

# Kindergarten-2<sup>nd</sup> Grade

## Visual Arts Curriculum Objectives

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| <b>CREATE:</b> <i>Imagine and develop artistic ideas and work.</i>  | <b>Standards</b>  |
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Experiment with various art materials independently and collaboratively. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: pencil, crayons, water based markers, chalk, tempera, tempera-cakes, watercolor, sponges, stamps, paper, glue, play dough, yarn and found objects.</li> </ul> </li> <li>● Explore different topics in art. (1, 2)               <ul style="list-style-type: none"> <li>○ Ex: personal interests, cultural celebrations, cross-curriculum topics, natural and constructed environments</li> </ul> </li> <li>● Experiment with various types of art-making. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex; drawing, painting, printmaking, mixed-media and sculpture</li> </ul> </li> <li>● Engage in collaborative art-making projects. (K, 1, 2)</li> <li>● Use safe practices with art materials, tools, and equipment. (K, 1, 2)</li> <li>● Discuss the process of creating personal artwork. (K, 1, 2)</li> </ul> | <p><b>Cr1a-K,1, 2</b><br/> <b>Cr1b-K 1, 2</b><br/> <b>Cr2a-K, 1, 2</b><br/> <b>Cr2b-K, 1, 2</b><br/> <b>Cr2c-K, 1, 2</b><br/> <b>Cr3a-K, 1, 2</b></p> |
| <b>PRESENT:</b> <i>Interpret and share artistic work.</i>   | <b>Standards</b>  |
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify and explain why people save and display art. (K, 1)</li> <li>● Discuss various ways to keep art safe and organized. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: folder, portfolio, displaying on wall</li> </ul> </li> <li>● Identify where art is displayed both inside and outside school. (2)</li> <li>● Explain what an art museum is and identify the roles and responsibilities of people who work in and visit museums and other art venues. (K, 1, 2)</li> </ul>   | <p><b>P4a-K, 1, 2</b><br/> <b>P5a-K, 1, 2</b><br/> <b>P6a-K, 1, 2</b></p>   |
| <b>RESPOND:</b> <i>Understand and evaluate how the arts convey meaning.</i>   | <b>Standards</b>  |
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify various types of art. (K, 1)               <ul style="list-style-type: none"> <li>○ Ex: drawing, painting, printmaking, sculpture, etc.</li> </ul> </li> <li>● Describe the subject matter of art using art vocabulary. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: line, color, value, shape, form, texture and space</li> </ul> </li> <li>● Compare images based on subject matter and expressive properties. (1, 2)</li> <li>● Explain reasons for selecting a preferred artwork. (K)</li> <li>● Interpret art by identifying the mood and expressive properties. (1, 2)</li> </ul>   | <p><b>R7a-K, 1, 2</b><br/> <b>R7b-K, 1, 2</b><br/> <b>R8a-K, 1, 2</b><br/> <b>R9a-K, 1, 2</b></p>   |
| <b>CONNECT:</b> <i>Relate artistic ideas and work personal meaning and external context.</i>  | <b>Standards</b>  |
| <p>Students will</p> <ul style="list-style-type: none"> <li>● Create art that tells a story about a personal event at home, school, community or a cultural experience. (K, 1, 2)</li> <li>● Identify a variety of reasons people make art. (K, 1, 2)</li> <li>● Compare cultural uses of artwork from different times periods and places. (K, 1, 2)</li> </ul>   | <p><b>Co10a-K, 1, 2</b><br/> <b>Co11a-K, 1, 2</b></p>   |

