



Greenwich Public Schools Parent Curriculum Guide

Visual Arts: First Grade

Families as Partners in Learning

The focus for the visual arts department is to expose students to a well-rounded arts education for four Artistic Processes: (1) **CREATING:** expressing personal ideas through different media (e.g. paint, clay), (2) **PRESENTING:** making meaningful expression by applying media, techniques and processes, (3) **RESPONDING:** analyzing the their own art and the art of others through critique and evaluation, (4) **CONNECTING:** interpreting symbolic expression through the Elements (e.g. line, color, shape) and Principles (e.g. balance, contrast, pattern) of art. These processes connect with concepts from the district's "Vision of the Graduate" such as "Generate innovative, creative ideas and products, Communicate effectively for a given purpose, and Recognize and respect other cultural contexts and points of view".

All Greenwich Public School students will experience the joy of creating art and gain an understanding and appreciation of art as a visual language that will continue through a lifetime of learning.

All students will develop knowledge of the varied career pathways that can be accomplished while participating in the visual arts.

All students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas about art and expressing their own ideas clearly and persuasively.

Click [Visual Arts At-a-Glance for the National Core Arts Standards for Visual Arts](#)
Click [National Core Arts Standards](#) to learn more about the Arts Standards

Artistic Process	Student Learning Expectations
<p>Connecting</p> <p>Enduring Understandings: Individual awareness developed through engagement with art can lead to understanding of self and the world around us.</p> <p>People develop ideas and understandings of society, culture, and</p> <p>History through their interactions with art.</p>	<p>Students Will: Identify times, places, and reasons by which students make art outside of school.</p> <p>Understand that people from different places and times have made art for a variety of reasons.</p> <p>Reflect upon and relate art to everyday life through observation and discussion of artworks.</p>

<p>Creating</p> <p><i>Enduring Understandings:</i> Artists experiment with forms, materials, and art-making approaches.</p> <p>People create and interact with objects, that and places that define, enhance and empower their lives.</p> <p>Creativity and innovative thinking are essential life skills that can be developed,</p>	<p>Students Will: Engage collaboratively in exploration and imaginative play with materials.</p> <p>Use observation and investigation in preparation for making a work of art.</p> <p>Experiment with various materials and tools to create works of art or design.</p> <p>Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p> <p>Use art vocabulary to describe choices while creating art.</p> <p>Create a work of art that expresses an important event and/or place in one's life.</p> <p>Explore the properties of paint.</p> <p>Identify secondary colors and use primary colors to mix new colors in the creation of a painting.</p> <p>Model, carve and/or assemble a work of art.</p> <p>Create a work of art using found objects.</p> <p>Recognize and create patterns, including lines and/or shapes, to become part of a design.</p> <p>Demonstrate use of texture in a work of art.</p>
<p>Presenting</p> <p><i>Enduring Understandings:</i> Collecting and displaying objects and artworks communicate meaning that develops appreciation and understanding.</p>	<p>Students Will: Explain why some objects, artifacts, and artwork are valued over others.</p> <p>Ask and answer questions such as where, when, why and how artwork should be prepared for presentation.</p> <p>Identify art in their world, such as works of art mounted around the school, outdoor sculptures in a park, or works in a museum.</p> <p>Identify role and responsibility of people who work in museums and other art venues.</p>

<p>Artists consider various techniques, methods, venues and criteria when analyzing, selecting artwork for presentation.</p>	
<p>Responding</p> <p><i>Enduring Understandings:</i> People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>Students Will: Select and describe works of art that illustrate daily life experiences of one's self and others.</p> <p>Compare images that represent the same subject.</p> <p>Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p>Classify artwork based on different reasons for preferences.</p> <p>Describe one's own artwork and the work of other artists.</p> <p>Describe artworks by using vocabulary that is related to media, techniques, processes, tools and equipment.</p>