

# First Grade: National Visual Arts Core Standards

## Connecting

### #VA:Cn10.1

**Process Component:** Interpret

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

### VA:Cn10.1.1

Identify times, places, and reasons by which students make art outside of school.

### #VA:Cn11.1

**Process Component:** Synthesize

**Anchor Standard:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

### VA:Cn11.1.1

Understand that people from different places and times have made art for a variety of reasons.

## Creating

### #VA:Cr1.1

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

**Essential Question:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

### **VA:Cr1.1.1**

Engage collaboratively in exploration and imaginative play with materials.

### **#VA:Cr1.2**

**Process Component:** Investigate, Plan, Make

**Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

**Essential Question:** How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

### **VA:Cr1.2.1**

Use observation and investigation in preparation for making a work of art.

### **#VA:Cr2.1**

**Process Component:** Investigate

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

**Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

### **VA:Cr2.1.1**

Explore uses of materials and tools to create works of art or design.

### **#VA:Cr2.2**

**Process Component:** Investigate

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

**Essential Question:** How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

### **VA:Cr2.2.1**

Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

### **#VA:Cr2.3**

**Process Component:** Investigate

**Anchor Standard:** Organize and develop artistic ideas and work.

**Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

### **VA:Cr2.3.1**

Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

### **#VA:Cr3.1**

**Process Component:** Reflect, Refine, Continue

**Anchor Standard:** Refine and complete artistic work.

**Enduring Understanding:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Question:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

### **VA:Cr3.1.1**

Use art vocabulary to describe choices while creating art.

## **Presenting**

### **#VA:Pr.4.1**

**Process Component:** Relate

**Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

**Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

**VA:Pr.4.1.1** Explain why some objects, artifacts, and artwork are valued over others.

## #VA:Pr5.1

**Process Component:** Select

**Anchor Standard:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

### VA:Pr5.1.1

Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

## #VA:Pr6.1

**Process Component:** Analyze

**Anchor Standard:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Question:** What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

### VA:Pr6.1.1

Identify the roles and responsibilities of people who work in and visit museums and other art venues.

## Responding

### #VA:Re7.1

**Process Component:** Share

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

#### **VA:Re7.1.1**

Select and describe works of art that illustrate daily life experiences of one's self and others

#### **#VA:Re7.2**

**Process Component:** Perceive

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Visual imagery influences understanding of and responses to the world.

**Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

#### **VA:Re7.2.1**

Compare images that represent the same subject.

#### **#VA:Re8.1**

**Process Component:** Perceive

**Anchor Standard:** Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

#### **VA:Re8.1.1**

Interpret art by categorizing subject matter and identifying the characteristics of form.

#### **#VA:Re9.1**

**Process Component:** Analyze

**Anchor Standard:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

## VA:Re9.1.1

Classify artwork based on different reasons for preferences.

## Visual Arts Glossary

**Appropriation:** intentional borrowing, copying, and alteration of preexisting images and objects

**Art:** In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, *The In the Next Generation Core Visual Arts Standards*, the word art is used in the classificatory sense to mean an artifact or action that has been put forward by an Role of Theory in Aesthetics, Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art. artist or other person as something to be experienced, interpreted, and appreciated.

**Art-Making Approaches:** diverse strategies and procedures by which artists initiate and pursue making a work

**Artist Statement:** information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

**Artistic Investigations:** in making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insightsnew ways of seeing and knowing

**Artwork:** artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

**Brainstorm:** technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

**Characteristic(S):** attribute, feature, property, or essential quality

**Characteristics Of Form (And Structure):** terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

**Collaboration:** joint effort of working together to formulate and solve creative problems

**Collaboratively:** joining with others in attentive participation in an activity of imagining, exploring, and/or making

**Concepts:** ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

**Constructed Environment:** human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play

**Contemporary Artistic Practice:** processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual,

aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

**Contemporary Criteria:** principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

**Context:** interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artworks creation and reception

**Copyright:** form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

**Creative Commons:** copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the makers choice (<http://creativecommons.org/>)

**Creativity:** ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

**Criteria:** in art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

**Critique:** individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

**Cultural Contexts:** ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

**Cultural Traditions:** pattern of practices and beliefs within a societal group

**Curate:** collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

**Curator:** person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

**Design:** application of creativity to planning the optimal solution to a given problem and communication of that plan to others

**Digital Format:** anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

**Engagement:** attentive participation in an activity of imagining, exploring, and making

**Established Criteria:** identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

**Exhibition Narrative:** written description of an exhibition intended to educate viewers about its purpose

**Expressive Properties:** moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

**Fair Use:** limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is fair, such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

**Formal And Conceptual Vocabularies:** terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

**Genre:** category of art or design identified by similarities in form, subject matter, content, or technique

**Image:** visual representation of a person, animal, thing, idea, or concept

**Imaginative Play:** experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

**Innovative Thinking:** imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

**Material Culture:** human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals

**Materials:** substances out of which art is made or composed, ranging from the traditional to non-art material and virtual, cybernetic, and simulated materials

**Medium/Media:** mode(s) of artistic expression or communication; material or other resources used for creating art

**Open Source:** computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (<http://opensource.org/>)

**Personal Criteria:** principles for evaluating art and design based on individual preferences

**Play:** spontaneous engaged activity through which children learn to experience, experiment, discover, and create

**Portfolio:** actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

**Preservation:** activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

**Preserve:** protect, save, and care for (curate) objects, artifacts, and artworks

**Relevant Criteria:** principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

**Style:** recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

**Technologies:** tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments



**Text:** that form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

**Venue:** place or setting for an art exhibition, either a physical space or a virtual environment

**Visual Components:** properties of an image that can be perceived

**Visual Imagery:** group of images; images in general

**Visual Organization Approaches And Strategies:** graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

**Visual Plan:** drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue