

**1st Grade**

<b>Creating</b> <b>Anchor Standard #1- Generate and conceptualize artistic ideas and work</b> <b>Anchor Standard #2- Organize and Develop artistic ideas and work</b> <b>Anchor Standard #3- Refine and complete artistic work</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CR.1.1a	Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).	Students will be grouped together to work collaboratively. Students will create props for a play/visual display, that they will present to the class.
VA.CR.1.1b	Use careful observation in preparation for making a work of art.	Students will choose an object of choice (may be chosen by teacher, such as still life set up, or brought in by student). Students will use planning paper/sketchbook to study the object/objects. Students will create 3 sketches, adding in further details to each one. Teacher will demonstrate how to find/draw small details that are often overlooked (lines, shadows, background, etc).
VA.CR.2.1a	Explore uses of materials, tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.	Students will create art using mixed media and explore the ways that different materials create different effects. Students will learn tertiary and complementary colors, shape (geometric vs organic), form, and texture (physical/visual). Students will study art from diverse cultures including Australia (symbols, cave paintings, dot painting, traditionally painting materials, etc.).
VA.CR.2.1b	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Students will locate, use, and put away materials correctly.
VA.CR.2.1c	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Identify objects within the environment that occupy space. Classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).
VA.CR.3.1a	Use art vocabulary to describe choices in personal artwork.	Students will describe and discuss the visual qualities and content of personal works of art, using art vocabulary.
<b>Performing/ Presenting/ Producing</b> <b>Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.</b> <b>Anchor Standard #5- Develop and refine artistic work for presentation.</b> <b>Anchor Standard #6- Convey meaning through the presentation of artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.PR.4.1a	Explain why some objects, artifacts, and artwork are valued over others.	Students will compare and contrast the value of art and identify reasons some artworks might be valued over others. Students will need to build off their previous knowledge of the purpose of preserving art and justify why an artwork should or should not be preserved .
VA.PR.5.1a	Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved.)	Students can identify and discuss art preservation. Students will then be able to walk through the process for collecting work for their own portfolio. This process should include saving work, reviewing completed work, selecting the top pieces, and preserving the art.
VA.PR.6.1a	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Students will need to build off their previous knowledge of art museums and identify and discuss the responsibilities of people who work in and visit museums, galleries and public art spaces.
<b>Responding</b> <b>Anchor Standard #7- Perceive and analyze artistic work.</b> <b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b> <b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.RE.7.1a	Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).	Students will recognize and discuss subject matter in multiple works of art. Students will engage in conversation, brainstorming why they think the artist chose to depict what they did.
VA.RE.7.1b	Compare images that represent the same subject matter.	Students will look at art works with the same subject matter and use art specific vocabulary to state similarities and differences.

VA.RE.8.1	Interpret art by categorizing subject matter and identifying the elements and principles	Students will recognize and evaluate basic elements of design (color, line, form, texture, rhythm, etc.) Acquire a working vocabulary associated with the analysis and interpretation of works. Write and speak effectively and clearly about works of art.
VA.RE.9.1	Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).	Students will view works of art and group them based off of similarities and differences.
<b>Connecting</b> <b>Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.</b> <b>Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
VA.CN.10.1a	Identify times, places, and reasons students make art outside of school.	Students can identify and discuss why, when and where they make art outside of school. Student can also analyze the benefits after bringing in a piece of art they created outside of the school day.
VA.CN.11.1a	Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).	Students can compare and contrast why people from different places and times make art. Students will also be able to make connections between a reason for a piece of art and the imagery it contains. Students can analyze artwork alongside the corresponding artist statement to make those connections.