

PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

GRADE ONE

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Visual Arts: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Visual Arts: Progress Points	
	Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
	Explore a range of art concepts and artworks and construct meaning about the works.
	Connect making art with individual choice and understanding personal cultural identity.
	Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
	Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)	
	Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
	Explore and describe how a selected art object was made.
	Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
	Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
	Identify and discuss what an artist does and find examples of works by artists in their schools and communities.
	Generate artmaking ideas from their daily experiences and the environment.

OH: Fine Arts - Visual Arts: Producing/Performing (PR)	
	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
	Invent imagery and symbols to express thoughts and feelings.
	Explore and use a range of subject matter to create original works of art.
	Create an artwork based on observation of familiar objects and scenes.
	Use selected art and design elements and principles to explore ideas, feelings and relationships.
	Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.
OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)	
	Recognize and point out the strengths in their artworks and how the work could be improved.
	Revise works of art to a level of personal satisfaction.
	Share their artmaking processes with peers.
	Explain how personal interests and experiences are reflected in the subject matter of artworks.
	Discuss the meanings of visual symbols, images and icons observed in artworks.
	Select an art object and describe its personal, functional or decorative purpose.
	Describe how elements and principles communicate meaning in works of art.
	Express and share their own responses to works of art and consider the responses of others.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	Produce complete sentences when appropriate to task and situation.

Notes:
