

# 1<sup>st</sup> Grade

Visual and Performing Arts: Visual Arts Content Standards.

## ARTISTIC PERCEPTION

At the first grade level, children will perceive and respond to works of art, objects in nature, events, and the environment. They will use the vocabulary of the visual arts to express their observations.

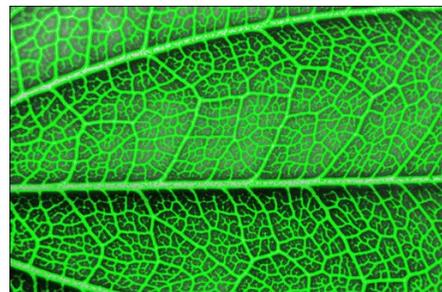
### **Ideas for what to do:**

Begin the lesson by introducing elements of art in the environment and in works of art, emphasizing line, color, and shape/form. Discuss simple patterns, and frontload the vocabulary, so that all the children are comfortable with the descriptive words.

Show images of leaves from nature, focusing on the patterns within the leaves. They may see stripes, but also spots, as well as different shades of colors.

### **Example:**

“Let’s look at these pictures of leaves, and talk about what we see. Do you see any patterns? Tell me about them.”



Point to one picture and ask the students what pattern they see. Ask them to describe every detail.

Next hand out copies of the pictures, or one image per group. Have the children look at the image they were assigned and select crayons in the colors that the lines and dots may be. They should focus on the lines, not the filling color between the lines, to begin.

Give the children paper, and have them draw the outline of the leaf, and then the lines that they see. If they see any dots, or markings, they should draw those too. Again, they should not fill in between the lines, just the lines and dots. Make sure that they press quite firmly, so the crayon isn't too light.

Next, they will use water colors to paint over the leaf, trying to stay within the outer border of the leaf. They can use all one color, or do a blend of colors, depending on what they see, or what they prefer. The paint will not dry on top of the crayon markings.



Another option is to color an entire piece of paper solid with crayon. This can be done in either one color, or in a blend of colors. After that, brush over the top of the crayon with black tempera paint. Once the paint is dry (on the next or another day), have the children cut out leaf shapes, and then scratch the paint where they think the patterns should be.



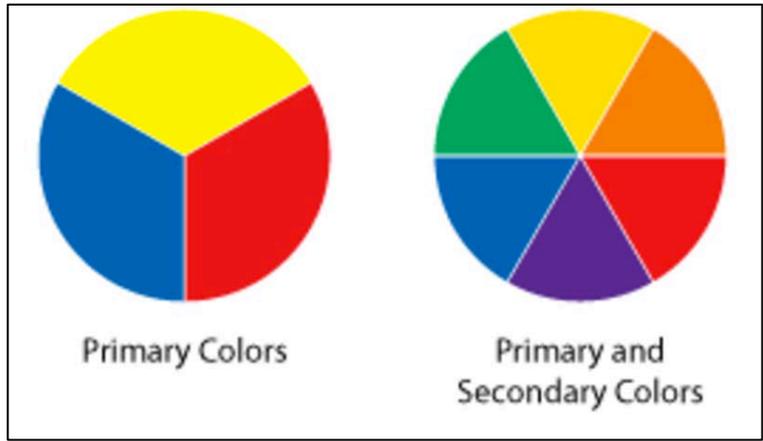
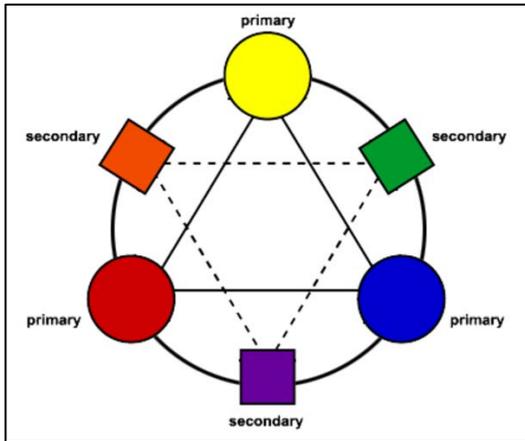
## **CREATIVE EXPRESSION**

At the first grade level, children apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. They will use texture and work in 2- and 3-D art. They will also be introduced to primary and secondary colors, and learn how to mix secondary colors from primary colors.

