

Visual Art: First Grade

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Learning Expectations

The student will

- 1.1 Use tools and materials in a safe and responsible manner.
- 1.2 Demonstrate an understanding of how to use selected tools and materials to create a work of art.
- 1.3 Explore a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Practice the use of selected tools and art materials in a safe and responsible manner (including cleanup procedures).
- Use selected tools and materials to create a work of art.
- Apply selected techniques and processes to produce an original work of art that reflects personal experience or imagination.

Level 2

- Explore and experiment with selected art materials and tools in a safe and responsible manner.
- Choose from selected tools and art materials to create a work of art and explain the choice of material.
- Create a work of art, using a variety of techniques and processes, that is personally meaningful and drawn from experience, observation, or imagination.

Level 3

- Practice and manage the use of selected art materials and tools in a safe and responsible manner.
- Explore and experiment with a combination of art materials and tools.
- Compare and contrast a variety of techniques and processes to create a work of art that is personally meaningful and is drawn from experience, observation, or imagination.

Sample Performance Task

The teacher will demonstrate tracing around pre-cut geometric shapes, using scissors to cut them out, and arranging the shapes on a background. After they trace and cut out their own shapes, students will use the shapes to create familiar objects or use them in a random design. Then the shapes will be glued down. The teacher will explain safety rules for using the tools and the glue.

The teacher will assess by monitoring the students for safe and appropriate use of tools and materials.

Integration/Linkages

Science, Mathematics, Health and Safety

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Learning Expectations

The student will

- 2.1 Identify and use elements of art (e.g., line, shape, color, texture).
- 2.2 Identify and use principles of art (e.g., pattern, repetition).
- 2.3 Demonstrate an understanding that anyone can express ideas and feelings in original works of art.
- 2.4 Recognize and create art that is an important part of daily life.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Experiment with individual elements of art in different works of art.
- Experiment with individual principles of art in different works of art.
- Recognize his/her own personal ideas and feelings in works of art.
- Recognize that art is an important part of daily life.

Level 2

- Apply various elements of art in different works of art.
- Apply various principles of art in different works of art.
- Create works of art that express personal ideas or feelings.
- Recognize and create art that is an important part of daily life.

Level 3

- Select from various elements of art, and apply them in an artwork.
- Select from various principles of art, and apply them in an artwork.
- Compare and contrast his/her own personal ideas and feelings in works of art.
- Design and describe a functional work of art that could be used in everyday life.

Sample Performance Task

The student will create a painting of trees with evidence of sensitivity to variations in qualities of lines. The teacher will begin by asking the question, “Have you ever noticed that tree branches are in the shape of V’s and Y’s?” By showing artwork by Cezanne or Van Gogh, the teacher will explain that artists see lines in nature. Lines can be thick or thin, long or short, and curved or straight. Using round brushes that taper to a point, the teacher will show students how the brush can go from fat to thin lines by using heavy or light pressure. The students will use a paintbrush to start at the tree trunk and then taper upward and outward forming V’s and Y’s. They should fill in the trunk with paint. Later, if dry enough, texture can be added with another color of paint. Grass, leaves, animals, and birds may be added to the painting.

The teacher will observe the students as they paint and comment on line qualities in the paintings.

Integration/Linkages

Reading, Writing, Communication Skills, Science

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Learning Expectations

The student will

- 3.1 Know that subject matter can be real or imaginary.
- 3.2 Know that symbols are used to convey meaning.
- 3.3 Know that pictures tell a story.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify and create real and imaginary subject matter in works of art.
- Identify and use symbols to convey meaning in a work of art.
- Create works of art that illustrate a specified story.

Level 2

- Combine real and imaginary subject matter in works of art.
- Explain the meaning of symbols in their artwork.
- Create an artwork that tells a story based on a given subject.

Level 3

- Distinguish between real and imaginary subject matter in specified works of art.
- Identify, use, and explain the use of symbols within an artwork.
- Develop a story, and create an artwork that tells that story.

Sample Performance Task

The teacher will begin by explaining to the students that they will be creating an imaginary animal or creature drawing. Half of the image is provided for them. It can be pre-drawn or cut from a magazine. If cut from a magazine, the image is glued to construction paper. The student will draw the second half of the image as strangely as they wish. They will then color and name their creations.

Assessment is based on demonstrated understanding of real and imaginary.

Integration/Linkages

Science, Reading, Writing, Communication Skills, Mathematics

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Learning Expectations

The student will

- 4.1 Identify specific artwork from different cultures.
- 4.2 Identify specific artwork from different periods in history.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss selected artworks from different cultures.
- Discuss selected artworks from different periods in history.

Level 2

- Recognize selected artworks from different cultures.
- Recognize selected artworks from different periods in history.

Level 3

- Compare selected artworks from different cultures.
- Compare selected artworks from different periods in history.

Sample Performance Task

The teacher will show and discuss masks from three different cultures (e.g., Mexican, African, Native American, Eskimo). The discussion will include various reasons why different cultures create masks (e.g., religion, celebration, disguise, protection). Determine whether the masks are based on a human or animal form. The student will create a paper mask that represents one of the three cultures discussed. (Materials are limited only by the teacher's imagination and budget.)

The teacher will assess the students by asking each student to describe the function and culture of his/her mask.

Integration/Linkages

Mathematics, History, World Cultures, Geography, Communication Skills, Reading, Writing

Standard 5.0 Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Expectations

The student will

- 5.1 Identify various purposes for creating works of art.
- 5.2 Express personal preferences after viewing specific works of art.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Name purposes for creating works of art.
- Identify personal preferences after viewing specific works of art.

Level 2

- Discuss purposes for creating works of art.
- Explain personal preferences after viewing specific works of art.

Level 3

- Describe purposes for creating works of art.
- Discuss and relate the reasons for their personal preferences.

Sample Performance Task

This lesson plan will use the students' artwork in a class discussion game. The teacher will display individual artwork, one from each student in the class. The game begins when one student chooses an artwork (not their own) and explains three positive reasons for their choice. Then that artwork is removed. The student whose artwork was discussed will choose next. This process continues until each student has had a turn.

The teacher assessment will be based on the student's ability to verbalize preferences.

Integration/Linkages

Reading, Writing, Interpersonal Communication Skills

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations

The student will

- 6.1 Gain an awareness of connections between visual arts and other disciplines.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore connections between visual arts and other disciplines.

Level 2

- Recognize connections between visual arts and other disciplines.

Level 3

- Describe connections between visual arts and other disciplines.

Sample Performance Task

Pattern Prints

The teacher will show various examples of ordered patterns from math (e.g., AB, ABB). Students will use watercolor paints to cover the entire background of a piece of paper by covering the paper with a layer of water and then dripping the color onto the paper causing the colors to bleed together. Let dry completely. Then, students will use various types of sponge stamps, or other objects to create ordered patterns on top of the painted background.

The teacher will check for accuracy of AB, or ABB patterns by observing the artwork of the students. Students will be asked to make connections between the patterns studied in this lesson and patterns they are doing in their math lessons.

Integration/Linkages

Mathematics, Science