

First Grade Visual Art Curriculum

Standard A: A student should be able to create and perform in the arts.

A student who meets the content standard should:

1. Participate in dance, drama, music, visual arts, and creative writing;
2. Refine artistic skills and develop self-discipline through rehearsal, participation, and revision;
3. Appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.
5. Collaborate with others to create and perform works of art?
6. Integrate two or more art forms to create a work of art; and
7. Investigate careers in art production.

ACTIVITIES

- Identifies basic colors and shapes.
- Uses line and shape to communicate ideas.
- Experiments with color mixing.
- Explores texture in an artwork.
- Explores and use line movement in art.
- Explores the use of repetition to create a simple pattern.
- Explores overlapping of shapes.
- Uses color, line, shape, space and texture in a variety of ways.
- Uses a variety of tools to create artworks, e.g. brushes, crayons, glue, paste.
- Uses a variety of materials to create artworks, e.g. clay, crayons, computer, felt, found objects, fur, paint, paper, pencil, pens, raffia, rocks, sand, shells
- Uses a variety of techniques and processes to create artworks, e.g. finger painting, printmaking, drawing, easel painting, clay construction, collage.
- Uses art materials in a safe and responsible manner.
- Expresses own ideas using pictures and symbols.
- Selects prospective ideas for works of art.
- Uses illustrations in journals and student-produced books.
- Creates a self-portrait
- Works with one or more other student(s) to create a work of art.
- When available, observes a demonstration by a visual artist in your community. Listens to the artist describe his/her educational background and career path.

ASSESSMENT:

- Display of student work
- Teacher observation

First Grade Visual Art Curriculum

Standard B: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

1. Recognize Alaska Native cultures and their arts;
2. Recognize United States and world cultures and their arts;
3. Recognize the role of tradition and ritual in the arts;
4. Investigate the relationships among the arts and the individual, the society, and the environment;
5. Recognize universal themes in the arts such as love, war, childhood, and community;
6. Recognize specific works of art created by artists from diverse backgrounds;
7. Explore similarities and differences in the arts of world cultures;
8. Respect differences in personal and cultural perspectives; and
9. Investigate careers relating to arts history and culture.

ACTIVITIES

- Looks at and talks about examples of a wide variety of art.
- Researches the role of art in native tools and household objects.
- Identifies traditional Alaskan art forms.
- Finds similarities and differences in a wide variety of art from the United States, as well as, other cultures and historical periods.
- Explores the works of various artists through their use of line, color, texture, shape and space.
- Discusses how art is and has been used to record events, stories, and ideas.
- Visits the local museum and observes an age-appropriate critique of an artwork by the curator, museum staff member, or teacher

ASSESSMENT:

- Display of student work
- Teacher observation

First Grade Visual Art Curriculum

Standard C: A Student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

1. Know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme.
2. Examine historical and contemporary works of art, the works of peers, and the student's own works as follows:
 - a. Identify the piece;
 - b. Describe the use of basic elements;
 - c. Analyze the use of basic principles;
 - d. Interpret meaning and artist's intent;
 - e. Express and defend an informed opinion;
3. Accept and offer constructive criticism;
4. Recognize and consider an individual's artistic expression;
5. Exhibit appropriate audience skills; and
6. Investigate careers relating to arts criticism.

ACTIVITIES

- Observes and discusses many examples of visual arts in a variety of media and art presentations. Answer the question, "What do you see?"
- Describes various lines in an artwork, such as fat/thin, short/long, straight/zigzag, fuzzy/sharp.
- Identifies basic geometric and organic shapes in an artwork.
- Identifies the primary and secondary colors in an artwork.
- Identifies actual or simulated texture in an artwork.
- Identifies repetition and patterns in nature and in art works.
- Determines how the elements of line, shape, color, and texture are used in historic and contemporary works of art.
- Discusses meaning in a work of art in terms of ideas, moods, or feelings.
- Displays own artwork and share in the classroom. Explains the use of elements of design. Identify purpose or intent.
- Sits quietly while others are sharing their artwork.
- Collaborates with other students to create a display of artworks.
- Visits the local museum (or library) and observes an age-appropriate critique of an artwork by the curator, museum staff member, or teacher (or local artist/art teacher).

ASSESSMENT:

- Display of student work
- Teacher observation

First Grade Visual Art Curriculum

Standard D: A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

1. Make statements about the significance of the arts and beauty in the student's life;
2. Discuss what makes an object or performance a work of art;
3. Recognize that people tend to devalue what they do not understand;
4. Listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
5. Consider other culture's beliefs about works of art;
6. Recognize that people connect many aspects of life through the arts;
7. Make artistic choices in everyday living; and
8. Investigate careers related to the search for beauty and meaning, which is aesthetics.

ACTIVITIES

- Shares examples of art from home.
- Takes artworks home to display.
- Develops perceptual skills and a vocabulary for art by role-playing.
- Distinguishes among multiple purposes for creating works of art.
- Understands that specific artworks can elicit different responses.
- Knows how people's experiences (e.g. cultural background, human needs) can influence the development of specific artworks.
- Recognizes the relationship of art to everyday life.
- Discusses what makes an object a work of art.
- Shares own opinion with the class about a work of art by a famous artist.
- Listens quietly while others share their opinions.

ASSESSMENT

- Display of student work
- Teacher observation
- Student samples