### **Ideas for what to do:**

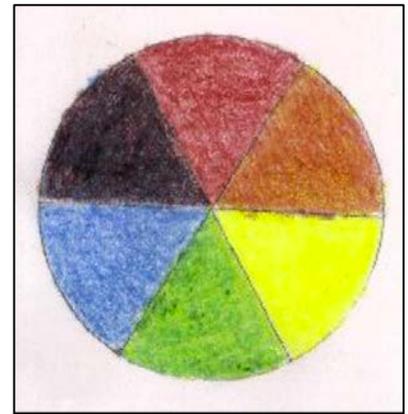
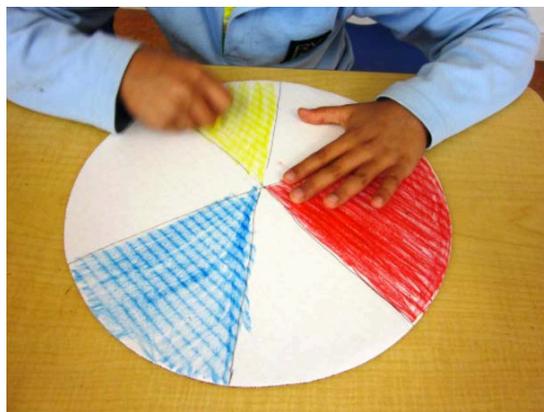
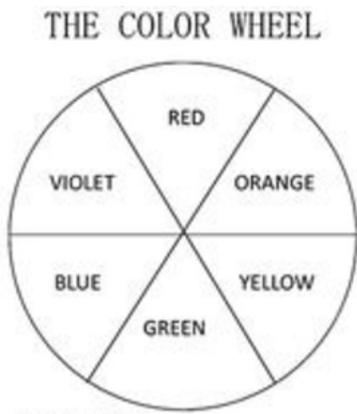
Write the words *Primary Colors* and *Secondary Colors* up on the board. Ask if anyone has ever heard of primary colors, and elicit ideas about what a primary color may be, which colors they think they are, and how many colors could be primary. Explain that there are three primary colors, and primary colors are those colors that cannot be made by mixing other colors. The primary colors are red, yellow, and blue. Then ask the class if

they have ever mixed colors. Do they know what color you get if you mix yellow and blue? What about red and blue, or yellow and red? The colors you get are called secondary colors.



A simple google search for *primary color wheel images* will give you many options to choose from. Select something simple like the ones above to show to the class. Since the focus is on primary and secondary colors in the first grade, we do not need to include tertiary colors at this point. Ask the class to tell you which ones are the primary colors, then which ones are the secondary colors.

Now hand out either a handout with a blank color wheel, or a big round piece of paper. You can also have the children trace around something big and round to make their own circles on a white piece of paper. The circle should be divided into six pie pieces, if lines aren't there already. See the images below for idea. These were all found online in the same search for *primary color wheel images*.



Have the children each pick out the three primary colors from their crayons (red, blue, and yellow). Then have them fill in every other pie piece with the primary colors. There should be a blank pie piece in between each section that they are coloring.

Next have them fill in more lightly in the blank spaces. They can start with yellow, coloring in the section on either side of the yellow with yellow, but lighter. Next, turn the wheel and do the same with red, coloring in either side of the red section with red, but again, make sure they are not coloring too hard, because if the crayon is too saturated or thick, it won't blend well. In the section between yellow and red, they will be coloring red on top of the yellow that they just filled in. They should see that combined, red and yellow make a shade of orange. If they draw heavier with the red, it will be a darker orange, or if they draw heavier with the yellow, it will be a lighter orange. Have them repeat this step with blue. They will color the space between blue and red, and the space between blue and yellow. Since blue is a dark color, they should draw very lightly,

so it doesn't get too dark, otherwise they won't be able to blend the two colors. Again here, they will see that between red and blue they get purple, and between blue and yellow, they get green.

Once their wheel is done, they can label their primary colors and their secondary colors, if they aren't using a printout. Talk about what they found in creating their colors. Give them some scratch paper to experiment with blending, so they can see what happens when they draw more heavily with one color than the other.

## **AESTHETIC VALUING**

Children at the first grade level will build on skills from the earlier grades in analyzing and making meaning of the art that they see around them, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

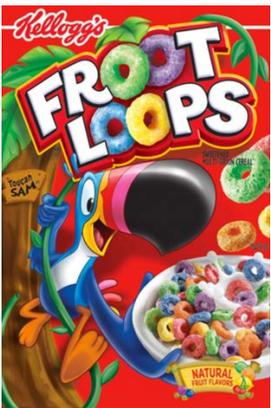
Students will learn to derive meaning by discussing works of art, as well as talk about the reasons for making art.

### **Ideas for what to do:**

Search for images of different types of art. Display these images around the classroom, as if they were on display in an exhibit. Have the students walk around the room, looking carefully at each piece, thinking about some specific things. These questions are just examples of questions that can elicit the types of analysis and thinking that you are looking for. The questions can be on a piece of paper that the students carry with them to help remind them.

1. What type of art is this? (a drawing, an illustration, sculpture, painting, photograph, etc.)
2. How was it made?
3. Why do you think the artist created it?
4. What do you like about it, and what would you change?
5. Which one do you think is best? Why?

Here are some examples of the types of images that can be displayed.





After the art walk is complete have the children share their ideas. Go through the questions, allowing the students to voice different opinions, and explaining why they think what they do. The point of the lesson is not that there is a right answer, but that art is created for many different reasons, and different people will like or not like, or care or not care about what has been created.