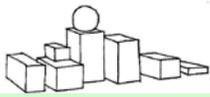


1st Grade visual art

USOE Fine Arts Rainbow Chart

First - Page 1		Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<p>Previously Mastered Grade Level Skills</p> <ul style="list-style-type: none"> • Able to use a pencil, scissors, and glue • Control pencil in going from one corner to the other, up and down and side to side • Able to draw simple object's shapes and patterns • Able to closely group objects or have them touch • Capable of repeating line patterns 	<p>Elements of Art with Definitions</p> <p>Line: A stroke between two dots</p> <p>Organic line: irregular, bumpy lines found in nature (spirals, coils, branching, drops, starbursts)</p> <p>Geometric line: straight lines or lines that sharply change direction</p> <p>Line design: repetitive lines making patterns</p> <p>Repetition: The rhythmic repeating of objects and patterns (stiletto AAA or alternating AbAb)</p>	<p>Recognize the difference between organic lines (found in nature) and man-made geometric line.</p> <p>Experiment with spiral, curve, branch, zigzag forming patterns.</p>  <p>E.g. www.google.com Images: nautilus E.g. Book: <i>Drawing with Children</i> by Mona Brooks (ISBN 0-87477-8271-1)</p>	<p>Experience the joy of creating combinations of line designs. Make simple repetitive patterns.</p>  <p>Relate line patterns to actual designs seen in surroundings.</p>  <p>E.g. Read <i>Ish</i> by Peter H. Reynolds</p>	<p>Practice making lines that are horizontal, vertical and diagonal.</p> <p>Recognize objects that form a line and arrange objects into a line.</p>  <p>Begin to show awareness of size relationship between lines. Use rhythm in showing syncopated flowing or progressive lines.</p>	<p>Find line design patterns in photos and artworks.</p> <p>Pick favorite combinations of line designs to draw and then color.</p>  <p>While listening to music, spontaneously draw what is heard. E.g. Google or order print <i>Still Music</i> by Ben Shahn</p>	<p>Observe in picture books or artworks different emotions using line.</p> <p>E.g. www.google.com Pictures in book: <i>Mr. Grumpy's Outing</i> by John Burningham or <i>Drawing Book of Faces</i> by Ed Emberley</p> <p>Draw short and tall stick figures showing correct size relationships.</p> <p>E.g. www.yahoo.com images <i>Pastoral Rhythms</i> or <i>Zitronen</i> by Paul Klee</p>	<p>Show skill mastery for grade level, give opinions, support others, and show art</p> <p>Produce line drawings showing an awareness of self in the (local) world, using symbols in communicating meaning.</p>  <p>Talk about your artwork and its meaning with another person.</p>
<ul style="list-style-type: none"> ▪ Capable of identifying basic shapes ▪ Able to draw simple basic shapes ▪ Group objects according to size ▪ Able to draw some size relationships ▪ Willing to overlap shapes ▪ Draw shapes that somewhat resemble geometric 	<p>Shape: Created by a line that encloses an area</p> <p>Geometric shapes: Circles, squares, rectangles and triangles; mathematical in proportion</p> <p>Organic shapes: making uneven shapes found in nature (spirals, branching, drops, coils, meanders, starbursts and amoebas)</p>	<p>Identify geometric shapes in the classroom and in picture books; practice making those shapes.</p> <p>Show organic shapes found in nature. Talk about and tell why shapes are alike or different.</p> <p>E.g. www.yahoo.com paintings of Georgia O'Keeffe E.g. "The Table" by Georges Braque</p>	<p>Combine geometric shapes to create new ones. Associate these shapes to buildings, birds, and animals.</p> <p>Student Sample</p>  <p>E.g. www.google.com Image or order print <i>Justice, Faith, Hope and Peace</i> by Joseph Overstreet (Shorewood Fine Art Reproduction 800-494-3824, or Crystal Reproductions)</p>	<p>Choose an organic shape repeat it to make patterns.</p> <p>Mold and sculpt 3-D geometric and organic shapes using clay products.</p> <p>Make a 3-D paper sculpture with strips of colored paper and circles and coils to mimicking organic shapes. E.g. springs and coils E.g. USOE website www.schools.utah.gov</p>	<p>Cut out different sized shapes. Paste them with largest shapes at the bottom and on top of each other and smaller shapes higher up the paper. Showing overlapping and depth by size.</p>  <p>E.g. Read <i>The Shrinking Mouse</i> by Pat Hutchins. Find and create examples of basic shapes found in school and nature.</p>	<p>Study and observe the use of shapes in illustrating a holiday or event.</p>  <p>E.g. <i>Paul Revere</i> by Cyrus Edwin Dallin and <i>Handcart Pioneers' First View of Salt Lake City</i> by C.C.A. Christensen (posters and postcards available through the Springville Museum of Art www.smofa.org 801 489-2727)</p>	<p>Stencil letters, numbers or geometric shapes to create a pattern in a collage/painting.</p> <p>Student Sample</p>  <p>Glue found food shapes (macaroni, seeds, beans, marshmallows) on paper to tell a story and be able to explain it. Start collecting artwork for a portfolio of best works.</p>

