

Onslow County 1st Grade Visual Arts Prioritized Standards & Clarifying Objectives with Complementary Objectives 2019-2020



Unpacked Content With OCS Prioritized Standards and Clarifying Objectives Identified
1st Grade Visual Arts 2019-2020

Onslow County 1st Grade Visual Arts Prioritized Standards & Clarifying Objectives with Complementary Objectives 2019-2020

1st Grade Visual Arts
At – a – Glance

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
1V1	1CX1	1V1	1CX2
1V1.1	1CX1.1	1V1.3	1CX2.1
1V1.2	1CX 1.2	1V1.5	1CX2.2
1V1.4	1CX1.3	1CR1	1CX2.3
1V2	1CX1.4	1CR1.1	
V2.2	1CX1.5	1CR1.2	
1V2.1			
1V2.3			
1V3			
1V3.1			
1V3.2			
1V3.3			

**** Bold indicates Priority Standards****

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1 st Nine Weeks			
Standard	Prioritized Clarifying Objective	Complementary Objectives	Unpacked Content
1.V.1 Use the language of visual arts to communicate effectively.	1.V.1.2 Create original art that expresses ideas, themes and events. 1.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.	1.V.1.1 Identify tools, media and processes.	V.1 The first Essential Standard requires students to understand the language of art. Young children are developing fine motor skills and are learning to manipulate various art materials and tools. Since it will be the first time that some children will be correctly using many of the materials and tools, they will need to be given specific instruction. Students will begin to recognize how symbols, subjects, themes, and other commonalities among different pieces of art are used to communicate. As they create art, students recognize the Elements of Art in their own work, such as shape, color, line, and texture, and work towards explaining why they made certain decisions about their work. Their choices of subject matter reflect their own lives, and they realize that art can tell a story.
1.V.2 Apply creative and critical thinking skills to artistic expression.	1.V.2.1 Recognize that artistic problems have multiple solutions. 1.V.2.3 Create art from imaginary sources of inspiration.	1.V.2.2 Understand how physical location affects what is seen in the immediate environment.	V.2 The second Essential Standard requires students to use creative and critical thinking skills. Students are often given the same art assignment which may have specific guidelines, but which is open-ended in terms of choices. They learn that there are multiple solutions and are challenged to reach original solutions by drawing upon their sense and their environment. Rather than copying images or symbols, students come up with their own ideas and use their imaginations for subject matter. For example, students may be asked to draw a barnyard with animals. One student may choose chickens, pigs, and goats, while another student chooses cows, geese, and chickens. Even when they choose the same animal, such as chickens, the chickens will not look alike. Students will recognize these differences and understand the concept of multiple solutions to artistic problems.

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1.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.	1.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art. 1.V.3.1 Use a variety of tools safely and appropriately to create art.	1.V.3.2 Execute control of a variety of media.	V.1 The first Essential Standard requires students to understand the language of art. Young children are developing fine motor skills and are learning to manipulate various art materials and tools. Since it will be the first time that some children will be correctly using many of the materials and tools, they will need to be given specific instruction. Students will begin to recognize how symbols, subjects, themes, and other commonalities among different pieces of art are used to communicate. As they create art, students recognize the Elements of Art in their own work, such as shape, color, line, and texture, and work towards explaining why they made certain decisions about their work. Their choices of subject matter reflect their own lives, and they realize that art can tell a story.
2nd Nine Weeks			
Standard	Prioritized Clarifying Objective	Complementary Objectives	Unpacked Content
1.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.	1.CX.1.3 Classify art into categories, such as landscapes, seascapes, portraits and still life. 1.CX.1.4 Understand how art represents different cultures.	1.CX.1.2 Identify images in art as depicting something old (historic) or new (contemporary). 1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures. 1.CX.1.5 Understand that art is a reflection of the artist's ideas, environment, and/or resources.	V.3 The third Essential Standard requires students to use a variety of tools, media, and processes (e.g. drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics) safely and appropriately when creating art. Students will use art materials safely and take care of tools and materials, such as putting lids back on paints, washing brushes correctly, and closing lids on markers. They will learn which media to use for art projects, the processes for using the media, and how to manipulate the media. For example, they will understand concepts such as the additive process in sculpture or ceramics, using a running stitch and folding and curling paper for three-dimensional effects. Students will understand that the subject of a work of art is not limited to one medium, and they may experiment with Styrofoam, texture rubbings, weaving, painting and found objects.

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3 rd Nine Weeks			
Standard	Prioritized Clarifying Objective	Complementary Objectives	Unpacked Content
1.V.1 Use the language of visual arts to communicate effectively.	1.V.1.5 Understand characteristics of the Principles of Design including repetition, emphasis, contrast, and balance.	1.V.1.3 Recognize that symbols, subjects, or themes are used in the works of others to communicate.	V.1 The first Essential Standard requires students to understand the language of art. Young children are developing fine motor skills and are learning to manipulate various art materials and tools. Since it will be the first time that some children will be correctly using many of the materials and tools, they will need to be given specific instruction. Students will begin to recognize how symbols, subjects, themes, and other commonalities among different pieces of art are used to communicate. As they create art, students recognize the Elements of Art in their own work, such as shape, color, line, and texture, and work towards explaining why they made certain decisions about their work. Their choices of subject matter reflect their own lives, and they realize that art can tell a story.
1.CR.1. Use critical analysis to generate responses to a variety of prompts.	1.CR.1.1 Use appropriate art terminology to express personal opinions about art. 1.CR.1.2 Explain how and why personal works of art are made focusing on media and processes.		V.1 The first Essential Standard requires students to understand the language of art. Young children are developing fine motor skills and are learning to manipulate various art materials and tools. Since it will be the first time that some children will be correctly using many of the materials and tools, they will need to be given specific instruction. Students will begin to recognize how symbols, subjects, themes, and other commonalities among different pieces of art are used to communicate. As they create art, students recognize the Elements of Art in their own work, such as shape, color, line, and texture, and work towards explaining why they made certain decisions about their work. Their choices of subject matter reflect their own lives, and they realize that art can tell a story.

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4 th Nine Weeks			
Standard	Prioritized Clarifying Objective	Complementary Objectives	Unpacked Content
1.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.	1.CX.2.1 Identify the role of functional art in various communities around the world. 1.CX.2.3 Differentiate between sharing ideas and copying.	1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.	V.2 The second Essential Standard requires students to use creative and critical thinking skills. Students are often given the same art assignment which may have specific guidelines, but which is open-ended in terms of choices. They learn that there are multiple solutions and are challenged to reach original solutions by drawing upon their sense and their environment. Rather than copying images or symbols, students come up with their own ideas and use their imaginations for subject matter. For example, students may be asked to draw a barnyard with animals. One student may choose chickens, pigs, and goats, while another student chooses cows, geese, and chickens. Even when they choose the same animal, such as chickens, the chickens will not look alike. Students will recognize these differences and understand the concept of multiple solutions to artistic problems.