

21st CENTURY

Grade 1 – General Art

Children in first grade make paintings, collages, and three-dimensional art works. They explore the elements of design which include color, line, form, shape, space, value and texture. Children use art to communicate their ideas and feelings. Students explore art in their own environment, nature, and other cultures which demonstrates 21st Century global awareness, visual literacy and other skills. Teachers stress correct and safe use of materials. Children see connections between the arts and other disciplines. Teachers' encouragement of creative work is expected over prepared or prefabricated materials.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the Visual Art Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, and objectives.

| Grade 1 | | Visual Art | | |
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| Standard: 1 | | Media, Techniques, and Processes | | |
| VA.S.1.1 | Students will: <ul style="list-style-type: none"> • identify media and materials used in creating art; • understand processes and techniques in creating art; • apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and • use materials and tools in a safe and responsible manner. | | | |
| Performance Descriptors VA.PD.1.1 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| The student performing at the distinguished level identifies and describes differences in art forms (two-dimensional and three-dimensional). The student applies and models innovative problem-solving skills when creating artworks. The student consistently uses materials, tools and technology in a safe and responsible manner. | The student performing at the above mastery level independently identifies differences in art forms (two-dimensional and three-dimensional). The student independently applies and explains problem-solving skills when creating artworks. The student uses materials, tools and technology in a safe and responsible manner with self-direction. | The student performing at the mastery level identifies differences in art forms (two-dimensional and three-dimensional). The student independently applies problem-solving skills when creating artworks. The student uses materials, tools and technology in a safe and responsible manner. | The student performing at the partial mastery level identifies with assistance, differences in art forms (two-dimensional and three-dimensional). The student applies problem-solving skills with assistance when creating artworks. The student uses materials, tools and technology with assistance in a safe and responsible manner. | The student performing at the novice level identifies, with repeated assistance, differences between art forms (two-dimensional and three-dimensional). The student identifies problem-solving skills with assistance when creating artworks. The student uses materials, tools and technology with constant supervision in a safe and responsible manner. |

| Objectives | Students will |
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| VA.O.1.1.01 | identify the media, tools, techniques and processes used in painting, e.g., tempera, and its character on paper. |
| VA.O.1.1.02 | discover how the different techniques and processes of painting cause different effects and responses, e.g., wet on wet and dry brush. |
| VA.O.1.1.03 | Identify the media, tools, techniques, and processes used in sculpting, e.g., clay; paper. |
| VA.O.1.1.04 | compare how the different techniques and processes of sculpture cause different appearances and responses, e.g., additive, subtractive, assemblage. |
| VA.O.1.1.05 | describe the differences in kinds of paper. |
| VA.O.1.1.06 | produce two-dimensional art using a variety media to communicate ideas, experiences, and stories. |
| VA.O.1.1.07 | construct three-dimensional objects using a variety media to communicate ideas, experiences, and stories. |
| VA.O.1.1.08 | use materials, tools and technologies in a safe and responsible manner. |

| Grade 1 | Visual Art |
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| Standard: 2 | Elements of Art and Principles of Design |
| VA.S.1.2 | <p>Students will:</p> <ul style="list-style-type: none"> • identify selected elements and principles of design as they relate to art and the environment; • understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; • apply elements of art and principles of design as they relate to problem-solving skills in the creation of art; and • communicate expressive ideas that demonstrate an understanding of structures and functions in art. |

| Performance Descriptors VA.PD.1.2 | | | | |
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| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| The student performing at the distinguished level identifies and describes selected elements and principles of design as they relate to art in his/her environment. The student applies and models innovative qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks. | The student performing at the above mastery level independently identifies selected elements and principles of design as they relate to art in his/her environment. The student independently applies and discusses expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks. | The student performing at the mastery level identifies selected elements and principles of design as they relate to art in his/her environment. The student discovers, applies and communicates expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks. | The student performing at the partial mastery level identifies with assistance selected elements and principles of design as they relate to art in his/her environment. The student applies with assistance expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks. | The student performing at the novice level identifies with repeated assistance selected elements and principles of design as they relate to art in his/her environment. The student identifies expressive qualities of the elements of art and principles of design when creating two-dimensional and three-dimensional artworks. |

| Objectives | Students will |
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| VA.O.1.2.01 | experiment with primary, secondary, neutral, warm, and cool color. |
| VA.O.1.2.02 | discuss how colors evoke responses. |
| VA.O.1.2.03 | create art using line quality with a variety of materials and tools. |
| VA.O.1.2.04 | use shapes and overlapping shapes in their own artworks. |
| VA.O.1.2.05 | compare shape versus form, e.g., circle/sphere; square/cube; triangle/pyramid. |
| VA.O.1.2.06 | explore texture as surface feeling. |
| VA.O.1.2.07 | compare sizes of objects and use in their artwork. |
| VA.O.1.2.08 | use color to communicate different ideas, e.g., calm; stormy; warm; cool. |
| VA.O.1.2.09 | use geometric forms in a three-dimensional artwork, e.g., architecture. |
| VA.O.1.2.10 | incorporate actual or implied/simulated texture in their artwork. |

| Grade 1 | Visual Art |
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| Standard: 3 | Subject Matter, Symbols and Ideas |
| VA.S.1.3 | Students will: <ul style="list-style-type: none"> • identify symbols and ideas to communicate meaning in art; • determine potential content for artworks; and • apply problem-solving skills when creating art relative to subject matter, symbols and ideas. |

