



## Semester Content Guide Art Grade 1: 5001020 Course Length: Year

CPALMS: Course Description

Updated 3/2016

Semester One

Big Ideas	Essential Standards	Course Standards
<b>C:</b> Critical Thinking and Reflections		
<b>S:</b> Skills and Techniques	VA.1.S.1.1	VA.1.S.1.1 VA.1.S.3.2 VA.1.C.3.2
<b>O:</b> Organizational Structure	VA.1.S.2.1 VA.1.S.3.3 VA.1.C.2.1 VA.1.H.2.3	VA.1.S.1.2 VA.1.S.3.3 VA.1.F.1.1 VA.1.S.1.3 VA.1.S.3.4 VA.1.F.3.2 VA.1.S.1.4 VA.1.O.1.1 VA.1.H.1.2 VA.1.S.2.1 VA.1.O.2.1 VA.1.H.2.2 VA.1.S.3.1 VA.1.C.2.1 VA.1.H.2.3
<b>H:</b> Historical and Global Connections		
<b>F:</b> Innovation, Technology and the Future		

<b>Standards taught continuously throughout the year</b>	<b>Content Standards</b> VA.1.S.1.4 VA.1.C.3.2 VA.1.S.3.1 VA.1.F.3.2 VA.1.S.3.2
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Semester Two

Big Ideas	Essential Standards	Course Standards
<b>C:</b> Critical Thinking and Reflections		
<b>S:</b> Skills and Techniques		VA.1.S.1.4 VA.1.C.1.2 VA.1.F.3.1 VA.1.S.2.2 VA.1.C.2.2 VA.1.F.3.2
<b>O:</b> Organizational Structure	VA.1.C.1.1 VA.1.H.1.1	VA.1.S.3.1 VA.1.C.3.1 VA.1.H.1.1 VA.1.S.3.2 VA.1.C.3.2 VA.1.H.1.3 VA.1.O.3.1 VA.1.F.1.2 VA.1.H.2.1 VA.1.C.1.1 VA.1.F.2.1 VA.1.H.3.1
<b>H:</b> Historical and Global Connections		
<b>F:</b> Innovation, Technology and the Future		

<b>Florida Standards</b> SC.1.L.14.1 MAFS.1.G.1.2 LAFS.1.RL.1.2 LAFS.1.SL.1.3 SS.1.A.2.1 MAFS.1.G.1.3 LAFS.1.SL.1.2 LAFS.1.SL.2.5 HE.1.C.2.4
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Semester: 1

**Semester Content Guide**  
**Art Grade 1: 5001020**  
**Course Length: Year**

**Big Ideas:**

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

**Standards & Benchmarks**

**Content Standards**

**Florida Standards**

**Essential Standards**

- VA.1.F.3.2** Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.  
**Remarks/Examples:** e.g., set-up, clean-up, use of materials
- VA.1.S.2.1** Practice correct use of tools with various art media, techniques, and processes.
- VA.1.S.3.3** Demonstrate safety procedures for using art tools and materials.
- VA.1.S.3.4** Identify and be respectful of artwork that belongs to others and represents their ideas.
- VA.1.O.2.1** Create imagery and symbols to express thoughts and feelings.
- VA.1.S.1.3** Create works of art to tell a personal story.

- LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.1.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- HE.1.C.2.4** Recognize health consequences for not following rules.  
**Remarks/Examples:** Injuries, arguments, hurt feelings, and pollution.

## Essential Outcome Questions

- What is acceptable behavior for the art classroom before, during, and after art class begins as well as emergency situations?
- How are art tools and supplies used safely in the classroom?

Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>										
<ul style="list-style-type: none"> <li>• Explain why it is important to follow rules and procedures</li> <li>• Demonstrate how to handle art tools and materials safely</li> </ul>	<ul style="list-style-type: none"> <li>• Art classroom rules posted in classroom</li> <li>• Fire and emergency drill procedures</li> </ul>		<b>Vocabulary:</b> Expectations Consequences Emergency Routines Procedures										
<b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>• Teacher leads students in practice of proper rituals and routines, use of materials/tools</li> <li>• Teacher facilitates students in role-playing as they demonstrate examples of appropriate and inappropriate behavior</li> <li>• Teacher shows visual samples of art processes planned for 1<sup>st</sup> grade art class</li> <li>• Students can draw a picture of an art student acting appropriately/safely and then share ideas with the class.</li> </ul>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: left;">Teacher Created Assessments - Guidelines</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </tbody> </table>			Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
Teacher Created Assessments - Guidelines													
DOK Level 1	Recall or Reproduction												
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Semester: 1

