

## **VISUAL ART CURRICULUM STANDARDS FIRST GRADE**

### **Standard 1.0 Media, Techniques, and Processes**

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

#### **Grade Level Expectations (GLEs)**

The student will

- 1.1 Use tools and media in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 1.3 Explore a variety of processes.
- 1.4 Recognize levels of craftsmanship.

#### **Checks for Understanding (Formative/Summative Assessments)**

- 1.1 Demonstrate developmentally appropriate use of tools and media (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper).  
Use tools in a safe and responsible manner.
- 1.2 Paint, glue, cut, sculpt, draw, collage, and print at a developmentally appropriate level.  
Use appropriate vocabulary to describe a technique.
- 1.3 Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, mixed media.)
- 1.4 Produce artwork with developmentally appropriate levels of craftsmanship.  
Identify levels of craftsmanship in artwork.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Demonstrate the use of teacher selected tools and media in a safe manner.
- 1.1.2 Demonstrate a precision in the use of teacher selected tools and media in a safe manner.
- 1.1.3 Demonstrate a precision in and explore the use of teacher selected tools and media in a safe manner.
  
- 1.2.1 Recognize and explain a variety of teacher selected techniques.
- 1.2.2 Demonstrate a variety of teacher sequenced techniques.
- 1.2.3 Demonstrate a precision in a variety of teacher sequenced techniques.
  
- 1.3.1 Recognize and explain a variety of teacher selected processes.
- 1.3.2 Demonstrate a variety of teacher selected processes.
- 1.3.3 Demonstrate a precision in a variety of teacher selected processes.
  
- 1.4.1 Discuss levels of craftsmanship as modeled by the teacher.

- 1.4.2 Identify levels of craftsmanship as modeled by the teacher.
- 1.4.3 Identify and apply levels of craftsmanship.

## **Standard 2.0 Structures and Functions**

### **Students will use knowledge of structures and functions**

#### **Grade Level Expectations (GLEs)**

The student will

- 2.1 Identify and understand the elements of art.
- 2.2 Identify and understand the principles of design.
- 2.3 Understand that art has a purpose.
- 2.4 Understand that art has a context.

#### **Checks for Understanding (Formative/Summative Assessments)**

- 2.1 Demonstrate developmentally appropriate knowledge of the elements of art.  
Use appropriate vocabulary to identify the elements of art.
- 2.2 Demonstrate developmentally appropriate knowledge of the principles of design.  
Use appropriate vocabulary to identify the principles of design.
- 2.3 Demonstrate developmentally appropriate knowledge of the purposes of art.
- 2.4 Demonstrate developmentally appropriate knowledge of contexts in art.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Name and describe examples of lines, shapes, colors, textures, value, form, and space.
- 2.1.2 Classify examples of the elements of art.
- 2.1.3 Use chosen elements of art.
  
- 2.2.1 Experience examples of the principles of design.
- 2.2.2 Recognize examples of the principles of design.
- 2.2.3 Recognize and describe examples of the principles of design.
  
- 2.3.1 Explore and describe purposes of artwork selected by the teacher.
- 2.3.2 Identify and classify purposes of artwork selected by the teacher.
- 2.3.3 Classify and explain a purpose of an artwork selected by the teacher.
  
- 2.4.1 Explore and describe context of artwork selected by the teacher.
- 2.4.2 Identify context of artwork selected by the teacher.
- 2.4.3 Identify and compare context of artwork selected by the teacher.

## **Standard 3.0 Evaluation**

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

### **Grade Level Expectations (GLEs)**

The student will

- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 3.2 Explain subject matter, symbols, and ideas in the student's own art.
- 3.3 Explain subject matter, symbols, and ideas in others' art.

### **Checks for Understanding (Formative/Summative Assessments)**

- 3.1 Choose developmentally appropriate subject matter with teacher guidance.  
Choose developmentally appropriate symbols with teacher guidance.  
Choose developmentally appropriate ideas with teacher guidance.
- 3.2 Create and explain artwork using developmentally appropriate subject matter.  
Create and explain artwork using developmentally appropriate symbols.  
Create and explain artwork using developmentally appropriate ideas.
- 3.3 Explain, in a developmentally appropriate way, subject matter in others' artwork  
Explain, in a developmentally appropriate way, symbols in others' artwork  
Explain, in a developmentally appropriate way, ideas in others' artwork

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Experiment with subject matter, symbols, and ideas in the student's own art.
- 3.1.2 Choose subject matter, symbols, and ideas for the student's own art.
- 3.1.3 Select and apply subject matter, symbols, and ideas in the student's own art.
  
