

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Essential Learning 1: The student understands and applies arts knowledge and skills.

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> • Identifies line direction (e.g., horizontal, vertical). • Identifies and uses geometric and organic shapes. • Identifies actual textures. • Identifies and mixes secondary colors from primary colors. 	<ul style="list-style-type: none"> • Makes directional lines (vertical, horizontal, diagonal) • Cuts lines in varying directions to make geometric and organic shapes. • Creates artwork using texture. • Recognizes and identifies both primary and secondary colors. 	Paint a color wheel.	<ul style="list-style-type: none"> √ Label objects in the classroom that are vertical, horizontal or diagonal. √ Make a collage using different textures. √ Crayon rubbings of plants (science). √ Look at relief maps (social studies). √ Discuss print <i>Persian Pottery</i>, by Ethelyn C. Stewart. Do activity called “Pottery Art.”
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> • Uses repetition of several elements to create pattern. 	<ul style="list-style-type: none"> • Uses shape, color and texture in a pattern. 	Use of shape, color and texture in a pattern in artwork completed from prints.	<ul style="list-style-type: none"> √ Display and discuss <i>Vega-Kontosh</i>, by Victor Vasarely, or <i>Three Musicians</i>, by Pablo Picasso. Point out patterns, textures and colors used. √ Do activity called “Geometric Art” or “Collage Art.”

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> • Uses art tools and materials safely and appropriately. 	<ul style="list-style-type: none"> • Understands safety issues related to art supplies. 	Art tools are used, cleaned and stored appropriately after each use.	<ul style="list-style-type: none"> √ Provide demonstrations for proper care and use of art tools before use.
1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> • Describes the differences between two artworks. 	<ul style="list-style-type: none"> • Identifies different elements in two pieces with similar subject matter. • Considers cultural differences that may have influenced work. • Appreciates the diversity of creative expression in self and others. 	List different elements in two pieces with similar subject matter.	<ul style="list-style-type: none"> √ Compare and contrast <i>Head of Man</i>, by Paul Klee, and <i>Blue Boy</i>, by Gainsborough. √ Do activity called “Head of Man Art” or “My Own Portrait.”

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> • Demonstrates how to focus attention. 	<ul style="list-style-type: none"> • Demonstrates appropriate behavior in a variety of settings. • Identifies art elements in performance or exhibit. 	Displays proper behavior during public performances or field trips.	<ul style="list-style-type: none"> √ Attend a public performance or assembly. √ Visit a gallery or museum.
<p>Essential Learning 2: The student demonstrates thinking skills using artistic processes.</p> <p>To meet this standard, the student will:</p>				
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> • Conceptualizes the context or purpose • Gathers information from diverse sources • Develops ideas and techniques • Organizes arts elements, forms, and/or principles into a creative work • Reflects for the purpose of elaboration and self-evaluation • Refines work based on feedback • Presents work to others 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process. 	<ul style="list-style-type: none"> • Responds to the purpose of composition (i.e., make a piece of artwork for a purpose). • Identifies art concepts, vocabulary, skills and techniques in own work. 	Correctly identifies art concepts and techniques in own work.	<ul style="list-style-type: none"> √ Create art work for Science Fair or school play. √ Discuss print <i>Guitar Glass, Fruit Dish</i>, by Pablo Picasso. √ Do activity called "Guitar Art."

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.2 Applies a performance process in the arts: <ul style="list-style-type: none"> • Identifies audience and purpose • Selects artistic work (repertoire) to perform • Analyzes the structure and background of work • Interprets by developing a personal approach to the work • Rehearses, adjusts, and refines through evaluation and problem solving • Presents work for others • Reflects and evaluates 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process. 	<ul style="list-style-type: none"> • Selects and prepares own work for public display. • Discusses public display experience with group. • Completes a project with a team. 	Group project accomplished on time and displayed.	✓ Participates in community art project.

