Visual Arts
1st Grade

CREATING:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** 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?

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

- I can work with others to create and share ideas.
- I can explore a variety of new processes and materials when creating.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

- I can choose my subject by seeing examples of artwork and watching teacher demonstrations.
- I can identify the subject in a piece of artwork.
- I can come up with more than one way to make an art project.
- I can describe and make texture in my artwork.
- I can identify and create circles, squares, rectangles, ovals, and triangles.
- I can identify and create patterns in a piece of artwork.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **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?

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

- I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes.
- I can use images and symbols to show my ideas.

- I can cut out shapes with scissors and glue shapes with the correct amount of glue.
- I can carve a foam plate to make a print, or make a print using repeated motions.
- I can make a clay form using the pinch-pot or slab technique.
- I can tell the difference between art materials.
- I can choose the best art material to show my ideas.
- I can draw shapes and lines in a variety of sizes.

- **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 and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

- I can perform art activities while keeping myself and classmates safe.
- I can follow the teacher's instructions on the right way to use art materials.

- **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 or designing objects, places, or systems? How do artists and designers create works of art or designs that effectively communicate?

VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

- I can identify circles, squares, rectangles, ovals, and triangles in my surroundings
- I can describe and make texture in my artwork.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists 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 artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

- I can decide which idea is best and why.
- I can name primary colors and mix secondary colors.
- I can identify and create circles, squares, rectangles, ovals, and triangles.

PRESENTING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **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?

VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.

- I can explain why I am proud of my work.
- I can describe qualities of objects made by hand.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **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?

VA:Pr5.1.1a Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.

- I can select art to be presented.
- I can describe methods of preparing work to be presented.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **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 and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.

- I can describe the role of a curator in a museum.

- I can identify a variety of reasons for visiting a museum.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, 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?

VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.

- I can identify mood in a piece of art
- I can find connections between others artwork and my life.

- **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?

VA:Re.7.2.1a Compare images that represent the same subject.

- I can compare and contrast symbolic images
- I can describe how different styles of artmaking affect an image

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **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?

VA.Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.

- I can think about what artwork means by looking at it.
- I can describe where my eye goes first in a piece of art.
- I can explain contrast in a piece of art.
- I can begin to understand what the artist was thinking when making his/her artwork.
- I can look for clues about an artist's background by what their artwork looks like.
- I can define the three dimensions: length, width, and depth.
- I know that sculpture can be made with clay, paper, wood, metal, or paper mache.

Anchor Standard 9: Apply criteria to evaluate artistic work

- **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?

VA:Re9.1.1a Classify artwork based on different reasons for preferences.

- I can take part in a discussion and critique of various artworks.
- I can recognize strengths in my own artwork and in the artworks of others.
- I can express my opinion of an art piece and defend it with examples.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **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 surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

- I can discuss places where I make art outside of school
- I can describe and connect a variety personal artmaking experiences

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **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?

VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

- I am respectful of other people and their culture.
- I can start to think about where a piece of art came from.
- I can recognize notable artists and their styles.
- I know that artists make artwork for many reasons.
- I can look for clues about an artist's background by what their artwork looks like.
- I understand that an artist can create in a variety of ways including music, theater, and through dance.