

Art, Grade 1 (IMRA 26)

Subject: Fine Arts

Grade: 01

Expectations: 12

Breakouts: 37

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) identify similarities, differences, and variations among subjects in the environment using the senses
 - (i) identify similarities among subjects in the environment using the senses
 - (ii) identify differences among subjects in the environment using the senses
 - (iii) identify variations among subjects in the environment using the senses
 - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments
 - (i) identify the elements of art, including line, in nature
 - (ii) identify the elements of art, including shape, in nature
 - (iii) identify the elements of art, including color, in nature

- (iv) identify the elements of art, including texture, in nature
 - (v) identify the elements of art, including form, in nature
 - (vi) identify the elements of art, including line, in human-made environments
 - (vii) identify the elements of art, including shape in human-made environments
 - (viii) identify the elements of art, including color, in human-made environments
 - (ix) identify the elements of art, including texture, in human-made environments
 - (x) identify the elements of art, including form, in human-made environments
 - (xi) identify the principles of design, including emphasis, in nature
 - (xii) identify the principles of design, including repetition/pattern, in nature
 - (xiii) identify the principles of design, including balance, in nature
 - (xiv) identify the principles of design, including emphasis, in human-made environments
 - (xv) identify the principles of design, including repetition/pattern, in human-made environments
 - (xvi) identify the principles of design, including balance, in human-made environments
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) invent images that combine a variety of lines, shapes, colors, textures, and forms
 - (i) invent images that combine a variety of lines
 - (ii) invent images that combine a variety of shapes
 - (iii) invent images that combine a variety of colors
 - (iv) invent images that combine a variety of textures
 - (v) invent images that combine a variety of forms
 - (B) place components in orderly arrangements to create designs
 - (i) place components in orderly arrangements to create designs
 - (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms
 - (i) increase manipulative skills necessary for using a variety of materials to produce drawings
 - (ii) increase manipulative skills necessary for using a variety of materials to produce paintings
 - (iii) increase manipulative skills necessary for using a variety of materials to produce prints
 - (iv) increase manipulative skills necessary for using a variety of materials to produce constructions
 - (v) increase manipulative skills necessary for using a variety of materials to produce sculptures, including modeled forms

- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) identify simple ideas expressed in artworks through different media
 - (i) identify simple ideas expressed in artworks through different media
 - (B) demonstrate an understanding that art is created globally by all people throughout time
 - (i) demonstrate an understanding that art is created globally by all people throughout time
 - (C) discuss the use of art in everyday life
 - (i) discuss the use of art in everyday life
 - (D) relate visual art concepts to other disciplines
 - (i) relate visual art concepts to other disciplines
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) explain ideas about personal artworks
 - (i) explain ideas about personal artworks
 - (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers
 - (i) identify ideas found in collections using original artworks created by artists or peers
 - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions
 - (i) compile collections of artwork for the purposes of self-evaluations or exhibitions