Performance Descriptors VA.PD.1.3

| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
|--|--|---|--|---|
| The student at the distinguished level compares and contrasts themes and symbols when viewing artworks. The student incorporates global themes and symbols when creating artworks. The student relates and justifies personal experiences as content for the creation of artworks. | The student performing at the above mastery level categorizes themes and symbols when viewing artworks. The student analyzes and applies specific themes and symbols in his/her environment when creating artworks. The student communicates and relates personal experiences as content for the creation of artworks. | The student performing at the mastery level identifies, selects and discusses themes and symbols when viewing artworks. The student selects and applies specific themes and symbols found in his/her environment when creating artworks. The student communicates personal experiences as content for the creation of artworks. | The student performing at the partial mastery level identifies themes and symbols when viewing artworks. The student selects and applies with assistance specific themes and symbols found in his/her environment when creating artworks. The student communicates with assistance personal experiences as content for the creation of artworks. | The student performing at the novice level identifies with assistance themes and symbols when viewing artworks. The student applies a memorized theme and symbol found in his/her environment when creating artworks. The student communicates with considerable assistance personal experiences as content for the creation of artworks. |

| Objectives | Students will |
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| VA.O.1.3.01 | find and examine subject matter and ideas for art through observation of the environment and/or artworks. |
| VA.O.1.3.02 | explore and use symbols in their artwork. |

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| Grade 1 | Visual Art | | | |
| Standard: 4 | Art History and Diversity | | | |
| VA.S.1.4 | Students will: <ul style="list-style-type: none"> • identify how the visual arts have a history and specific relationship to culture; • analyze works of art that reflect different styles and time periods; and • demonstrate an understanding of how history, culture, and the arts influence each other. | | | |
| Performance Descriptors VA.PD.1.4 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| The student at the distinguished level summarizes and draws conclusions regarding the diverse characteristics of a historical or multi-cultural reference of artworks. | The student at the above mastery level identifies, differentiates and justifies characteristics of a historical or multi-cultural reference of artworks. | The student performing at the mastery level identifies artworks by linking art to a historical or multi-cultural reference. | The student at the partial mastery level identifies and classifies characteristics of a historical or multi-cultural reference. | The student at the novice level identifies limited characteristics of a historical or multi-cultural reference. |
| Objectives | Students will | | | |
| VA.O.1.4.01 | discuss how art of the past can tell about its creators. | | | |
| VA.O.1.4.02 | discuss and compare how art can represent cultures or groups. | | | |
| VA.O.1.4.03 | create art that reflects a style of a group from history. | | | |

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| Grade 1 | Visual Art | | | |
| Standard: 5 | Reflection and Analysis | | | |
| VA.S.1.5 | Students will: <ul style="list-style-type: none"> • identify multiple purposes for creating works of art; • analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and • describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures. | | | |
| Performance Descriptors VA.PD.1.5 | | | | |
| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
| The student at the distinguished level investigates the purpose of artworks and the role of an artist through independent research and presentation. The student relates and compares the content of artworks in a global society. The student compares and critiques his/her artwork to the work of a great master. | The student at the above mastery level investigates the purpose of artworks and the role of artists by conducting small group discussions. The student relates and compares the content of artworks to his/her state and country. The student self-evaluates his/her artwork to display and defends his/her choice. | The student at the mastery level investigates the purpose of artworks and the role of artists by observing and discussing displayed artworks. The student relates and compares the content of artworks to home and community experiences. The student selects a favorite artwork and defends his/her choice. | The student at the partial mastery level investigates the purpose of artworks and the role of an artist with assistance. The student with assistance finds similarities between artworks and home/community experiences. The student selects a favorite artwork. | The student at the novice level investigates the purpose of artworks and the role of an artist with considerable assistance. The student with considerable assistance finds similarities between artworks and home/community experiences. The student selects a favorite artwork with peer assistance. |

| Objectives | Students will |
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| VA.O.1.5.1 | recognize and discuss several reasons for creating art, e.g., aesthetic, functional, commercial, computer animation. |
| VA.O.1.5.2 | discuss art that reflects an experience in daily life. |
| VA.O.1.5.3 | recognize and compare artwork that evokes different feelings. |
| VA.O.1.5.4 | choose a favorite part of an artwork and discuss choice. |

| Grade 1 | Visual Art |
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| Standard: 6 | Multi-disciplinary Connections |
| VA.S.1.6 | Students will: <ul style="list-style-type: none"> identify characteristics of the visual arts and other disciplines; and analyze by comparing and contrasting connections between disciplines. |

Performance Descriptors VA.PD.1.6

| Distinguished | Above Mastery | Mastery | Partial Mastery | Novice |
|--|---|--|---|--|
| The student at the distinguished level demonstrates a multi-disciplinary connection by designing and presenting an original artwork incorporating other disciplines. | The student at the above mastery level demonstrates a multi-disciplinary connection by creating an original artwork using another discipline. | The student at the mastery level identifies and explores characteristics of multi-disciplines within an artwork. | The student at the partial mastery level recalls connections between art and other disciplines with assistance. | The student at the novice level recognizes connections between art and other disciplines with considerable assistance. |

| Objectives | Students will |
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| VA.O.1.6.01 | recognize how a story is told through dance, music, theatre, and visual art. |
| VA.O.1.6.02 | explore visual and kinetic elements in dance, music, theatre, and visual art. |