

## 2022-2023, First Grade, Visual Art, Semester 1

### Exploration

#### Big Ideas/Key Concepts:

Students explore, discover and make creative choices to develop artistic ideas and work.

#### Enduring Understandings:

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

#### Essential Questions:

How can the viewer "read" a work of art as text?

How do artists use expressive properties to communicate meaning?

| Standards   | Student Friendly "I Can" Statements  |
|---|--|
| <p style="text-align: center;"><b>CREATE</b></p> <p><b>1.VA.Cr1.A</b> Explore and experiment imaginatively with ideas and materials through collaboration.</p> <p><b>1.VA.Cr2.A</b> Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.</p> <p><b>1.VA.Cr2.B</b> Demonstrate safe and proper procedures for using materials, tools, and equipment.</p> | <p style="text-align: center;"><b>CREATE</b></p> <p>I can use my imagination while working with others to explore art ideas.</p> <p>I can explore the elements of art.</p> <p>I can use my imagination while working with others to explore materials.</p> <p>I can explore materials and tools to create artwork.</p> <p>I can use my best craftsmanship when using materials and tools.</p> <p>I can follow safety procedures in the art room.</p> |

| Standards   | Student Friendly "I Can" Statements   |
|---|---|
| <p style="text-align: center;"><b>PRESENT</b></p> <p><b>1.VA.P1.A</b> Explain why some objects, artifacts, and artwork are valued over others.</p> <p><b>1.VA.P2.A</b> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>1.VA.R1.A</b> Compare images that represent the same subject.</p> <p><b>1.VA.R2.A</b> Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>1.VA.Cn1.A</b> Identify times, places, and reasons students make art outside of school.</p> | <p style="text-align: center;"><b>PRESENT</b></p> <p>I can explain why some objects are more important than others.</p> <p>I can explain why some artifacts are more important than others.</p> <p>I can ask questions about how artwork could be presented or saved.</p> <p>I can answer questions about how artwork should be presented or saved.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can compare art that shows the same subject matter.</p> <p>I can interpret art by categorizing subject matter.</p> <p>I can interpret art by describing relevant details using art vocabulary.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can identify different times students can make art outside of school.</p> <p>I can identify places to make art outside of school.</p> <p>I can identify reasons students make art outside of school.</p> |

## 2022-2023, First Grade, Visual Art, Semester 2

### Exploration

#### Big Ideas/Key Concepts:

Students make creative choices to communicate ideas and establish connections.

#### Enduring Understandings:

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

#### Essential Questions:

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? How does knowing and using visual art vocabularies help us understand and interpret works of art?

| Standards   | Student Friendly "I Can" Statements  |
|---|--|
| <p style="text-align: center;"><b>CREATE</b></p> <p><b>1.VA.Cr1.B</b> Use observation and investigation in preparation for making a work of art.</p> <p><b>1.VA.Cr2.C</b> Identify and classify uses of everyday objects through diverse visual art media.</p> <p><b>1.VA.Cr3.A</b> Use art vocabulary to describe choices while creating art.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p><b>1.VA.P1.A</b> Explain why some objects, artifacts, and artwork are valued over others.</p> | <p style="text-align: center;"><b>CREATE</b></p> <p>I can use investigation to plan the making of my artwork.</p> <p>I can use observation to plan the making of my artwork.</p> <p>I can identify how to use art in different ways.</p> <p>I can point out and compare the use of everyday objects in different art works.</p> <p>I can use art vocabulary to talk about choices while making art.</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>I can explain why some artworks are more important than others.</p> |

| Standards   | Student Friendly "I Can" Statements   |
|---|---|
| <p><b>1.VA.P3.A</b> Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>1.VA.R1.B</b> Select and describe works of art that illustrate daily life experiences.</p> <p><b>1.VA.R3.A</b> Classify artwork based on different reasons for preferences.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>1.VA.Cn2.A</b> Express how people from different places and times have made art for a variety of reasons.</p> | <p>I can talk about jobs people do in an art museum.</p> <p>I can talk about jobs people do to share art in different spaces.</p> <p>I can talk about how we act in an art museum.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can choose artwork that illustrates daily life experiences.</p> <p>I can describe artwork that illustrates daily life experiences.</p> <p>I can arrange artwork based on different reasons why I like or dislike the art.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can talk about how people from different places made art and why.</p> <p>I can talk about how people from the past made art and why.</p> |