work. *<u>Problem Solving</u>- explores individual strengths and tolerance to challenges and/or frustrations by accepting mistakes as part of the creative process. Identifies art elements; line, shape, color, texture in surroundings. *<u>Communicate Ideas</u>- relates personal/family: settings, stories, relationships and events to art work.</p>	<p>-Project samples. -Performance tasks. -Teacher observation. -Prior knowledge inventory.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics Science</p>		
<p>4. Art in Society: Recognize and become aware of varied concepts of art in family and community environments.</p>	<p>Performance will be satisfactory when the student: *<u>History</u>- Views examples of commonly known artists and artist's styles. *<u>Aesthetic Awareness</u>- Identifies concepts of line, shape, color, and texture in the visual worlds of home, community, and nature (themes: ocean, rainforest, desert, etc.) *<u>Appreciation</u>-Recognizes art as a means to express what one feels or observes. *<u>Consumer Awareness</u>- Learns that artists design objects that we use every day. *<u>Communication</u>- Uses 1st grade art vocabulary to express observations and feelings about art. *<u>Careers</u>- Understands that making art is something that people can do for work: -artist, photographer, teacher, etc.</p>	<p>-Informal critique. -Project samples. -Verbal responses.</p>
<p>Above objective aligned with AASD standards: Communication Arts Social Studies Consumer Education</p>		