- 3.2.1 Identify subject matter and symbols in the student's own art.
- 3.2.2 Summarize subject matter, symbols, and ideas in the student's own art.
- 3.2.3 Analyze subject matter, symbols, and ideas in the student's own art.
  
- 3.3.1 Identify subject matter and symbols in others' art.
- 3.3.2 Summarize subject matter, symbols, and ideas in others' art.
- 3.3.3 Analyze subject matter, symbols, and ideas in others' art.

## **Standard 4.0 Historical and Cultural Relationships**

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

### **Grade Level Expectation (GLEs)**

The student will

- 4.1 Understand that art comes from different cultures, times, and places.
- 4.2 Understand that culture and history influence art.

### **Checks for Understanding (Formative/Summative Assessments)**

- 4.1 Demonstrate developmentally appropriate knowledge of art from different cultures, times, and places.
- 4.2 Demonstrate developmentally appropriate knowledge of how culture and history influence art.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Explore teacher selected art from different cultures, times, and places.
- 4.1.2 Identify teacher selected art from different cultures, times, and places.
- 4.1.3 Compare and contrast teacher selected art from different cultures, times, and places.
  
- 4.2.1 Explore the influences of culture and history in teacher selected artwork.
- 4.2.2 Recognize the influences of culture and history in teacher selected artwork.
- 4.2.3 Identify the influences of culture and history in teacher selected artwork.

### **Standard 5.0 Reflecting and Assessing**

**The student will reflect upon and assess the characteristics and merits of their work and the work of others.**

### **Grade Level Expectations (GLEs)**

The student will

- 5.1 Recognize and explain the characteristics and merits of the student's own work.
- 5.2 Recognize and explain the characteristics and merits of other's work.
- 5.3 Recognize that viewers have various responses to art.

### **Checks for Understanding (Formative/Summative Assessments)**

- 5.1 Discuss, with the teacher, the characteristics and merits of the student's own work.
- 5.2 Discuss, within a group, the characteristics and merits of others' work.

5.3 Discuss, with teacher guidance, that viewers may have various responses to art.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Recognize the characteristics and merits of the student's own work as guided by the teacher.
- 5.1.2 Recognize and explain the characteristics and merits of the student's own work as guided by the teacher.
- 5.1.3 Recognize and explain the characteristics and merits of the student's own work as modeled by the teacher.
  
- 5.2.1 Recognize the characteristics and merits of others' work as guided by the teacher.
- 5.2.2 Recognize and explain the characteristics and merits of others' work as guided by the teacher.
- 5.2.3 Recognize and explain the characteristics and merits of others' work as modeled by the teacher.
  
- 5.3.1 Recognize various responses to art as guided by the teacher.
- 5.3.2 Recognize various responses to art as modeled by the teacher.
- 5.3.3 Recognize and identify various responses to art as modeled by the teacher.

### **Standard 6.0 Interdisciplinary Connections**

**Students will make connections between visual arts and other disciplines.**

#### **Grade Level Expectations (GLEs)**

The student will

- 6.1 Identify connections between visual art and other arts disciplines.
- 6.2 Identify connections between visual art and other disciplines in the curriculum.

#### **Checks for Understanding (Formative/Summative Assessments)**

- 6.1 Identify connections between visual art and music.  
Identify connections between visual art and theater.  
Identify connections between visual art and dance.
  
- 6.2 Identify connections between visual art and language arts.  
Identify connections between visual art and physical education.  
Identify connections between visual art and mathematics.  
Identify connections between visual art and social studies.  
Identify connections between visual art and science.

Identify connections between visual art and technology.  
Identify connections between visual art and school counseling and career guidance.  
Identify connections between visual art and health education.  
Identify connections between visual art and world languages.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Recognize connections between visual art and other arts disciplines as guided by the teacher.
- 6.1.2 Identify connections between visual art and other arts disciplines as guided by the teacher.
- 6.1.3 Identify and explain connections between visual art and other arts disciplines as guided by the teacher.
  
- 6.2.1 Recognize connections between visual art and other disciplines in the curriculum as guided by the teacher.
- 6.2.2 Identify connections between visual art and other disciplines in the curriculum as guided by the teacher.
- 6.2.3 Identify and explain connections between visual art and other disciplines in the curriculum as guided by the teacher.