First - Page 2 Previously Mastered Grade Level Skills	Elements of Art with Definitions	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<ul style="list-style-type: none"> • Able to classify textures • Recognize smooth and rough textures • Capable of controlling scribbles using pencil or crayon to create “rubbings” 	<p>Texture: the surface traits of objects experienced mainly by touch</p> <p>Art Criticism: Using artist’s images, biographies or artistic periods to teach how to look at art, what to look for and how to talk about it.</p>	<p>Label, list, name, define, relate, recall and use art making tools</p> <p>Locate actual textures in classroom and in nature. Identify their characteristics and name them.</p> <p>Recognize the differences between actual texture and simulated (visual) texture. E.g. brick walls, corkboard, asphalt, leaves and photos of leaves</p>	<p>Discover, look at, investigate, experience and form ideas</p> <p>Make texture “rubbings” in pencil, crayon or charcoal of actual texture.</p>  <p>Share observation that actual textures are rough and “rubbings” bumpy but are smooth on flat paper.</p>	<p>Apply, construct, demonstrate, illustrate, evaluate and practice</p> <p>Press items found in environment and in nature, into clay products to make texture impressions.</p>  <p>E.g. Read <i>Is it Rough? Is it Smooth? Is it Shiny?</i> By Tana Hoban</p>	<p>Compare, contrast, distinguish, examine and incorporate</p> <p>Make several texture “rubbing.” Analyze which textures are most visually interesting.</p> <p>Superimpose simple images over different actual textures and/or rubbings to create layered composition. E.g. <i>Read A House for a Hermit Crab</i> by Eric Carle</p>	<p>Study, explore, seek, be creative, imagine and produce</p> <p>Collect different textured objects, combining them with texture “rubbings” to create aesthetically pleasing pictures. E.g. http://www.yellow-springs.k12.oh.us/ys-mls/texture_rubbings.htm</p>	<p>Show skill mastery for grade level, give opinions, support others, and show art</p> <p>Participate in making a group collage of found textures. E.g. www.yahoo.com Images: artwork (collages) of Joseph Cornell</p> <p>Actively engage in group discussions (Criticism) about artwork. Express likes and dislikes with a work of art.</p>
<ul style="list-style-type: none"> • Able to name basic colors • Understand which colors are warm and cool • Associate colors with emotion • Share ideas and personal meaning in artwork 	<p>Color: Anything but black and white <i>Primary colors</i> are red, yellow and blue</p>  <p><i>Warm color scheme:</i> (red, orange, yellow) associated with fire <i>Cool color scheme:</i> (blue, green, violet) associated with water</p> <p>Abstract: art made from the imagination or in a distorted unrealistic manner</p> <p>Unity: Blending and repeating art elements (line, shape, color) in a picture to look like they belong together</p> <p>Aesthetic: choice based on personal preference & interpretation</p>	<p>Name basic primary colors around room, in nature, and in picture books.</p> <p>Match primary colors to a color wheel. Begin with pasting colored construction paper to correct site. Later use paint, crayons or markers to identify colors and their placement with in a color wheel.</p> <p>Color Theory Information: http://en.wikipedia.org/wiki/color_theory</p> <p>Free Postcards from Utah Artists: E.g. available through Springville Museum of Art (801) 489-2727</p>	<p>Experiment with dropping two primary colors into water and seeing it change to a secondary color Mix primary colored play dough to get secondary colors.</p> <p>Mix primary colors together to get secondary colors using a variety of color making tools. E.g. crayons, pastels, markers, paints, play dough, etc. Share how different colors make you feel. E.g. Red: brave, dangerous, anger Yellow: cowardice, joy, success Purple: rich, triumphant, ruler E.g. <i>Entertaining: Favorite Ladies</i> by Jeanne Clarke (poster or postcard thru the Springville Museum of Art) www.smofa.org (801) 489-2727</p>	<p>Use primary colors to make abstract paintings.</p>  <p>E.g. www.google.com Images: art of Jackson Pollock</p> <p>Choose either a warm or cool color scheme to show mood.</p> <p>Utah Art Council Grants: http://arts.utah.gov/funding/arts_education_grant/step_2/step_3/schools.html 100% grants for kids: www.ulcu.com/ucuef/main.asp E.g. Free video and media from UEN www.uen.org (Go to Quick links > videos & media > e media > catalogs > fine arts)</p>	<p>Study modern art, focusing on the stylistic paintings of Piet Mondrian and his use of primary colors.</p> <p>Divide a piece of paper or simple image into rectangular line designs, then aesthetically choose where to place primary colors.</p>  <p>Designs can be colored using three colors of a warm or cool color scheme. E.g. “Art talks” and “Evening for Educators” contact the Springville Museum of Art (801) 489-2727 www.smofa.org</p>	<p>Discover how colors evoke responses and communicate different ideas. E.g. <i>calm, stormy, warm, cool</i> Paint scenes from nature and neighborhood in either a warm or cool color schemes. E.g. <i>mountains, sunsets, under the ocean scenes</i></p>  <p>Add black or white to colors in a painting to darken or lighten the mood. E.g. <i>Read My Many Colored Days</i> by Dr. Seuss Basic old master bio. information for teachers: e.g. 91 Artists by Leon Jones (order thru the State Office of Education (801) 538-7793 www.schools.utah.gov)</p>	<p>Create artwork using warm or cool colors to express aesthetic preference and mood in a self - portrait. E.g. <i>Farm boy, with Brown Cap</i> by Gary Ernest Smith (posters and postcards available through the Springville Museum of Art) www.smofa.org 801 489-2727</p> <p>Compare the colors used to paint landscapes in the morning verses painting the same scene at night. Repeat colors, lines and shapes to create unity.</p>