

**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**ESSENTIAL LEARNINGS – VISUAL ARTS:**  
**GRADE 1**

We believe the visual arts program is designed to meet the expressive needs of each student. While making connections between the disciplines, the students will also gain an understanding of both historical and current cultural perspectives. Our goal is to develop and enhance personal expression through the creative process: exploration, interpretation, production and reflection.

**1. Subject Expectation (State Goal 25)      The students will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Describe and demonstrate the elements, organizational principles and expressive qualities of visual arts</b>
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Critical Content    25.A.1d

ELEMENTS

a. Color

- identify primary and mix secondary colors
- recognize the relationship between the color wheel and the rainbow
- explore color harmony

b. Line

- recognize a variety of line qualities

c. Space

- show perspective by size, overlapping, and placement
- explore foreground and background space within a composition
- identify the horizon line in a landscape
- explore the relationships of objects in space/proportion

d. Shape/Form

- explore the difference between 2-D shapes and 3-D forms
- use basic shapes to make recognizable images
- explore organic and geometric shapes

e. Texture

- experiment with a variety of surface textures

f. Value

- identify colors light to dark (value)

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**Note:** *such as* = an example used for clarification but not a mandatory concept

including = a mandatory concept

\* = exceeds state standard

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- 25.A.1d PRINCIPLES
- a. Balance
    - explore balance in a composition
  - b. Pattern
    - use line, shape, and color to create pattern
  - c. Repetition
    - identify and demonstrate repetition
  - d. contrast – explore contrast
  - e. Movement
    - recognize direction in art work

- 25.A.1d EXPRESSIVE QUALITIES
- a. use a variety of lines, shape and color for expression
  - b. identify fact and fantasy and emotion in works of art
  - c. enhance works of art with detail

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Identify the similarities, distinctions and connections in and among the arts</b>
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| Critical Content | 25.B.1 | a. identify similarities in and among the arts <i>such as</i> pattern, sequence, and mood |
|                  | 25.B.1 | b. explore pictorial images to create a visual narrative                                  |
|                  | 25.B.1 | c. explore how the art forms are different from each other                                |

<b>Essential Learning 3</b>	*	<b>Reflect upon and assess one’s work and the work of others</b>
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| Critical Content | * | a. use appropriate vocabulary in discussing works of arts <i>such as</i> shape and color |
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**2. Subject expectation  
(State Goal 26)**

**Through creating, producing, and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Explore the processes and uses of traditional tools, and modern technology used in the arts</b>
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| Critical Content | 26.A.1e | a. practice proper care and safe use of art supplies   |
|                  | 26.A.1e | b. explore a variety of mediums, processes and techniques in creating 2-D and 3-D works of art <ul style="list-style-type: none"> <li>• design</li> <li>• drawing</li> <li>• painting</li> <li>• weaving</li> <li>• printmaking</li> <li>• constructing</li> <li>• collage</li> <li>• relief</li> <li>• sculpting</li> </ul> |
|                  | 26.A.1e | c. use tools appropriately   |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Explore skills and knowledge necessary to create and perform in the visual arts</b>
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| Critical Content | 26.B.1d | a. modify basic shapes to create realistic and/or imaginary images              |
|                  | 26.B.1d | b. explore realistic proportion   |
|                  | 26.B.1d | c. create a realistic portrait that expresses unique individual characteristics |
|                  | 26.B.1d | d. explore basic perspective  |
|                  | 26.B.1d | e. explore arrangement of objects in a composition                              |
|                  | 26.B.1d | f. learn to think of art as an outcome of a problem-solving process             |
|                  | 26.B.1d | g. express personal ideas through creation of art work                          |

<b>Essential Learning 3</b>	<b>*</b>	<b>Reflect upon and assess one’s work and the work of others</b>
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| Critical content | * | a. recognize the specific tools, processes and techniques used in a particular work of art   |
|                  | * | b. use creative process problem solving technique to evaluate why a personal choice works or doesn’t work in a composition <ul style="list-style-type: none"> <li>• analyze problems to separate givens from assumptions</li> <li>• generate many possible solutions to a given problem</li> <li>• select the solutions with greatest quality and which is most appropriate</li> </ul> |

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**3. Subject expectation  
(State Goal 27)**

**The student will understand the role of the arts in civilizations, past and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Explore how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.1a | a. explore occupations in the visual arts |
|                  | 27.A.1b | b. recognize there are many art forms     |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Explore how the arts shape and reflect history, society and everyday life</b>
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| Critical Content | 27.B.1 | a. know how works of art can convey stories about people, places and events |
|                  | 27.B.1 | b. produce a work of art which reflects a period of art                     |

<b>Essential Learning 3</b>	<b>*</b>	<b>Reflect upon and assess one's work and the work of others</b>
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- \* a. recognize that art work is an individual expression
- \* b. look at art works and discuss similarities and differences
- \* c. describe how a work of art can create a mood

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