

LCPS Art Curriculum: FIRST GRADE

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

Essential Questions

Where do ideas come from?

Why is idea generation important for the creative process?

How do different sources and processes affect the artists' final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Explore one or more sources to generate and name ideas for artmaking.		1.17	Creator Critical Thinker
1. Use personal experiences, imagination and play to generate and name ideas.	Cr1.1.1a	1.6	Creator Critical Thinker
2. Use kinesthetic movements to generate and name ideas.			Creator Critical Thinker
3. Explore the natural and man-made environment to generate and name ideas.			Creator Critical Thinker
4. Explore and experiment with materials and tools to generate ideas.	Cr2.1.1a	1.1 (a)	Creator Critical Thinker
5. Make unconventional combinations of ideas or objects in artwork.		1.1 (b)	Creator Critical Thinker
6. Use the senses of sight, touch and hearing to generate and name ideas.		1.17 (a)	Creator Critical Thinker
7. Use stories, poems, music, themes and art forms to generate and name ideas.		1.17(b)	Creator Critical Thinker
8. Use observation and memory to generate and name ideas.	Cr1.2.1a	1.17 (c)	Creator Critical Thinker
B1. Identify and carry out a deliberate process to generate ideas for artmaking.		1.2	Creator Critical Thinker
1. Use brainstorming to generate ideas.			Creator Critical Thinker
2. Use sketching and mark-making to generate ideas.			Creator Critical Thinker
3. Use a compare and contrast process such as a Venn diagram to generate an idea.			Creator Critical Thinker
4. Use graphic organizers including an idea wheel and a sense chart to generate ideas.			Creator Critical Thinker
5. Collaborate to share knowledge and information to generate an idea.		1.5	Critical Thinker Collaborator

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

An artist revises ideas to discern their value in the creative process.

Essential Questions

How does an artist measure the value of an idea?

How is involvement in the idea development process reflected in the artists' works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Describe steps used to problem solve, plan and advance an idea for artmaking.		1.2	Critical Thinker Communicator
1. Describe and use steps of the creative process to include idea development and planning.		1.2 (b)	Critical Thinker Communicator
2. Collaborate and play and experiment with materials and tools to plan for artmaking.	Cr1.1.1a		Critical Thinker Collaborator
3. Develop personal solutions in response to artmaking problems.		1.2 (a)	Creator Critical Thinker
4. Document a plan in a drawing or graphic organizer.			Creator Critical Thinker
B1. Review and refine a plan for artmaking.			Creator Critical Thinker
1. Review a plan for artmaking using a checklist or pictographs.			Creator Critical Thinker

LCPS Art Curriculum: FIRST GRADE

2. Ask and respond to questions to plan for artmaking.			Critical Thinker Communicator
3. Share a plan for artmaking.			Communicator
4. Change a plan for artmaking using a new source of information.			Creator Critical Thinker

CREATE - Produce

Produce – Standard of Achievement (3)

The student will realize the culmination of original ideas from conception through resolution in original artworks.

Enduring Understanding

Ideas are [integral] endemic to artworks.
The act of making art brings life to ideas and allows them to be shared. (tangible construct)

