

First Grade Art Curriculum

Strand: CREATE

Big Idea #1: Generate and conceptualize artistic ideas and work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Play & Ideation	Engage collaboratively in exploration and imaginative play with materials. (VA:Cr1A.1)	1-3	Understand that many tools and mediums can be used to create art e.g. prompts/defined artistic challenges, collaborative activities, centers/studios
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?			
B. Investigation	Use observation and investigation in preparation for making a work of art. (VA:Cr1B.1)	3-4	e.g. still life studies/realia, preliminary sketching, investigating the various ways artists make art (process and product), close-up observational drawings
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.			

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Big Idea #2: Organize and develop artistic ideas and work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Skill Acquisition	Explore uses of materials and tools to create works of art or design. (VA:Cr2A.1)	1-3	Apply a variety of art processes and use a variety of tools and media intentionally in art making, building upon existing art skills through practice and exploration.

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			e.g. centers/studios; teacher demonstration; peer modeling; Demonstrate: solid fill, monoprinting, folding paper, gluing with control, dragging a paintbrush, and modeling by pinching, pulling, and rolling.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?			
B. Safety & Ethics	Demonstrate safe and proper procedures for using materials, tools and equipment while making art. (VA:Cr2B.1)	1-2	e.g. teacher demonstration, role-playing, modeling & practicing routines, storytelling
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?			
C. Creating Interactions with Art	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. (VA:Cr2C.1)	2-4	Use a variety of media in original artwork to express and/or represent observations of familiar objects, as related to personal experiences e.g. collaborative activities, categorizing/sorting/classifying everyday items, make connections with artists who incorporate everyday items in their work (Warhol, Thiebaud, Lichtenstein, O'keeffe, Jasper Johns, Claes Oldenburg), create original artwork that incorporates several everyday objects that can be categorically placed together (food, tools, personal items).
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?			

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Big Idea #3: Refine and complete artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Reflect-Refine	Use art vocabulary to describe choices while creating art. (VA:Cr3A.1)	1-3	Reflect on personal aesthetic choices made during art making. Explain, using appropriate art vocabulary, chosen art process(es) and why these choices were made (what influenced their choices) to peers and/or the teacher e.g. centers/studios, modeling, cooperative discussion during art making, independent practice and reflection

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Strand: PRESENT

Big Idea #4: Select, analyze, and interpret artistic work for presentation.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Select	Explain why some objects, artifacts, and artwork are valued over others. (VA:Pr4A.1)	3	Explore how values and preferences are influenced by family, culture, community, and history. e.g. Whole group and peer discussion surrounding artwork from various historical time periods and cultures such as Lascaux cave paintings, pinch pots, wearable art, and Asian artwork

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

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Strand: PRESENT

Big Idea #5: Develop and refine artistic techniques and work for presentation.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Analyze	Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation. VA:Pr5A.1)	2-3	Self-assess to determine when personal artwork is complete and contribute to decisions concerning the preparation and display of work. e.g. hallway displays, discussion during and following art making, visual resources, museum trip (virtual or in person)

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Strand: PRESENT

Big Idea #6: Convey meaning through the presentation of artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Share	Identify the roles and responsibilities of people who work in and visit museums and other art venues. (VA:Pr6A.1)	1-2	e.g. visit a museum or gallery; interview an artist, docent, curator, or other professional involved in the public display of artwork.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

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Strand: RESPOND

Big Idea #7: Perceive and analyze artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Perceive	Select and describe works of art that illustrate daily life experiences of one's self and others. (VA:Re7A.1)	2-3	Describe and/or respond to artwork representing significant people, animals, and/or objects based on the student's life experiences and the experiences of others. e.g. whole group and one-on-one discussion, VTS, reflection during the art-making process, compare and contrast images representing daily life, look at picture books
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?			
B. Analyze	Compare images that represent the same subject. (VA:Re7B.1)	2	Use learned art vocabulary related to basic art elements (line, shape, color, and pattern), to make comparisons between two or more works of art from a variety of cultures and historical contexts. e.g. whole group discussion; VTS; compare a photograph of an object with a drawing/painting/abstract of the same object; draw pictures following a shared experience and compare these visual responses to the experience (paint to music, etc.)
Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?			

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Strand: RESPOND

Big Idea #8: Interpret intent and meaning in artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Interpret	Interpret art by categorizing subject matter and identifying the characteristics of form. (VA:Re8A.1)	2-3	Respond to artwork using developmentally appropriate art vocabulary to identify and describe characteristics within the artworks and group them based on subject matter. e.g. VTS; Sort a selection of images according to attributes (color, shape, subject, texture, etc).

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Strand: RESPOND

Big Idea #9: Apply criteria to evaluate artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Evaluate	Classify artwork based on different reasons for preferences. (VA:Re9A.1)	2-4	Sort multiple works of art into groups based on shared characteristics (i.e. art elements) and explain WHY particular groupings are preferred.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

First Grade Art Curriculum

Strand: CONNECT

Big Idea #10: Synthesize and relate knowledge and personal experiences to make art.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Synthesize	Identify times, places and reasons by which students make art outside of school. (VA:Cn10A.1)	2-3	Develop an understanding of meaning and method behind the creation of works representing student autonomy and representation of their community as a whole. e.g. Explore examples of activities and celebrations associated with traditional holidays and events, or of other traditions; historical events

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Strand: CONNECT

Big Idea #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Relate	Understand that people from different places and times have made art for a variety of reasons. (VA:Cn11A.1)	2-4	Identify and discuss the various purposes of art making in different times and places (communication, celebration, memorialization, instruction, function, tradition, etc) e.g. Compare and contrast art created to celebrate festivals and traditions from around the world; identify and respond to works of art from the United States, Europe (cave art), and Asia

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

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