

PETERS TOWNSHIP SCHOOL DISTRICT

CORE BODY OF KNOWLEDGE

VISUAL ART GRADE 1

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

COURSE DESCRIPTION:

The first grade art program is theme-based, multicultural, and includes all four art disciplines (art history, studio production, art criticism, and aesthetics). Students learn about the human experience and successful visual communication techniques by using the elements of art, principles of design, and various art media. To supplement their art making, students frequently engage in discussions and critiques utilizing a rich art vocabulary to further their critical thinking skills. The overall purpose of this course is to serve as an introduction to basic art processes and to teach students how to effectively and creatively communicate their ideas and personal experiences.

STUDY SKILLS

- Meet all classroom expectations: proper execution of classroom routines, cleaning work areas, following all art rules.
- Proper care and handling of all art materials
- Developing organizational skills (work space and supplies)
- Setting project goals
- Take full advantage of in-class instruction and practice time.

MAJOR UNIT THEMES:

1. TWO-DIMENSIONAL ART

- Elements/principles- Lines (horizon, vertical, horizontal), shapes (simple), space (overlapping), color (warm, cool, primary, secondary), value, contrast, focal point, patterns.
- Drawing- Sketching, proportions, still life drawing, spatial thinking.
- Painting- Mixing secondary colors from primary colors.
- Printmaking – Using found objects (legos, bottlecaps, etc.) in a printmaking process.

2. THREE-DIMENSIONAL ARTWORK

- Elements/principles – Texture (real), form, glaze, ceramic.
- Clay techniques- Pinch pots (pushing and pulling).

3. ART HISTORY

- Artist/Art Style- A wide variety of artists and cultures will be discussed and researched depending on project relevance.
- Art Theory: Who is an artist? What did they create? What does art mean? When did art begin? Where can you find art? How is art created? Why is art created? Why do we study art?

4. CRITICAL AND AESTHETIC RESPONSE

- Critical response (describe, analyze, interpret, judge): Group/class critiques and games.
- Aesthetic response- Reflection worksheets, artist statements, formal and informal peer/class critiques, self-evaluations, aesthetic games.

5. CREATIVITY AND PERSONAL EXPRESSION

- Personal Expression- Create meaning and be able to talk/defend that meaning. Create representations of personal stories and experiences.
- Resilience – Persevere during difficult moments in art making, learn from mistakes.
- Creativity/ Innovation- Create unique visions and solutions to aesthetic and functional problems. Innovations in visual communication to express their content and meaning.

MATERIALS (and Supplemental materials used in course)

- A variety of new and recycled materials
- Technology resources
- Visual resources

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