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> • Engages actively and purposefully • Describes what is seen and/or heard • Analyzes how the elements are arranged and organized • Interprets based on descriptive properties • Evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process. 	<ul style="list-style-type: none"> • Begin to evaluate and make judgments about a wide range of art. • Recognize a variety of media, techniques and processes. 	Responds to differences between prints.	<ul style="list-style-type: none"> √ Compare and contrast <i>The Lamb</i>, by Franz Marc, and <i>Tiger</i>, by Kawanabe Kyosai. √ Do activity called “Abstract Animal Art” or “Line Art.”
<p>Essential Learning 3: The student communicates through the arts.</p> <p>To meet this standard the student will:</p>				
3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> • Identifies how feelings are expressed through the arts. 	<ul style="list-style-type: none"> • Understand art serves many purposes and functions to express feelings and ideas. • Begin process of transforming personal experiences into art forms. 	Responds to ideas or feelings expressed in prints.	<ul style="list-style-type: none"> √ Discuss <i>Starry Night</i>, by Vincent Van Gogh and the feelings expressed in print. √ Do activity called “Night Art.”

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., entertain). 	<ul style="list-style-type: none"> Understand art serves many purposes and functions: <ul style="list-style-type: none"> - inform - entertain - persuade 	Describes what entertain, inform and persuade mean.	<ul style="list-style-type: none"> √ Compare and contrast <i>Buffalo Trail: The Impending Storm</i>, by Albert Bierstadt and <i>When Do You Marry</i>, by Paul Gauguin. √ Do activity called “Landscape Art” or “Autumn Leaf Art.”
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> Identifies personal aesthetic choices. 	<ul style="list-style-type: none"> Identify and articulate personal reactions and feelings when viewing works of art. 	Participates during presentations of prints.	<ul style="list-style-type: none"> √ Discuss what prints they like best and why.
<p>Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</p>				
<p>To meet this standard the student will:</p>				
4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm). 	<ul style="list-style-type: none"> Experience an art concept in visual and performing art media. 	Notes different patterns drawn for different beats.	<ul style="list-style-type: none"> √ Move like an animal, then paint that animal. √ Draw to music. √ Clap a rhythm, show that rhythm through pattern on paper. √ Discuss print <i>Snap the Whip</i>, by Winslow Homer. Co activity called “Summer Fun Art.”

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> • Identifies concepts and vocabulary common to the arts and other content areas. 	<ul style="list-style-type: none"> • Identify 30 shapes in architecture. • Draws to understand math concepts. • Draws to record information. • Draws to tell a story. 	Identifies shapes around classroom. Use of basic math concepts visually. Use of science journal. Visualizes sequence of story.	<ul style="list-style-type: none"> √ Draw different shapes around the room. √ Draw math equations using objects. √ Keep a science journal with drawings and rubbings. √ Draw a picture telling about a story they have read.
4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> • Identifies how the arts impact home/family choices. 	<ul style="list-style-type: none"> • Begin to recognize the use of art through the public media to persuade and inform. • Describe some ways that people are involved in the visual arts in the local community. 	Poster of advertisement of favorite food or drink.	<ul style="list-style-type: none"> √ Share cartoons from newspaper. √ Observe animated video.
4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> • Describes a specific artwork from home/family. 	<ul style="list-style-type: none"> • Identifies art concepts and vocabulary in a piece of artwork from home. 	Correctly identifies art concepts in artwork from home.	<ul style="list-style-type: none"> √ Provide regular share days for students to bring artwork from home and identify art concepts.

North Kitsap School District
Essential Academic Learning Requirements
ELEMENTARY VISUAL ART

GRADE 1

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
<p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.</p>	<ul style="list-style-type: none"> • Practices safety habits using tools and materials appropriately. 	<ul style="list-style-type: none"> • Demonstrates safe and proper use of tools and materials. 	<p>Has successfully used tools and materials.</p>	<p>√ Provide regular demonstrations of proper use of tools and materials and their care.</p>