

VISUAL ARTS

Grade 1

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students know the differences between materials, techniques, and processes.

Learning Targets (Type):

- 1) I can draw shapes and lines in a variety of sizes. *(P,S)*
- 2) I can name primary colors and mix secondary colors. *(P,S)*
- 3) I can hold a paintbrush the right way, control where my paint goes, and create purposeful shapes. *(P,S)*
- 4) I can cut out shapes with scissors and glue shapes with the correct amount of glue. *(P,S)*
- 5) I can recognize repeated shapes and make prints through repeated motion. *(P,S)*
- 6) I can carve a foam plate to make a print. *(P,S)*
- 7) I can make a clay form using the pinch-pot or slab technique. *(P,S)*
- 8) I can define the three dimensions: length, width, and depth. *(P,S)*
- 9) I know that sculpture can be made with clay, paper, wood, metal, or paper mache. *(P,S)*

Benchmark 2: Students describe how different materials, techniques, and processes cause different responses.

Learning Targets (Type):

- 1) I can tell the difference between art materials. *(R)*
- 2) I can choose the best art material to show my ideas. *(R)*

Benchmark 3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*
- 2) I can choose the best art material to share my ideas. *(R)*

Benchmark 4: Students use art materials and tools in a safe and responsible manner.

Learning Targets (Type):

- 1) I can perform art activities while keeping myself and classmates safe. *(S)*
- 2) I can follow teacher’s instructions on the right way to use art materials. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students know the differences among visual characteristics and purposes of art in order to convey ideas.

Learning Targets (Type):

- 1) I can identify and create circles, squares, rectangles, ovals, and triangles. *(K)*
- 2) I can name the primary and secondary colors. *(K)*

- 3) I can describe and make texture in my artwork. *(K)*
- 4) I can recognize when objects in a picture look close to me and far away. *(K)*
- 5) I can think about what artwork means by looking at it. *(K)*

Benchmark 2: Students describe how different expressive features and organizational principles cause different responses.

Learning Targets (Type):

- 1) I can identify and create patterns in a piece of artwork. *(K)*
- 2) I can describe where my eye goes first in a piece of art. *(K)*
- 3) I can explain contrast in a piece of art. *(K)*

Benchmark 3: Students use visual structures and functions of art to communicate ideas.

Learning Targets (Type):

- 1) I can use images and symbols to show my ideas. *(R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students explore and understand prospective content for works of art.

Learning Targets (Type):

- 1) I can choose my subject by seeing examples of artwork and watching teacher demonstrations. *(R)*
- 2) I can identify the subject in a piece of artwork. *(R)*
- 3) I can begin to think about what a piece of art means. *(R)*

Benchmark 2: Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Targets (Type):

- 1) I can come up with more than one way to make an art project. *(K,R)*
- 2) I can decide which idea is best and why. *(K,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students know that the visual arts have both a history and specific relationships to various cultures, including Montana American Indian history and cultures.

Learning Targets (Type):

- 1) I am respectful of other people and their culture. *(K)*
- 2) I can think about where a piece of art came from. *(K)*
- 3) I can begin to understand what the artist was thinking when making his/her artwork. *(K)*

Benchmark 2: Students identify specific works of art as belonging to particular cultures, times, and places, including Montana American Indian art.

Learning Targets (Type):

- 1) I can recognize notable artists and their styles. *(K)*

Benchmark 3: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art, including Montana American Indian art.

Learning Targets (Type):

- 1) I can think about where a piece of art came from. *(R)*
- 2) I can begin to understand what the artist was thinking when making his/her artwork. *(R)*

Benchmark 4: Students recognize a variety of different responses to specific works of art.

Learning Targets (Type):

- 1) I can see strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students understand there are various purposes for creating works of visual art.

Learning Targets (Type):

- 1) I know that artists make artwork for many reasons. *(K,S)*
- 2) I can take part in a discussion and critique of various artworks. *(K,S)*

Benchmark 2: Students describe how people's experiences influence the development of specific artworks.

Learning Targets (Type):

- 1) I can look for clues about an artist's background by what their artwork looks like. *(R)*
- 2) I can start to think about where a piece of art came from. *(R)*
- 3) I can think about what an artist was thinking when creating his/her artwork. *(R)*

Benchmark 3: Students understand there are different responses to specific artworks.

Learning Targets (Type):

- 1) I can recognize strengths in my own artwork and in the artwork of others. *(R)*
- 2) I can express my opinion of an art piece and defend it with examples. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.

Learning Targets (Type):

- 1) I know that artists can make a career in any medium of art. *(K)*
- 2) I understand that artist can make artwork in a variety of ways including music, theatre, and through dance. *(K)*

Benchmark 2: Students identify connections between the visual arts and other disciplines in the curriculum.

Learning Targets (Type):

- 1) I can use my reading, writing, and math skills in my artwork. *(S)*