# 1<sup>st</sup> Grade Visual Arts Standards: Create

## Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

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| <b>Anchor Standard #1:</b> Generate and conceptualize artistic ideas and work.  |   |   |                                |  |                                |
| <b>Enduring Understandings:</b> Creative and innovative thinking are essential life skills to be developed.   |   |   |                                |  |                                |
| <b>Essential Questions:</b>   |   |   |                                |  |                                |
| <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking?</li> <li>• What encourages people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the context histories, and traditions of art forms help us create works of art and design?</li> </ul> |   |   |                                |  |                                |
| <b>Grade Level Standards:</b>   |   |   |                                |  |                                |
| <b>1a-1:</b> Collaboratively engage in exploration and imaginative use of materials.  |   |   |                                |  |                                |
| <b>1b-1:</b> Use careful observation in preparation for making a work of art.   |   |   |                                |  |                                |
| <b>Anchor Standard #2:</b> Organize and develop artistic ideas and work.  |   |   |                                |  |                                |
| <b>Enduring Understandings:</b> Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.  |   |   |                                |  |                                |
| <b>Essential Questions:</b>   |   |   |                                |  |                                |
| <ul style="list-style-type: none"> <li>• How do artists/designers work and reflect on the direction of their work?</li> <li>• How do artists/designers learn from trial and error?</li> <li>• What responsibilities come with the freedom to create?</li> <li>• How do objects, artifacts, places, and design shape lives and communities?</li> </ul>   |   |   |                                |  |                                |
| <b>Grade Level Standards:</b>   |   |   |                                |  |                                |
| <b>2a-1:</b> Explore uses of materials and tools to create works of art or design.  |   |   |                                |  |                                |
| <b>2b-1:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment.  |   |   |                                |  |                                |
| <b>2c-1:</b> Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.  |   |   |                                |  |                                |
| <b>Anchor Standard #3:</b> Refine and complete artistic work.   |   |   |                                |  |                                |
| <b>Enduring Understandings:</b> Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.  |   |   |                                |  |                                |
| <b>Essential Questions:</b>   |   |   |                                |  |                                |
| <ul style="list-style-type: none"> <li>• What role does perseverance play in revising, refining, and developing work?</li> <li>• Considering art forms and careers, how do artists/designers grow and become accomplished?</li> <li>• How do artists/designers create works of art or design that communicate effectively?</li> </ul>   |   |   |                                |  |                                |
| <b>Grade Level Standard:</b>  |   |   |                                |  |                                |
| <b>3b-1:</b> Use art vocabulary to describe choices.  |   |   |                                |  |                                |
| <b>Crosswalk Standards</b>  |   |   |                                |  |                                |
| <a href="#"><u>Reading Standards for Literature</u></a>   | <a href="#"><u>Reading Standards for Informational Text</u></a> | <a href="#"><u>Speaking and Listening</u></a> | <a href="#"><u>Science</u></a> | <a href="#"><u>Alaska Cultural Standards</u></a> | <a href="#"><u>Writing</u></a> |
| RL.1.6  | RI.1.6, RI.1.7  | SL.1.5  | K2ETS.1-2                      | 1-G-1  | W.1.1, W.1.2, W.1.3            |

# 1<sup>st</sup> Grade Visual Arts Standards: Present

## Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

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| <b>Anchor Standard #4:</b> Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.   |   |
| <b>Enduring Understanding:</b> Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.  |   |
| <b>Essential Questions:</b>   |   |
| <ul style="list-style-type: none"> <li>• Why do people value objects, artifacts and fine artworks, and select them for presentation?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• How are artworks cared for, and by whom?</li> </ul>               |   |
| <b>Grade Level Standard:</b>  |   |
| <b>4a-1:</b> Explain why some objects, artifacts, and artwork are valued over others.   |   |
| <b>Anchor Standard #5:</b> Develop and refine artistic work for performance, presentation, and/or production.   |   |
| <b>Enduring Understanding:</b> Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.   |   |
| <b>Essential Questions:</b>   |   |
| <ul style="list-style-type: none"> <li>• What does the role of revision play in creating artwork?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul> |   |
| <b>Grade Level Standard:</b>  |   |
| <b>5a-1:</b> Explain the purpose of a portfolio or collection (such as keeping artworks safe, reviewing artworks later, deciding which artworks are best, etc.).  |   |
| <b>Anchor Standard 6:</b> Perform, present, and/or produce artistic work.   |   |
| <b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.                    |   |
| <b>Essential Questions:</b>   |   |
| <ul style="list-style-type: none"> <li>• What is the purpose of exhibiting art?</li> <li>• How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?</li> </ul>   |   |
| <b>Grade Level Standard:</b>  |   |
| <b>6a-1:</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.  |   |
| <b>Crosswalk Standards</b>  |   |
| <u><a href="#">Reading Standards for Informational Text</a></u>   | <u><a href="#">Speaking and Listening</a></u> |
| <b>RI.1.5</b>   | <b>SL.1.5</b>                                 |

