

VISUAL ARTS
Hobbs Municipal Schools
1st Grade

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art: line, shape, form, color, and texture.</u></i></p> <ol style="list-style-type: none"> 1. Know the basic colors. 2. Explore the use of lines, shapes, and other art elements for image-making. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials, tools and techniques.</u></i></p> <ol style="list-style-type: none"> 1. Use a variety of art materials. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Take care of classroom art materials. 2. Answer questions about safety. 	<p>Know basic colors:</p> <ul style="list-style-type: none"> • Know that red, yellow, and blue are “primary colors” • Know blue + yellow = green • Know blue + red = purple • Know red and yellow = orange • Know red + yellow + blue = black • Recognize warm (red, yellow, orange) and cool (blue, green, purple) colors <p>Identify a variety of lines:</p> <ul style="list-style-type: none"> • Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin <p>Identify shapes:</p> <ul style="list-style-type: none"> • Recognize basic geometric shapes—square, rectangle, triangle, circle, oval <p>Identify texture:</p> <ul style="list-style-type: none"> • Describe qualities of texture: rough, smooth, bumpy, scratchy, slippery <p>Explore art materials by drawing, painting, cutting, pasting, and working with clay.</p>
	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Explore many subjects and themes in art. 2. Observe the world at large through art. 	<p>Recognize as a portrait or self-portrait:</p> <ul style="list-style-type: none"> • <i>Mona Lisa</i> by Leonardo da Vinci • <i>Don Manuel Osorio Manrique de Zuniga</i> by Francisco Goya • <i>Self-portrait</i> by Vincent van Gogh <p>Recognize geometric shapes in nature and man-made objects</p>

	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among <i>arts disciplines</i> as well as all other content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p> <ol style="list-style-type: none"> 1. Know the other art disciplines. 2. Tell about concepts connecting art disciplines. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other content areas.</i></p> <ol style="list-style-type: none"> 1. Know that concepts such as texture, pattern, and contrast are used in other content areas. 2. Talk/tell about connections between visual art and other content areas. 	<p>Discuss the art of Ancient Egypt</p> <ul style="list-style-type: none"> • Great Sphinx • Mummy cases: Tutankhamen's coffin • Bust of Queen Nefertiti
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the <i>creative process</i>.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Talk about/tell where ideas come from. 2. Look for clues as to creative processes used for some works of art. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <ol style="list-style-type: none"> 1. Tell about the process of creating a work of art. 2. Talk about an artist's purpose for creating artwork. 	<p>Discuss cave paintings</p> <p>Recognize a mural as a painting on a wall:</p> <ul style="list-style-type: none"> • <i>The History of Medicine in Mexico</i> by Diego Rivera
	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Talk about symbols in art and the stories they tell. 2. Identify some design elements in a work of art. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Talk about a painting (or other work of art). 2. Tell what it was like to make a work of art. 	<p>Recognize as a still life:</p> <ul style="list-style-type: none"> • <i>Irises</i> by Vincent van Gogh • <i>Apples and Oranges</i> by Paul Cézanne <p>Recognize basic shapes and lines in:</p> <ul style="list-style-type: none"> • <i>Parade</i> by Jacob Lawrence • <i>The Swan</i> by Henri Matisse • <i>Shell</i> paintings by Georgia O'Keeffe • <i>Stone City Iowa</i> by Grant Wood <p>Observe the use of color in</p> <ul style="list-style-type: none"> • <i>Arrangement in Black and Gray</i> by James A. McNeill Whistler
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p>	<p>Discuss early Egyptian art such as the</p>

	<p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Examine art that reflects cultural influences. 2. Know about one major art movement. 	<p>pyramids, the Great Sphinx or the mummy cases</p> <p>Observe the use of color, line and shape in</p> <ul style="list-style-type: none"> • <i>Pinata</i> by Diego Rivera <p>Describe American Indian masks</p> <p>Recognize paintings from the Impressionist period:</p> <ul style="list-style-type: none"> • <i>Tulips in Holland</i> by Claude Monet • <i>Little Fourteen-Year-Old Dancer</i> by Edgar Degas • <i>Young Hare</i> by Albrecht Dürer
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Discuss art materials & media and when they came into use. 2. Know about some different art media. 	<p>Discuss the use of Media Cast as an example of technology and visual art instruction.</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K-4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Identify art in various settings. 2. Name some examples of local public art. <p>B. K-4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Talk about art careers. 2. Show personal artwork in various settings. 	<p>View school's student art gallery</p> <p>Visit the Western Heritage Museum</p> <p>Each student will exhibit at least one art piece in the annual art fair.</p>

Art Resources:

- Core Knowledge Sequence, pp. 31-32**
- Core Knowledge Art Prints**
- HMS K-6 Art Resource Guide**
- HMS 1st Grade Art Resource Guide**
- What Your 1st Grader Needs to Know, pp. 177-198**
- “It’s a Spral Thing” art workshop through Media Cast (school network)**
- Posters—Elements of Art and Principles of Design**
- Art supplies and materials**