

STUDENT LEARNING GOALS for ART

The Student Will:

- Communicate ideas by creating works of art.
- Foster creativity, self expression, confidence, and understand that their work is unique and of value.
- Learn and apply proper safety procedures.
- Will connect, through personal expression, to other areas of learning.
- Participate in cleaning work space and be respectful of others and school property.

First graders will begin to learn about spatial relationships and expand their knowledge of line variations through drawing, and painting. They will explore shapes and textures and further develop eye-hand coordination through rubbing, stamping, tearing and weaving.. They will identify primary colors. Introduce the computer as an art medium and resource tool.

Essentials of the Curriculum

Art Connections

1st GRADE



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- Analyze
- Ask questions
- Classify
- Communicate effectively
- Compare and Contrast
- Construct logical sequence
- Critique
- Describe
- Draw conclusions
- Follow directions
- Increase vocabulary
- Interpret
- Listen
- Make presentations
- Manage time
- Manipulate
- Observe
- Organize
- Outline
- Predict outcomes
- Recognize cause & effect
- Revise
- Self assess
- Speak publically
- Summarize
- Think inventively
- Use resources
- Use technology
- Work productively

Visual Communication and Production

- 1.1 Recognize and discuss various solutions to a single art problem.
- 1.2 Use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.3 Identify & use:
 - Primary Colors**—red, blue, yellow.
 - Textures**— visual & tactile.
 - Lines**— dotted, wavy, zigzag, spiral.
 - Shapes**—organic and geometric.
 - Patterns**— alternating and repeating.
- 1.4 Create art inspired by stories, poems, and themes.
- 1.5 Create art from real and imaginary sources of inspiration.
- 1.6 Use past experiences and simulated situations as subject matter.
- 1.7 Recognize size relationships in works of art.
- 1.8 Develop eye/hand coordination through drawing and constructing.

- 1.9 Observe and depict plants, animals, and people in a landscape.
- 1.10 Weave, tear, fold, stamp, rub to manipulate art materials.

ART MEDIA:

pencil, oil pastels, crayons, markers, scratchboard, color pencils, tempera (liquid and cake), finger paints, watercolor, ink, acrylic, slip, cutting, gluing, paper/other collage, computer applications, printmaking, stamping, tissue, clay, playdough, Celuclay, craft sticks, styrofoam, cardboard, paper mache/wheat paste, recycled/found objects, beads.

Cultural Context and Art History

- 1.11 Study types of art careers: illustrator, painter, cartoonist, sculptor, printmaker, portrait artist, graphic designer, animation artist, set designer, decorator, fashion designer.
- 1.12 Describe how art is an integral part of one's culture.
- 1.13 Identify and describe works of art that communicate feelings, ideas, and information.
- 1.14 Identify American cultural symbols and events depicted in art.

Judgment and Criticism

- 1.15 Discuss why viewers may have different responses to works of art.
- 1.16 Compare and contrast works of art.
- 1.17 Critique artwork using art vocabulary.

Aesthetics

- 1.18 Discuss why works of art have value.
- 1.19 Express points of view about art and the purpose that it serves.
- 1.20 Describe ideas and emotions communicated in works of art.

Art Across the Curriculum: The following activities are examples of how art will connect knowledge within and across the disciplines.

- **Vocabulary/Language Arts**—Use art terms and vocabulary, storytelling and puppets.
- **Math**— Compare similar and different, geometric, organic, patterns, measurement, proportions.
- **History and Social Science**— Cultures, American cultural symbols and events.
- **Science**—Use of the five senses, experimentation of the art elements, seasons.