

Visual Arts: Grade 1

Adams County/Ohio Valley Course of Study

Content Standard: Analyzing and Responding

Benchmark A: Identify and describe the visual features and characteristics in works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.			

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Benchmark A: Identify and describe the visual features and characteristics in works of art

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Describe the different ways that art elements are used and organized in works of art including their own.			

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Content Standard: Analyzing and Responding

Benchmark B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe how art elements and principles are organized to communicate meaning in works of art.			

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Content Standard: Analyzing and Responding

Benchmark: B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Connect their own interests and experiences to the subject matter in artworks.			

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Content Standard: Analyzing and Responding

Benchmark C: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Recognize and point out characteristics related to the quality of a work of art.			

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Content Standard: Connections, Relationships and Applications

Benchmark A: Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Make connections between visual art, music and movement.			

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Content Standard: Connections, Relationships and Applications

Benchmark B: Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g., mathematics—measurement; English language arts—sequencing a story; geography—continents; science—balance).			

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Content Standard: Connections, Relationships and Applications

Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials and tools.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Demonstrate the relationship between and among art forms (e.g., create costumes and scenery for a play).			

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Content Standard: Connections, Relationships and Applications

Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify and discuss artwork they see in their schools and communities.			

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Content Standard: Connections, Relationships and Applications

Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify what an artist does and find examples of works by artists in their communities.			

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Content Standard: Creative Expression and Communication

Benchmark A: Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate beginning skill in the use of art materials and tools.			

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Content Standard: Creative Expression and Communication

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify visual art elements and principles using art vocabulary.			

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Content Standard: Creative Expression and Communication

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Use selected art elements and principles to express a personal response to the world.			

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Content Standard: Creative Expression and Communication

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Invent imagery and symbols to express thoughts and feelings.			

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Content Standard: Creative Expression and Communication

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explore and use a range of subject matter (e.g., people, places, animals and nature) to create original works of art.			

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Content Standard: Creative Expression and Communication

Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Begin to use basic self-assessment strategies to improve artworks (e.g., make revisions and reflect on the use of art elements).			

Visual Arts: Grade 1

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Content Standard: Historical, Cultural and Social Contexts

Benchmark A: Recognize and describe visual art forms and artworks from various times and places.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Recognize and describe visual symbols, images and icons (e.g., flags, monuments and (landmarks) that reflect the cultural heritages of the people of the United States.			

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Content Standard: Historical, Cultural and Social Contexts

Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Name and point out subject matter (e.g., common objects, people, places and events) observed in artwork from various cultural heritages and traditions.			

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Content Standard: Historical, Cultural and Social Contexts

Benchmark C: Identify and describe the different purposes people have for creating works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Share artwork or an art object from their own cultural backgrounds and describe its purpose (e.g., personal, functional or decorative).			

Visual Arts: Grade 1

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Content Standard: Historical, Cultural and Social Contexts

Benchmark D: Place selected visual art exemplars (e.g., artists, art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.			

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Content Standard: Valuing the Arts/Aesthetic Reflection

Benchmark A: Apply basic reasoning skills to understand why works of art are made and valued.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Offer reasons for making art.			

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Content Standard: Valuing the Arts/Aesthetic Reflection

Benchmark B: Form their own opinions and views about works of art and discuss them with others.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Form their own opinions and views about works of art.			

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Content Standard: Valuing the Arts/Aesthetic Reflection

Benchmark B: Form their own opinions and views about works of art and discuss them with others.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Recognize that people (e.g., family, friends, teachers and artists) have different beliefs about art and value art for different reasons.			

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Content Standard: Valuing the Arts/Aesthetic Reflection

Benchmark C: Distinguish and describe the aesthetic qualities in works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe the expressive qualities in their own works of art.			