

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
VISUAL ARTS**

STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS

Learners will enhance artistic perception and visual and tactile awareness.

-FIRST GRADE-

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
1.1 Develop visual awareness of art elements		
Learners will:		
1.1.1 identify and use both geometric and organic (free-form) shapes ; (Essential)	1.1.1, 1.1.3 After student creates the collage described in the Strategies section, observe that he/she is able to correctly identify shapes and textures incorporated in work.	<ul style="list-style-type: none"> • Have students make texture rubbings from a variety of surfaces (e.g., leaves, shoe soles, walls, bark). After rubbings are made, students cut these into organic and geometric shapes to create a collage. • Demonstrate how different styles of music can evoke a variety of lines. Have students reproduce these lines. • Give students stamps to create patterns during a printmaking lesson. • Provide red, yellow, and blue paint for students to use to create art. Demonstrate how these primary colors can be mixed to make the secondary colors. Give students ample opportunity to make orange, purple, and green, adding these new colors to the painting.
1.1.2 identify and use a variety of lines (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Essential)	1.1.2 Observe that student can use and identify a variety of lines in a piece of art. Check for accuracy.	
1.1.3 identify and use a variety of textures (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Essential)		
1.1.4 identify and use a variety of patterns ; (Essential)	1.1.4 Show student a pattern of shapes or colors. Have student recreate and extend the pattern, describing how the pattern develops and repeats. Check for understanding.	
1.1.5 identify and use primary and secondary colors ; (Essential)	1.1.5 Give student samples of the three primary colors (i.e., red, yellow, blue) and the three secondary colors (i.e., orange, purple, green). Check that student is able to correctly name all six colors and identify which are primary and which are secondary.	
1.1.6 explore the concept of warm and cool colors. (Expected)		

PERCEPTUAL AND SENSORY AWARENESS

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Recognize directional/spatial relationships in the environment and in art</p> <p>Learners will:</p> <p>1.2.1 identify top and bottom, near and far, in front of and behind, over and under, and middle. (Essential)</p>	<p>1.2.1 Observe that student is able to follow directions while creating the pinch pot described in the Strategies section.</p>	<ul style="list-style-type: none"> • Have students create pinch pots, following instructions relating to directional/spatial relationships (e.g., Put a squiggly line near the top of your pot.). • Use directional/spatial vocabulary as part of the clean-up process (e.g., Put your tools in the box.).
<p>1.3 Recognize design principles in art</p> <p>Learners will:</p> <p>1.3.1 observe and identify examples of repetition; (Essential)</p> <p>1.3.2 observe and identify examples of contrast (e.g., light and dark, smooth and bumpy); (Essential)</p> <p>1.3.3 observe and identify examples of symmetry (e.g., butterfly, basketball court); (Essential)</p> <p>1.3.4 observe and identify examples of balance. (Essential)</p>	<p>1.3.1 Observe student demonstrating repetition through the use of various art tools and materials (e.g., brush strokes, kneading clay, creating a pattern).</p> <p>1.3.2 Have student identify examples of contrast in art visuals and in the classroom environment. Check for accuracy.</p> <p>1.3.3 Show student various examples of symmetry. Have student describe the symmetry. Check for understanding.</p> <p>1.3.4 Check student’s block structure described in the Strategies section. Observe structure for balance.</p>	<ul style="list-style-type: none"> • Give students stamps to create a pattern. • Show students flags from around the world to observe contrast of shapes, colors, and lines. Have students create their own flags, using media of choice. • Have students create a 3-D rendition of an insect or butterfly using clay, papier mache, or paper, painting these sculptures with a symmetrical design. • Provide building blocks for students to create a balanced structure at least 3 blocks high.

STANDARD 2: MEDIA SKILLS

Learners will explore a variety of visual arts media.

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Demonstrate correct use of visual arts tools</p> <p>Learners will:</p> <p>2.1.1 demonstrate safe and appropriate use of a variety of visual arts tools (e.g., clay tools, brayers, brushes); (Essential)</p> <p>2.1.2 use correct vocabulary to identify art tools. (Essential)</p>	<p>2.1.1 Observe that student is able to teach a new classmate the safe and appropriate use of the art tools being used.</p> <p>2.1.2 Have student identify art tools and the medium for which each is used. Check for accuracy.</p>	<ul style="list-style-type: none"> • Have students teach each other safe and appropriate use of visual arts tools (e.g., scissors, brushes, staplers). • Hold up a brush and other painting tools for students to identify and describe the media for which these tools are used.
<p>2.2 Explore skills, techniques, and materials for a variety of visual arts media</p> <p>Learners will:</p> <p>2.2.1 produce 2-D art (e.g., drawing, painting, collage) using crayons, markers, water-color, oil and/or chalk pastels, brayers, charcoal; (Essential)</p> <p>2.2.2 produce 3-D art (e.g., weaving, sculpture, masks) using clay, wire, paper, yarn; (Essential)</p> <p>2.2.3 explore computer technology as a means of creating art. (Extended)</p>	<p>2.2.1, 2.2.2 After student produces 2-D and 3-D art, have him/her describe media, technique, and tool(s) used.</p>	<ul style="list-style-type: none"> • Demonstrate color blending using pastels. Have students practice blending pastels. • Demonstrate clay texture techniques using various tools (e.g., plastic forks, knives, popsicle sticks, clay tools). Have students practice clay texture techniques. • Introduce students to computer software which allows them to create art (e.g., Kid Pix).

STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Become familiar with art in different media</p> <p>Learners will:</p> <p>3.1.1 observe and identify art in different media (e.g., clay, weaving, painting); (Essential)</p> <p>3.1.2 Identify similarities and differences of media used in specific pieces of art. (Expected)</p>	<p>3.1.1 Check that student is able to use correct art vocabulary to differentiate between art in a variety of different media.</p>	<ul style="list-style-type: none">• Orchestrate an art “Show and Tell” experience during which students identify media used and discuss the differences among the media.
<p>3.2 Describe personal preferences in art</p> <p>Learners will:</p> <p>3.2.1 describe likes and dislikes for specific pieces of art in terms of color and subject matter. (Expected)</p>		<ul style="list-style-type: none">• Show students an art visual. Have students give opinions about the colors used and the subject matter depicted.

STANDARD 4: PERSONAL ART EXPRESSION

Learners will use visual arts as a means of self-expression.

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Express personal ideas, feelings, and preferences through art</p> <p>Learners will:</p> <p>4.1.1 use a piece of original art as the basis for a story; (Essential)</p> <p>4.1.2 create art that expresses a specific emotion; (Essential)</p> <p>4.1.3 discuss art one-to-one or in a group setting; (Essential)</p> <p>4.1.4 create original art as a response to a particular piece of music or literature. (Essential)</p>	<p>4.1.1 - 4.1.3 Using the story and painting described in the Strategies section, student tells how the painting influenced the writing of the story (e.g., the colors, the subject matter, details).</p> <p>4.1.4 Have student describe why he/she chose particular lines and colors to create art as a response to jazz selection described in the Strategies section.</p>	<ul style="list-style-type: none"> • Have students look at a painting and then write stories based on it. Put students in small groups to share stories. • Play a jazz selection. Have students create a piece of art in response to the music. • Read a poem to the students. Have students use a variety of media to create a response to the poem.

STANDARD 5: INTERPERSONAL DEVELOPMENT

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Develop teamwork skills</p> <p>Learners will:</p> <p>5.1.1 participate in cooperative art experiences in a group setting; (Essential)</p> <p>5.1.2 share tools and materials during art activities; (Essential)</p> <p>5.1.3 discuss that there are differering opinions about art; (Expected)</p> <p>5.1.4 share positive comments about the art of others. (Extended)</p>	<p>5.1.1, 5.1.2 Observe student’s use of positive, cooperative behavior while sharing art tools and materials during a group art project.</p>	<ul style="list-style-type: none"> • Have students use craft paper and tempera to create a group mural of a zoo. • During a painting lesson, have students share watercups and paints. • After various art activities, have students use journal entries to write opinions about art.
<p>5.2 Develop a sense of accomplishment through completion of art</p> <p>Learners will:</p> <p>5.2.1 demonstrate on-task behavior to complete a piece of art; (Essential)</p> <p>5.2.2 sign finished pieces; (Essential)</p> <p>5.2.3 follow a three-step direction for cleaning up. (Essential)</p>	<p>5.2.1 Observe that student is following the instructional sequence, using tools, and manipulating materials while engaged in the printmaking lesson described in the Strategies section.</p> <p>5.2.2 Check that student signs all completed art.</p> <p>5.2.3 At the end of an art lesson, give student the following directions: Return tools to designated places, clean individual work space, put completed art work where directed. Observe for completion of task.</p>	<ul style="list-style-type: none"> • Go over illustrated instructions to follow during a printmaking lesson. Post these instructions as a reference. • Remind students to sign finished art pieces and place them in a designated area. • Have students repeat step-by-step directions before beginning to clean up.

INTERPERSONAL DEVELOPMENT

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.3 Develop awareness of vocational and avocational possibilities in art</p> <p>Learners will:</p> <p>5.3.1 explore various art-related careers and avocations (e.g., photography, jewelry making, animation). (Expected)</p>		<ul style="list-style-type: none">• When students are drawing houses or buildings, discuss the role of architects and the field of architecture.

STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

First Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>6.1 Participate in art-related activities within a historical, cultural or social context</p> <p>Learners will:</p> <p>6.1.1 discuss field trips, cultural events, and family celebrations in terms of time and event sequence (e.g., first and second, before and after, dates, seasons); (Essential)</p> <p>6.1.2 explore similarities and differences in the ideas, customs, and art of others in literature, art-related field trips, cultural events, and family celebrations; (Essential)</p> <p>6.1.3 identify artifacts associated with various cultural activities. (Essential)</p>	<p>6.1.1 Have student identify time sequences (e.g., old and new, before and after) in relation to field trips, cultural events, and family celebrations. Check for accuracy.</p> <p>6.1.2 Observe that student is able to identify cultural similarities and differences when looking at art visuals (e.g., Native American masks, Oriental masks, African masks). Check for understanding.</p> <p>6.1.3 Give student art and artifacts to match with related cultural activity (e.g., piñatas for birthday celebrations in Mexico and Southwest U.S.A., dragon for Chinese New Year). Check for accuracy.</p>	<ul style="list-style-type: none"> • While studying different cultural events, students create their version of a Chinese New Year celebration, including drama, music, food, and art of the culture. • Construct a chart on which students are able to classify “old” and “new” artifacts. • Provide opportunities for students to observe and participate in storytelling experiences from different cultures throughout year, using these experiences as a springboard for art activities. • Read a variety of literature about different cultures. • Have students construct puppets based on various cultures.