



**STUDENT LEARNING GOALS for ART**

- The student will:**
- Develop aesthetic awareness, imagination, perception, appreciation, knowledge and skills
  - Foster creativity, self-expression, self-confidence and self-discipline
  - Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
  - Participate in clean-up, share and help others, respect the property of the school and others, take turns, and work in groups

The Grade 1 essentials include the further development of eye-hand coordination art activities such as rubbing, stamping, tearing and weaving. Students should begin to perceive spacial relationships, identify primary colors, distinguish line variation in drawing and painting and produce shapes and textures.

**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
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

**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 and use:
  - primary colors** - red, blue, yellow
  - line and line variations** - zigzag, dotted, wavy, spiral
  - texture** - visual & tactile
  - shapes** - organic & geometric
  - patterns** - alternating & 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, and otherwise manipulate art materials

- Introduce the computer as an art medium and resource tool

**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/contrast works of art
- 1.17 Critique artwork using an 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 assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Math** -Connect lines to form geometric shapes, identify these by name and cut out multiple pairs.
- **Social Studies** - Correlate with county and state curriculum.
- **Language Arts** - Illustrate original stories using the theme "Me and My Environment."
- **Science** - Classify landscape prints into four seasons.
- **Health and Physical Education** - Use movement to role-play characters from paintings.
- **Music** - Create hand-clapping patterns when studying repeating designs.
- **Careers** - Show examples of commercial art, photography, public sculpture, fashion, crafts, and interior design. Discuss the specific skills needed for success in each of these fields.
- **Economics** - Discuss artifacts (needs) with fine art (wants, luxury); that artists and craftsmen get paid

**Enrichment:** The following assignments and activities are designed to reinforce basic skills and to expand students' interest and abilities.

- Increase students' awareness of mass media such as illustration
- Demonstrate a printing process
- Manipulate clay to form an object
- Discuss symmetry and identify examples
- Distinguish between reality and fantasy

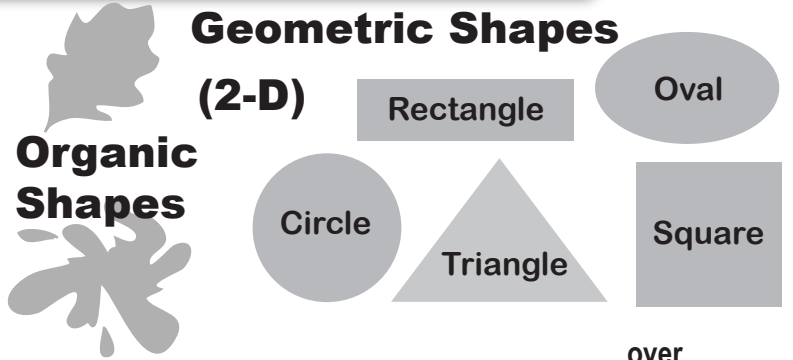
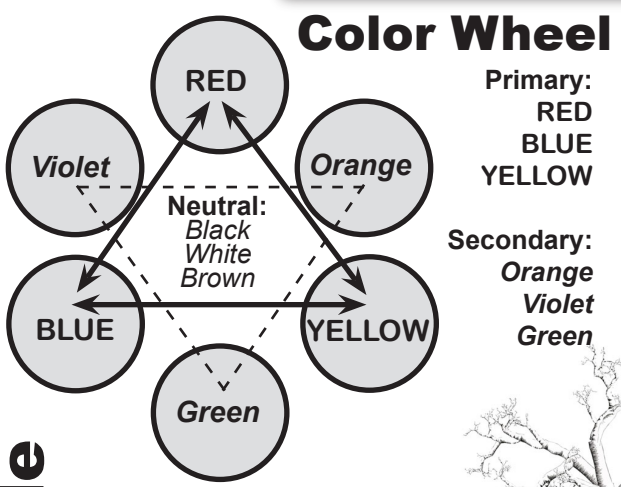
**Ethical Procedures**