Essential Questions

What processes are used to bring ideas to realization in artworks?
How do artists' choices impact the efficacy of the final products?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Use a topic of personal relevance, local interest or global significance to express an enduring idea in an original artwork.			Creator Communicator
1. Depict personal everyday experiences.		K.5	Creator Communicator
2. Commemorate personal or community events.		K.7	Creator Communicator
3. Express a personal place in the world.			Creator Communicator
B1. Recognize and use a range of subject matter to produce original artworks.			Creator Communicator
1. Depict the human face and figure including portraits.		K.17 (a)	Creator Communicator
2. Depict animals.			Creator Communicator
3. Depict natural or man-made objects and environments.		1.14	Creator Communicator
4. Draw people and objects in the environment from observation.		1.14	Creator Communicator
5. Produce original designs for objects or structures.			Creator Communicator
C1. Name and use formal components to produce original artworks.		1.12 1.13	Creator Critical Thinker
1. Name and use organic and geometric shapes and forms to represent people, places, and objects.		1.12 (c)	Creator Critical Thinker
2. Name and use various lines, patterns, and textures.		1.12 (b)	Creator Critical Thinker
		1.12 (e)	Creator Critical Thinker
		1.12 (b)	Creator Critical Thinker
3. Name and use a variety of colors including primary, secondary, and brown, black, and white.		K.12 (a)	Creator Critical Thinker
		1.12 (a)	Creator Critical Thinker
4. Name, classify, and arrange objects within the picture plane.	Cr2.3.1a	1.13 (a)	Creator Critical Thinker
5. Name and develop figure-ground and size relationships.		1.13 (b)	Creator Critical Thinker
		1.13 (c)	Creator Critical Thinker
6. Name and use ground lines to organize space.			Creator Critical Thinker
D1. Name and use materials, tools, and processes safely and appropriately to produce original artworks.	Cr2.2.1a	1.16	Creator Contributor Critical Thinker
1. Name and use drawing, painting, printmaking, sculpting, collage and fiber arts materials, and tools safely and appropriately.			Creator Contributor Critical Thinker
2. Practice proper scissor-cutting, brush handling, and gluing techniques.			Creator Contributor Critical Thinker

LCPS Art Curriculum: FIRST GRADE

3. Name and use motor skills, such as cutting, modeling, molding, tearing, and weaving to create two- and three-dimensional works of art.		1.15	Creator Contributor Critical Thinker
4. Use non-standard units as measuring tools.			Creator Contributor Critical Thinker
5. Name or draw the sequence of steps in an artmaking process.		1.2 (b)	Creator Contributor Critical Thinker
E1. Explore a variety of media, skills, techniques and art forms to produce original artworks.	CR2.1.1a	1.16	Creator Contributor Critical Thinker
1. Explore a variety of drawing media and techniques including chalk, crayon, and markers by mark-making, blending, outlining, and filling in.			Creator Contributor Critical Thinker
2. Explore and follow proper painting techniques including paint applications, outline, filling-in, brush stroke variations, resist, and over painting.			Creator Contributor Critical Thinker
3. Explore printmaking media and techniques including stamping, rubbing, or relief printing.			Creator Contributor Critical Thinker
4. Explore textile media and techniques including needle threading and running stitches using yarn and paper weaving.			Creator Contributor Critical Thinker
5. Explore collage media and techniques including paper cutting, tearing, arranging, and gluing.			Creator Contributor Critical Thinker
6. Explore sculpture media and techniques including paper cutting, folding, joining, and gluing.			Creator Contributor Critical Thinker
7. Explore ceramic media and techniques including model, pinch, pull, impress, and glaze.		1.15	Creator Contributor Critical Thinker
8. Explore and interact with digital media and techniques.		1.10	Creator Contributor Critical Thinker

PRESENT – Organize

Organize – Standard of Achievement (4)

The student will apply and refine skills and practices to prepare and display artworks.

Enduring Understanding

The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.

Essential Questions

How does the organization of artworks on display influence the interpretation of the viewer?
 What are the preparation and organization responsibilities for displaying artworks?
 Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Prepare and share artworks with others based on guidelines.	Pr5.1.1a		Contributor Communicator
1. Sign and label personal artworks.			Contributor Communicator
2. Center and mount personal artworks.			Contributor Communicator
3. Share personal artworks with an audience.			Contributor Communicator
4. Discuss questions about preparing and displaying artworks.	Pr5.1.1a		Contributor Communicator

PRESENT – Curate

Curate – Standard of Achievement (5)

The student will sift through, contemplate and select artworks based on criteria or purpose.

Enduring Understanding

Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.

Essential Questions

How do personal experiences affect curation of artworks?
 Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. View and select artworks for display based on a specific attribute.			Contributor Communicator
1. View two or more personal artworks, and choose one for display.			Contributor Communicator
2. View a set of artworks to determine a common attribute.			Contributor Communicator
3. Collaborate to select and display a group of artworks.		1.5	Collaborator Critical Thinker Communicator
B1. Name one or more reasons for valuing selected artworks.			Critical Thinker
1. Name a reason for choosing a personal artwork for display.			Critical Thinker
2. Name common attributes found among a set of artworks.			Critical Thinker
3. Share and discuss reasons for valuing selected artworks.	Pr4.1.1a		Contributor Communicator
4. Identify the purpose of an art museum and the role and responsibilities of a curator.	Pr6.1.1a		Critical Thinker

PRESENT – Communicate

Communicate – Standard of Achievement (6)

The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

Enduring Understanding

Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.

