



# VALWOOD

*GO BEYOND*

## First Grade Art Curriculum

---

## First Grade Art Overview

Course Description	Topics at a Glance										
<p>Students are introduced to the elements of art, line, shape, color, value, texture, form, and pattern. The use of art appreciation is implemented to reinforce the learning of art history and culture. Artists like Laurel Birch, Andy Warhol, and Pablo Picasso as well as holiday and seasonally themed projects are used to introduce the elements of art in the classroom. Students experience drawing, painting, sculpture and collage, while learning how to use materials and follow directions.</p>	<ul style="list-style-type: none"> <li>• Use a variety of Materials &amp; Techniques</li> <li>• Art History lessons will be drawn from the grade level Social Studies, Science, and Math curriculum. Other artists and cultures will be included</li> <li>• Reflect on similarities and differences</li> <li>• Personal experience as the source for invention and creation</li> <li>• Transfer visual arts knowledge into other areas of study</li> <li>• Aesthetic awareness will inform critical thinking</li> </ul>										
Assessments											
<ul style="list-style-type: none"> <li>• Pre-assessments</li> <li>• Checks for understanding</li> <li>• Observations</li> <li>• Student questions/comments</li> <li>• Performance tasks (planning, in-progress, final assignments)</li> <li>• Critiques (group discussion, written reflection, in-progress)</li> <li>• Self and peer assessments</li> </ul>	<p>We want an environment, which is rich in a variety of visual images, with a strong connection to literacy. Technology will be key in supporting us in our efforts to create thriving art programs. This approach is intended to be accessible for all learners i.e., ELL, Special Education, and all levels of cognitive ability. Within the context of critical thinking we will create opportunities for students to give voice to their visual learning. The intention is to create an atmosphere where students take pleasure in the creative process.</p>										
Grade Level Expectations											
<table border="1"> <thead> <tr> <th>Standard</th><th>Big Ideas for First Grade (Grade Level Expectations)</th></tr> </thead> <tbody> <tr> <td>1. Observe and Learn to Comprehend</td><td>           1. Works of art express feelings            2. Art represents and renders the stories of people, places, or things         </td></tr> <tr> <td>2. Envision and Critique to Reflect</td><td>1. Visual arts provide opportunities to respond to personal works of art and the art of others</td></tr> <tr> <td>3. Invent and Discover to Create</td><td>1. Create art to communicate ideas, feelings, or emotions</td></tr> <tr> <td>4. Relate and Connect to Transfer</td><td>1. Visual arts relate experiences to self, family, and friends</td></tr> </tbody> </table>	Standard	Big Ideas for First Grade (Grade Level Expectations)	1. Observe and Learn to Comprehend	1. Works of art express feelings 2. Art represents and renders the stories of people, places, or things	2. Envision and Critique to Reflect	1. Visual arts provide opportunities to respond to personal works of art and the art of others	3. Invent and Discover to Create	1. Create art to communicate ideas, feelings, or emotions	4. Relate and Connect to Transfer	1. Visual arts relate experiences to self, family, and friends	
Standard	Big Ideas for First Grade (Grade Level Expectations)										
1. Observe and Learn to Comprehend	1. Works of art express feelings 2. Art represents and renders the stories of people, places, or things										
2. Envision and Critique to Reflect	1. Visual arts provide opportunities to respond to personal works of art and the art of others										
3. Invent and Discover to Create	1. Create art to communicate ideas, feelings, or emotions										
4. Relate and Connect to Transfer	1. Visual arts relate experiences to self, family, and friends										

Content Area: Visual Arts – First Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse.	
Grade Level Expectation Concepts and skills students master: 1. Artists and viewers recognize characteristics and expressive features within works of art.	
Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> <li>Recognize characteristics and expressive features of art and design in works of art</li> <li>Name sensory qualities using age appropriate art vocabulary</li> <li>Use a variety of methods to reproduce basic sensory qualities and expressive features</li> </ol>	Inquiry Questions: <ol style="list-style-type: none"> <li>How do expressive features and sensory qualities convey feelings in works of art?</li> <li>How are characteristics and expressive features used in works of art?</li> </ol>
	Relevance and Application: <ol style="list-style-type: none"> <li>Art-making relates characteristics and expressive features of art and design to everyday objects such as common toys and video games.</li> <li>Digital software is used to identify characteristics and expressive features of art.</li> <li>Relate patterns and components of art to everyday objects.</li> </ol>
	Nature of Discipline: <ol style="list-style-type: none"> <li>Humankind is a possible subject matter of art.</li> <li>Art is a personal rendering tool.</li> </ol>

Content Area: Visual Arts – First Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, demonstrate, and debate the place of art and design in history and culture.	
Grade Level Expectation Concepts and skills students master: 2. Artists interpret connections to the stories told in and by works of art	
Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> <li>Express how works of art are similar and different</li> <li>Articulate personal opinions about works of art</li> <li>Formulate age appropriate questions about works of art</li> <li>Articulate how works of art communicate ideas</li> </ol>	Inquiry Questions: <ol style="list-style-type: none"> <li>How does art make people feel?</li> <li>Why does art create questions?</li> <li>How does a person think in pictures?</li> </ol>
	Relevance and Application: <ol style="list-style-type: none"> <li>Art connects individuals, families, and communities.</li> <li>Art connects familiar ideas with unfamiliar ideas.</li> <li>Digital media communicates various ideas through art.</li> </ol>
	Nature of Discipline: <ol style="list-style-type: none"> <li>Art is as different and unique as our humanity.</li> </ol>

Content Area: Visual Arts – First Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research. Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.	
Grade Level Expectation Concepts and skills students master: 1. Create two- and three-dimensional works of art based on personal relevance	
Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
Students can: a. Use trial and error and reorganize materials and processes to create works of art b. Make plans to create works of art c. Explain the outcomes of the art making process d. Use materials safely e. Demonstrate motor skills in drawing, painting, gluing, folding, cutting, bending, tearing, and sculpting materials.	Inquiry Questions: 1. How can art tell your story? 2. Why do artists choose certain art materials over others?
	Relevance and Application: 1. Art interprets the visual qualities of media through traditional and new technological approaches. 2. The art process demonstrates a variety of planning strategies.
	Nature of Discipline: 1. Personal stories live through art and can communicate intent.

Content Area: Visual Arts – First Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas. Transfer the value of visual arts to lifelong learning and the human experience.	
Grade Level Expectation Concepts and skills students master: 1. Artists and viewers contribute and connect to their communities	
Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> <li>Identify the activities in which artists participate in everyday life</li> <li>Locate where art is displayed in schools and homes</li> <li>Role-play an artist's place in a community</li> <li>Recognize ways art is captured in everyday life</li> </ol>	Inquiry Questions: <ol style="list-style-type: none"> <li>How are artists', part of familiar culture?</li> <li>What are artists like in other parts of the world?</li> <li>What is it like to be an artist?</li> </ol>
	Relevance and Application: <ol style="list-style-type: none"> <li>Artists are important members of our communities.</li> <li>Art is used in mass media, industry, and other art forms such as cartoons, picture books, magazines, t-shirt designs, movies, and clothes.</li> <li>Photography and communication devices are contemporary tools for documenting art.</li> </ol>
	Nature of Discipline: <ol style="list-style-type: none"> <li>Art tells the story of the place we live in.</li> </ol>