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

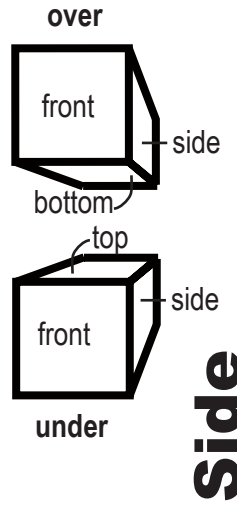
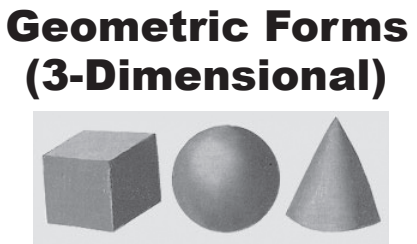
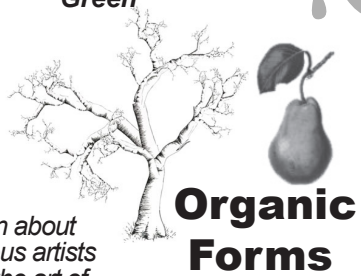
Top



# FIRST GRADE VISUAL ARTS VOCABULARY & CONCEPTS



Learn about famous artists and the art of various cultures around the world



### Size (Spatial) Relationships

Landscape

- ### Types of Artists
- Illustrator
  - Printer
  - Graphic Designer
  - Painter
  - Decorator
  - Animation Artist
  - Cartoonist
  - Portrait Artist
  - Fashion Designer
  - Sculptor
  - Set Designer
  - Crafts Artist

### Three Dimensional Motor Skills

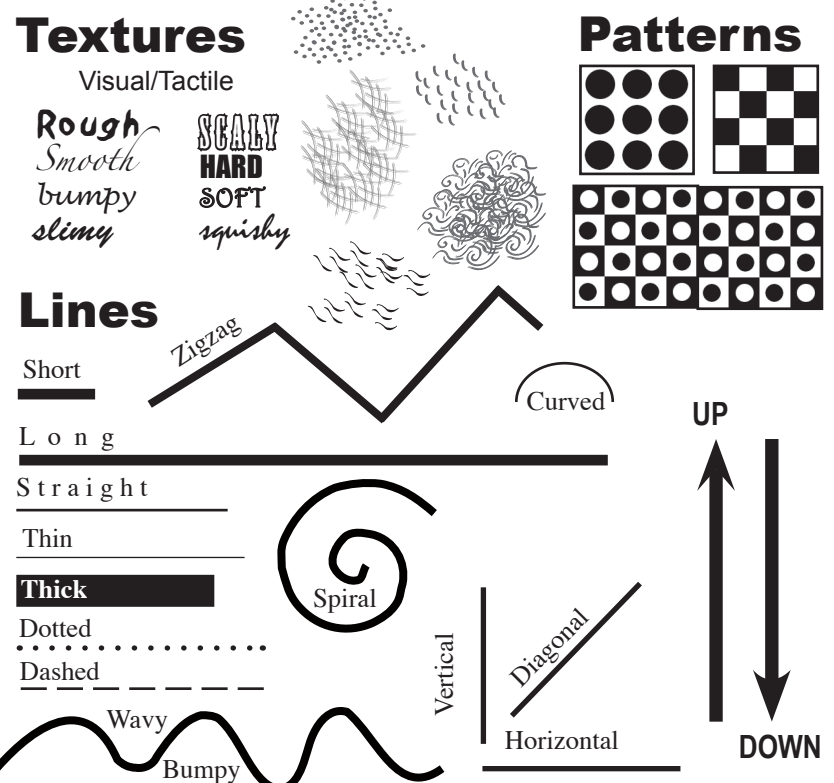
Pinching, Pulling, Squeezing, Twisting, Pounding, Rolling, Tearing, Curling, Assembling, Modeling

### Two Dimensional Motor Skills

Painting, Pasting, Gluing, Folding, Cutting, Rubbings, Printing, Stamping

### Vocabulary

curved	pattern (alternating-repeating)	tearing texture (visual-tactile)
diagonal	primary real	three dimensional (3D)
dotted	rubbing	two dimensional (2D)
drawing	spatial (size-relationship)	vertical
folding	stamping	wavy
geometric	straight	weaving
glue	symbol	zigzag
horizontal		
imaginary		
landscape		
organic		



Bottom