# 1<sup>st</sup> Grade Visual Arts Standards: Respond

## Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

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| <b>Anchor Standard 7:</b> Recognize and analyze artistic work, including those from diverse cultural tradition.   |  |                                |
| <b>Enduring Understanding:</b> Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural work and constructed environments. Art/design and images influence understanding of and responses to the world.   |  |                                |
| <b>Essential Questions:</b>   |  |                                |
| <ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we interpret the world?</li> <li>• What can we learn from our responses to art?</li> </ul>  |  |                                |
| <b>Grade Level Standards:</b>   |  |                                |
| <b>7a-1:</b> Select and describe the subject matter of art (such as artworks that illustrate life experiences of one’s self and others).<br><b>7b-1:</b> Compare images that represent the same subject matter.   |  |                                |
| <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work   |  |                                |
| <b>Enduring Understanding:</b> People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.  |  |                                |
| <b>Essential Questions:</b>   |  |                                |
| <ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer “read” a work of art as text?</li> <li>• How does learning and using art vocabulary help us understand and interpret works of art?</li> </ul>   |  |                                |
| <b>Grade Level Standard:</b>  |  |                                |
| <b>8a-1:</b> Interpret art by categorizing subject matter and identifying element and basic principles.   |  |                                |
| <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work  |  |                                |
| <b>Enduring Understanding:</b> People evaluate art based on varied criteria.  |  |                                |
| <b>Essential Questions:</b>   |  |                                |
| <ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary?</li> <li>• How can people appreciate and respect a work of art aside from personal preference?</li> <li>• How does collaboratively reflection on artwork help us experience it more completely?</li> </ul> |  |                                |
| <b>Grade Level Standard:</b>  |  |                                |
| <b>9a-1:</b> Classify artwork based on different reasons for preferences (favorite color, favorite subject, etc.).  |  |                                |
| <b>Crosswalk Standards</b>  |  |                                |
| <u><a href="#">Reading Standards for Informational Text</a></u>   | <u><a href="#">Alaska Cultural Standards</a></u> | <u><a href="#">Science</a></u> |
| RI.1.6, RI.1.7, RI.2.3, RI.2.7  | K-H-1  | K2ETS1-1                       |

# 1<sup>st</sup> Grade Visual Art Standards: Connect

## Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

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| <b>Anchor Standard #10:</b> Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.   |  |                                |                                |
| <b>Enduring Understanding:</b> Participation in the arts encourages people to connect experiences to construct meaning.  |  |                                |                                |
| <b>Essential Questions:</b>  |  |                                |                                |
| <ul style="list-style-type: none"> <li>• How does participating in and with art enrich people’s lives and raise awareness of community and environment?</li> </ul>   |  |                                |                                |
| <b>Grade Level Standard:</b>   |  |                                |                                |
| <b>10a-1:</b> Identify times, places, and reasons students make art (school, home, community, play).<br><b>1-5:</b> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.  |  |                                |                                |
| <b>Anchor Standard #11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.   |  |                                |                                |
| <b>Enduring Understanding:</b> People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.  |  |                                |                                |
| <b>Essential Questions:</b>  |  |                                |                                |
| <ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art influence, enhance, and preserve aspects of life?</li> </ul>   |  |                                |                                |
| <b>Grade Level Standard:</b>   |  |                                |                                |
| <b>11a-1:</b> Identify a variety of reasons why people from different places and time periods make art (such as to express themselves to tell a story, to make things look beautiful, to remember special people and events, etc.).<br><b>1-5:</b> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them. |  |                                |                                |
| <b>Crosswalk Standards</b>   |  |                                |                                |
| <u><a href="#">Reading Standards for Literature</a></u>  | <u><a href="#">Alaska Cultural Standards</a></u> | <u><a href="#">Science</a></u> | <u><a href="#">Writing</a></u> |
| <b>RL.K.2, RL.K.10</b>   | <b>1-H-1</b>                                     | <b>KLS-2</b>                   | <b>W.1.3, W.1.5, W.1.8</b>     |