Essential Questions

How does an artist choose the best way to communicate with an audience?
 What is the relationship between artists' intent and chosen means of communication?

	National Visual Arts Standards	SOL's	LCPS 5C's

LCPS Art Curriculum: FIRST GRADE

A1. Identify and list reasons for creating, sharing and valuing art.		1.3	Critical Thinker Communicator
1. Express a point of view about what art is and what purposes it serves.			Critical Thinker Communicator
2. Describe how feelings, ideas, and emotions are communicated in artworks.		1.3 (c)	Critical Thinker Communicator
3. Explain why viewers may have different responses to artworks.		1.4	Critical Thinker Communicator
4. List reasons artists create and share artworks.			Critical Thinker Communicator
B1. Tell about an artwork using art vocabulary.	<u>Cr3.1.1a</u>	1.3	Critical Thinker Communicator
1. Tell peers and others about a personal artwork using art vocabulary.			Critical Thinker Communicator
2. Write a sentence to tell others about a personal artwork.			Critical Thinker Communicator

LCPS Art Curriculum: FIRST GRADE

RESPOND – Perceive

Perceive – Standard of Achievement (7)

The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding

Perception involves careful looking to inform the understanding of art and the world.

Artists' personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

Essential Questions

Why is it important to follow a formalized method of looking at artworks?

How does taking the time to observe and examine artworks inform understanding of the art making process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Follow critical thinking steps to identify and describe form, content and meaning in artworks.	Re8.1.1a	1.3 (c)	Critical Thinker
1. Notice, point out and name people, animals, places and objects in artworks and the world.			Critical Thinker Communicator
2. Notice and point out attributes of an artist's style.			Critical Thinker Communicator
3. Notice, point out and name details and sensory attributes in artworks.			Critical Thinker Communicator
4. Identify colors, lines, shapes and size relationships seen in artworks and the world.			Critical Thinker
5. Identify and describe a link between content and meaning in artworks.			Critical Thinker Communicator
6. Identify basic architectural elements in structures.			Critical Thinker
7. Identify art forms including drawing, painting, photography, sculpture and architecture.			Critical Thinker
9. Recognize how artists use current technology and contemporary media to create work of art.		1.10	Critical Thinker
B1. Identify and relate content observed in art to personal experiences.		1.4	Critical Thinker Contributor
1. Observe an artwork and identify content related to family experiences.			Critical Thinker Contributor
2. Observe a set of artworks and talk about one in relation to a personal experience.	Re7.1.1a		Critical Thinker Contributor
3. Compare images that represent the same subject.	Re7.2.1a		Critical Thinker

RESPOND – Reflect

Reflect – Standard of Achievement (8)

The student will initiate, recall and contemplate learning experiences and personal performances to inform future

Enduring Understanding

Reflective practice leads to improved performance in artistic endeavors.

Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions

What constitutes reflective practice?

What is learned from reflective practices?

In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Review the art making experience to revise or to inform artistic endeavors.			Critical Thinker
1. Tell about making a personal artwork.			Critical Thinker Communicator
2. Tell how to make a personal artwork better.			Critical Thinker Communicator
3. Identify changes made during the artmaking process.			Critical Thinker Communicator
4. Explain how a completed artwork meets personal expectations.			Critical Thinker Communicator
B1. Explore reflective approaches to appraise personal growth through the creative process.		1.3	Critical Thinker
1. Tell others about success in creating an artwork.			Communicator
2. Share what was learned through an artmaking experience.			Critical Thinker Communicator
3. Document reflections in various formats.			Critical Thinker Communicator

