

First Grade Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, fingerpainting, print making, collage).
- A2. Demonstrate creativity towards innovative thinking and problem solving (select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
- B2. Explore similarities/differences through the art of different cultures.
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

Key Elements

Color:

name colors: identify **primary** colors: red, blue, and yellow (*these are the main colors, the ones needed to create all the other colors. They cannot themselves*

be

created by mixing other colors)

see: **color wheel**

explore: mixing colors from primaries (*Using tempera paint, chalk, colored pencils, etc.*)

Line:

name: **straight, curved, rough, smooth, light and dark**

explore: create a variety of lines using a variety of tools and media (*brushes, chalk, felt pens, etc.*)

Shape

explore: combine basic shapes to represent a recognizable object (*cut-outs, collage, drawn and reassembled, etc.*)

Form

explore: height, width, and depth as elements of three dimensional works (*creating, measuring, etc.*)

Texture

explore: real textures
observe: textures in art
create: art using items with actual textures (*collages using real objects with a variety*)

*of textures: wallpaper samples, leaves,
found objects, sandpaper, etc.)*

Space

explore: spatial relationships in art (*such
as: front, back, under, over, side*)

Principle:

Rhythm - repeating an object,
or element in order to create a visual
beat or pulse in the work (*not
necessarily a
pattern... it can be more randomly laid
out
in the work*).