

1st Grade

Elements and Principles of Art - Skill Guide

Line	Recognize and draw Lines: zig-zag, curvy, straight, dotted, wavy, thick, thin, spiral, long, short, dashed, curly and how lines convey feelings. Line design, patterns, or repetition in form.
Shape	Recognize and draw geometric and organic shapes: square, rectangle, circle, oval, triangle, etc. and leaves, rocks, and other natural found objects.
Form	Practice modeling clay or paper into various 3D forms
Space	Recognize spatial terms in artwork: top/bottom, front/back, over/under, above/below, beside/overlapping, close/far; be able to find and draw examples
Texture	Experiment and be able to use descriptive words about actual surface qualities and implied texture in art mainly by touch: rough, smooth, soft, hard, etc.
Color	Identify Primary colors and be able to mix Secondary colors; distinguish the difference between light/dark colors and warm/cold colors.
Pattern/Repetition	Basic recognition of Pattern/Repetition in art: color, shape, letter, number, or symbols - or a combination of those mentioned (i.e. color and line pattern, or color and letter pattern)
Techniques/Skills:	<ul style="list-style-type: none"> } Appropriate safe scissor use and control } Appropriate use of glue application (dots) } Basic paper folding: side to side, corner to corner, and accordion fold } Basic control of painting and printing tools: brushes, vegetables, and gadgets. } Create artwork inspired by personal experiences, environment, imagination and visualization, and careful observation of real objects. } Be able to find clues in artwork and determine time and place, similarities, and differences in pairs of artwork. } Express a preference for one artwork over others and offer reason } Explain ideas, thoughts, experiences, and feelings expressed in personal artwork.
Visual Art Core:	
Create:	Conceiving and developing new artistic ideas and work.
Investigate, Plan, Make:	Engage collaboratively in exploration and imaginative play with materials; investigate the preparation for making a work of art.
Investigate:	Explore uses of materials and tools to create works of art; demonstrate safe and proper procedures for using materials, tools, and equipment; identify and classify uses of everyday objects through the process of art making.
Reflect, Refine:	Use art vocabulary to describe choices while creating art.
Presenting:	Interpreting and sharing artistic work.
Select:	Explain why some objects, artifacts, and artworks are valued over others.
Analyze:	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
Share:	Identify the roles and responsibilities of people who work in and visit museums and other art venues.
Responding:	Understanding and evaluating how the arts convey meaning.
Perceive:	Select and describe works of art that illustrate daily life experiences of one's self and others. Compare images that represent the same subject.
Analyze:	Interpret art by categorizing subject matter and identifying the characteristics of form.
Interpret:	Classify artwork based on different reasons for preferences.
Connecting:	Relating artistic ideas and work with personal meaning and external context.
Synthesize & Relate:	Identify times, places, and reasons by which student make art outside of school. Understand that people from different places and times have made art for a variety of reasons.