First graders will begin to learn about spatial relationships and expand their knowledge of line variations through drawing and painting. They will explore shapes and textures and further develop eye-hand coordination through rubbing, stamping, tearing, and weaving. They will identify primary colors. Introduce the computer as an art medium and resource tool.

The Student Will:
- Communicate ideas by creating works of art.
- Foster creativity, self-expression, confidence, and understand that their work is unique and of value.
- Learn and apply proper safety procedures.
- Will connect, through personal expression, to other areas of learning.
- Participate in cleaning work space and be respectful of others and school property.

### Essentials of the Curriculum

#### Art SOL Connections

<table>
<thead>
<tr>
<th>Visual Communication and Production</th>
<th>Cultural Context and Art History</th>
<th>Judgment and Criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Recognize and discuss various solutions to a single art problem.</td>
<td><strong>1.11</strong> Study types of art careers: illustrator, painter, cartoonist, sculptor, printmaker, portrait artist, graphic designer, animation artist, set designer, decorator, fashion designer.</td>
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<tr>
<td><strong>1.2</strong> Use the senses of sight, touch, and hearing as inspirations for works of art.</td>
<td><strong>1.15</strong> Discuss why viewers may have different responses to works of art.</td>
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<tr>
<td><strong>1.3</strong> Identify &amp; use: Primary Colors—red, blue, yellow.</td>
<td><strong>1.10</strong> Weave, tear, fold, stamp, rub to manipulate art materials.</td>
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<tr>
<td><strong>1.4</strong> Create art inspired by stories, poems, and themes.</td>
<td><strong>1.16</strong> Compare and contrast works of art.</td>
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<td><strong>1.5</strong> Create art from real and imaginary sources of inspiration.</td>
<td><strong>1.17</strong> Critique artwork using art vocabulary.</td>
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<td><strong>1.6</strong> Use past experiences and simulated situations as subject matter.</td>
<td><strong>1.12</strong> Describe how art is an integral part of one’s culture.</td>
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<tr>
<td><strong>1.7</strong> Recognize size relationships in works of art.</td>
<td><strong>1.13</strong> Identify and describe works of art that communicate feelings, ideas, and information.</td>
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<tr>
<td><strong>1.8</strong> Develop eye/hand coordination through drawing and constructing.</td>
<td><strong>1.14</strong> Identify American cultural symbols and events depicted in art.</td>
<td></td>
</tr>
</tbody>
</table>

### Art MEDIA:
- pencil, oil pastels, crayons, markers, scratchboard, color pencils, tempera (liquid and cake), finger paints, watercolor, ink, acrylic, slip, cutting, gluing, paper/other collage, computer applications, printmaking, stamping, tissue, clay, playdough, Celuclay, craft sticks, styrofoam, cardboard, paper mache/wheat paste, recycled/found objects, beads.

#### Art Across the Curriculum:
- The following activities are examples of how art will connect knowledge within and across the disciplines.

- **Vocabulary/Language Arts**— Use art terms and vocabulary, storytelling and puppets.
- **Math**— Compare similar and different, geometric, organic, patterns, measurement, proportions.
- **History and Social Science**— Cultures, American cultural symbols and events.
- **Science**— Use of the five senses, experimentation of the art elements, seasons.

### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- Analyze
- Ask questions
- Classify
- Communicate effectively
- Compare and Contrast
- Construct logical sequence
- Critique
- Describe
- Draw conclusions
- Follow directions
- Increase vocabulary
- Interpret
- Listen
- Make presentations
- Manage time
- Manipulate
- Observe
- Organize
- Outline
- Predict outcomes
- Recognize cause & effect
- Revise
- Self assess
- Speak publically
- Summarize
- Think inventively
- Use resources
- Use technology
- Work productively