

## What is it we expect students to learn? Identifying Essential Standards

Grade Level: 1st

Subject: Art

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1. Standard/Description	2. Example/Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards
Recognizing safe and proper use and care of basic tools, materials, and supplies including scissors, pencils, crayons, markers, glue, paints, paintbrushes, and clay	Properly holding and using tools	Have the ability to show respect for tools and others	Daily monitoring	Continuously	Hands on practice, demonstration, pre-correct
Create works of art using a variety of techniques	create collages with multiple medium	Understand the term collage	Final Product	2 <sup>nd</sup> quarter	Experimenting with texture and pattern.
Create works of art using a variety of subject matter, including still life paintings and portraits	Still life painting of fruit in a bowl, family portraits		Final Product	3 <sup>rd</sup> quarter	Overlapping different colors to get desired colors.
Producing three-dimensional works of art	Found-object sculptures, clay sculptures such as pinch pots, fingerprint medallions	Understand the difference between two- and three-dimensional art	Final Product	3 <sup>rd</sup> quarter	Compare and contrast
Apply primary, secondary, and neutral colors; line directions; form; and space to create works of art	mixing primary colors to achieve secondary colors in a painting; space – creating figures using found objects such as spools and cardboard tubes	knowledge of the primary colors and elements of art	Final Product	1 <sup>st</sup> quarter	Experimenting with how colors interact with one another
Describe moods, feelings, and emotions depicted by a work of art	dark room representing loneliness, sunny sky representing cheerfulness	Knowledge of the term emotion and visually defining in art	Art Critique	4 <sup>th</sup> quarter	Critiquing emotions and how colors affect the feeling of artwork.
Identify visual arts professions within a community	landscape architects, sculptors, interior designers, museum curators	Knowledge of the term occupation	Art Critique	3 <sup>rd</sup> quarter	Thinking about artists we know and don't know.

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?