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**Big Ideas:**

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

**Standards & Benchmarks**

**Content Standards**

**Florida Standards**

**Essential Standards**

- VA.1.C.2.1** Describe visual imagery used to complete artwork.
- VA.1.C.3.2** Distinguish between artwork, utilitarian objects, and objects from nature.
- VA.1.S.1.1** Experiment with art processes and media to express ideas.  
Remarks/Examples: e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
- VA.1.S.1.2** Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.  
Remarks/Examples: e.g., media-specific techniques
- VA.1.S.1.3** Create works of art to tell a personal story.
- VA.1.S.1.4** Use accurate art vocabulary to communicate ideas about art.
- VA.1.S.2.1** Practice correct use of tools with various art media, techniques, and processes.
- VA.1.S.3.1** Practice skills and techniques to create with two- and/or three-dimensional media.  
Remarks/Examples: e.g., eye-hand coordination, fine-motor skills
- VA.1.S.3.2** Discuss the qualities of good craftsmanship.

- SC.1.L.14.1** Make observations of living things and their environment using the five senses.  
**Remarks/Examples:** Integrate HE.1.C.1.6. Emphasize the correct names of human body parts
- SS.1.A.2.1** Understand history tells the story of people and events of other times and places.
- MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing 1 into more equal shares creates smaller shares.
- LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

<p><b>VA.1.S.3.3</b> Demonstrate safety procedures for using art tools and materials.</p> <p><b>VA.1.S.3.4</b> Identify and be respectful of artwork that belongs to others and represents their ideas. <b>Remarks/Examples:</b> e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy</p> <p><b>VA.1.O.1.1</b> Identify and use the structural elements of art and organizational principles of design to support artistic development.</p> <p><b>VA.1.O.2.1</b> Create imagery and symbols to express thoughts and feelings.</p> <p><b>VA.1.H.1.2</b> Discuss suitable behavior expected of audience members. <b>Remarks/Examples:</b> e.g., museum visits, artist presentations, school programs, assemblies</p> <p><b>VA.1.H.2.2</b> Identify objects of art that are used every day for utilitarian purposes. <b>Remarks/Examples:</b> e.g., plates, clothing, teapots</p> <p><b>VA.1.H.2.3</b> Identify places in which artworks may be viewed by others. <b>Remarks/Examples:</b> e.g., museums, schools, businesses</p> <p><b>VA.1.F.1.1</b> Use various art media and real or imaginary choices to create artwork.</p>	<p><b>LAFS.1.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>LAFS.1.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>LAFS.1.SL.2.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>HE.1.C.2.4</b> Recognize health consequences for not following rules. <b>Remarks/Examples:</b> Injuries, arguments, hurt feelings, and pollution.</p>
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**Essential Outcome Questions**

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Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>
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<p><b>Suggested Activities:</b></p> <p>•</p>	<b>Teacher Created Assessments - Guidelines</b>	
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	DOK Level 2	Skills and Basic Reasoning
	DOK Level 3	Strategic Thinking and Complex Reasoning
	DOK Level 4	Extended Thinking and Reasoning



Semester: 2

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**Standards & Benchmarks**

**Content Standards**

**Florida Standards**

**Essential Standards**

- VA.1.C.1.1** Create and discuss works of art that convey personal interests.
- VA.1.C.1.2** Gather clues to help interpret and reflect on works of art.
- VA.1.C.2.2** Use various media or techniques to learn how changes affect the completed artwork.
- VA.1.C.3.1** Identify vocabulary that is used in both visual art and other contexts.  
**Remarks/Examples:** e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
- VA.1.C.3.2** Distinguish between artwork, utilitarian objects, and objects from nature.
- VA.1.S.1.4** Use accurate art vocabulary to communicate ideas about art.
- VA.1.S.2.2** Describe the steps used in art production.
- VA.1.S.3.1** Practice skills and techniques to create with two- and/or three-dimensional media.
- VA.1.S.3.2** Discuss the qualities of good craftsmanship.

- SC.1.L.14.1** Make observations of living things and their environment using the five senses.  
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**Remarks/Examples:** e.g., eye-hand coordination, fine-motor skills

**VA.1.O.3.1** Use personal symbols in artwork to document surroundings and community.

**VA.1.H.1.1** Discuss how different works of art communicate information about a particular culture.

**VA.1.H.1.3** Describe ways in which artists use their work to share knowledge and life experiences.

**VA.1.H.2.1** Compare artworks from different cultures, created over time, to identify differences in style and media.

**VA.1.H.3.1** Identify connections between visual art and other content areas.  
**Remarks/Examples:** e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies

**VA.1.F.1.2** Identify how classmates solve artistic problems.

**VA.1.F.2.1** Explain how artists impact the appearance of items for sale in stores.

**VA.1.F.3.1** Describe the use of art to share community information.

**VA.1.F.3.2** Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.  
**Remarks/Examples:** e.g., set-up, clean-up, use of materials

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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