

Ridgefield Public Schools

First Grade Art Curriculum at a Glance

Ridgefield Public Schools provides engaging, relevant, and personalized learning experiences so all students can pursue their interests and prepare for life, learning, and work as global citizens. The Visual Art Department creates inspiring hands-on studio experiences that enable students to make deeper connections through art to the world around them through: exploring, creating, understanding, presenting, interpreting, and reflecting. Our curriculum follows a sequence of units aligned to the National Core Arts Standards. As a community with long-standing traditions that value the visual arts, we believe the arts provide connections between students and families by providing opportunities to seek meaning through a creative process.

Overview

| Unit | Learning Outcomes <i>The student will be able to:</i> |
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| Connections | <ul style="list-style-type: none">• Discuss and consider how art is interwoven into the culture, self-expression, and everyday living through observation, investigation, and identification of the many roles of art.• Create original works of art that communicate and represent possible themes, for example, family, emotions, location, and identity.• Reflect and identify their personal preferences that inspired them and influenced their choices (i.e. time in history, culture, geographic location). |
| Light | <ul style="list-style-type: none">• Explain how the use of light and shadow can be explored by artists when constructing works of art and design.• Discuss how artists develop excellence through practice and constructive critique.• Experiment with different materials through artistic investigation that shows the use of art and shadow. |



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| | <ul style="list-style-type: none">• Create original works of art that communicate and represent possible themes for instance, family, emotions, location, and identity. |
| Shapes | <ul style="list-style-type: none">• Define the element of art shapes and how artists use them in their work.• Identify shapes (using appropriate vocabulary) both geometric and organic when developing an understanding of visual influence.• Create original works of art that communicate and represent student response to the world with shapes.• Revise personal work based on collaborative reflection to experience the complexity of art. |
| Balance | <ul style="list-style-type: none">• Define the principle of art balance (symmetry versus asymmetrical and/or radial) and how artists use it in their work.• Identify the use of balance in master and contemporary art for example, paintings, photography and sculptures.• Experiment with art making approaches to create original works of art that exemplify the use of the principle of balance.• Discuss their artistic choices with peers, sharing their intent and design. |