RESPOND – Evaluate

LCPS Art Curriculum: FIRST GRADE

EVALUATE – Standard of Achievement (9) – The student will appraise the artistic experience and its personal and			
Enduring Understanding – Artworks and the artmaking process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.			
Essential Questions – What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation			
	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Identify and describe reasons for valuing artworks and approaches to art making.			Critical Thinker Communicator
1. Select a preferred artwork and explain why it was chosen.		1.4	Critical Thinker Communicator
2. Explain why artworks have value.	Re9.1.1a	1.6 (a)	Critical Thinker Communicator
3. Classify artworks based on reasons for preferences.			Critical Thinker
4. Discuss why people respond differently to artworks.		1.4	Critical Thinker Communicator
5. Discuss why artists use different approaches to make artworks.			Critical Thinker Communicator
8. Identify artwork and artists in the community and Commonwealth.		1.7	Critical Thinker
B1. Identify and describe the personal value of engaging in the creative process using 21st Century Skills.			Critical Thinker Communicator
1. Communicate reasons why artworks are appealing or unappealing.		1.4	Critical Thinker Communicator
2. Collaborate to recommend changes for artworks.			Critical Thinker Collaborator
3. Use critical thinking to identify a message in contemporary media.			Critical Thinker
4. Use time efficiently to manage the creative process.			Contributor
5. Interact appropriately with digital arts tools and environments.		1.8 1.10	Contributor

LCPS Art Curriculum: FIRST GRADE

CONNECT – Relate

Relate – Standard of Achievement (10)

The student will consider and associate artistic endeavors in relation to personal experiences and external influences.

Enduring Understanding

The art experience enriches the human condition by fostering conceptual links across time and cultures. The arts provide evidence of human existence and invite interaction.

Essential Questions

How does art promote conceptual links between personal experiences and external influences?
How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Identify and name relationships seen among art, history and culture.		1.6	Critical Thinker Contributor
1. Identify and name visual clues about history and culture in an artwork, including American symbols and events.		1.6	Critical Thinker
2. Identify and name similarities and differences among artworks produced at different times and in different places.	Cn10.1.1a	1.3 (b)	Critical Thinker
	Cn11.1.1a		Critical Thinker
3. Identify similarities between history and content in artworks and personal culture.		1.6 (b)	Critical Thinker
B1. Identify connections among artistic ideas, knowledge and personal experiences.			Critical Thinker Contributor
1. Tell how an idea found in an artwork connects to personal feelings, experiences and other artworks.			Communicator Critical Thinker
2. Share interdisciplinary knowledge in connection with an artistic endeavor.			Communicator Critical Thinker
3. Identify people who make art as artists.		K.9	Critical Thinker
4. Describe similarities and differences among various careers in the visual arts.		1.9	Communicator Critical Thinker

CONNECT – Reconcile

Reconcile – Standard of Achievement (11)

The student will explore and integrate experiential and academic domains of knowledge as part of the artistic

Enduring Understanding

Connectivity is an essential characteristic of the artistic experience. Reconciling connections in the creative process enriches and validates the human experience.

Essential Questions

How are connections between art and culture developed?
How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS 5C's
A1. Explore and list ways to connect among personal experiences, cultural influences and cross-curricular learning to inform the creative process.			Critical Thinker Contributor
1. Identify a link between a personal experience with contemporary culture and the creative process.			Critical Thinker Contributor
2. Identify a common theme for making an authentic connection between cross-curricular learning and the creative process.			Critical Thinker Contributor
3. Identify appropriate sources of information for learning about art.		1.8	Critical Thinker
4. Identify connections between the arts by incorporating or responding to music, theatre, or dance in their artwork.		1.11	Critical Thinker
B1. Recall prior learning to extend the creative process.			Critical Thinker
1. Name prior learning experiences relevant to the current creative process.			Communicator Critical Thinker
2. Recall and document cross-curricular learning in a graphic organizer as part of the creative process.			Critical Thinker
C1. Collaborate to engage in artistic endeavors.			Collaborator
1. Work respectfully with others to resolve differing opinions in artistic endeavors.			Collaborator
2. Share ideas with others and agree on approaches to artistic endeavors.			Communicator Collaborator
3. Value and use diverse ideas to develop and innovate in artistic endeavors.			Creator Critical Thinker

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4. Identify skills needed to work collaboratively in a creative art community.		1.5	Creator Critical Thinker
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