

1st grade Review for the art test in April & the District End of Year art test in May 2019

A note to parents: Our curriculum is cumulative, so all concepts build on our content learning from the first day of art this school year. We have now covered all curriculum content.

This is a complete review for the content that will be covered on the End of Year art test!

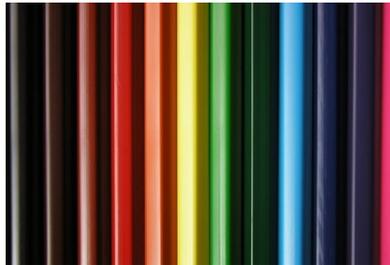
Elements of Art:

Line—Students need to be able to identify lines that are: horizontal, vertical, diagonal, thin, and thick.

Horizontal 	vertical 	diagonal 	Thin 	Thick 
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Horizontal lines in an artwork



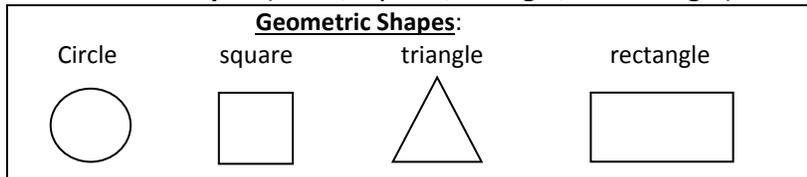
Vertical lines in an artwork



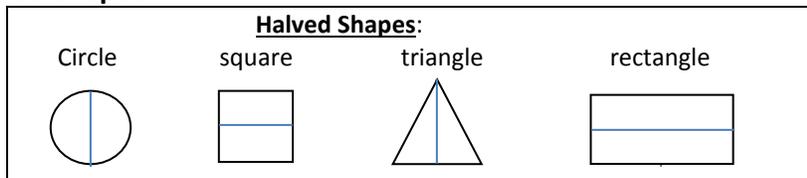
Diagonal lines in an artwork

Shape—Students need to be able to identify:

1. **Geometric shapes** (circle, square, triangle, & rectangle)



2. **Halved shapes**



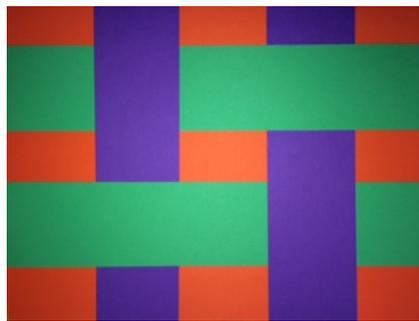
Students need to be able to identify an artwork created with geometric shapes.



Color—Students need to be able to identify the primary colors and the secondary colors in artworks.



Primary colors (red, yellow, blue)



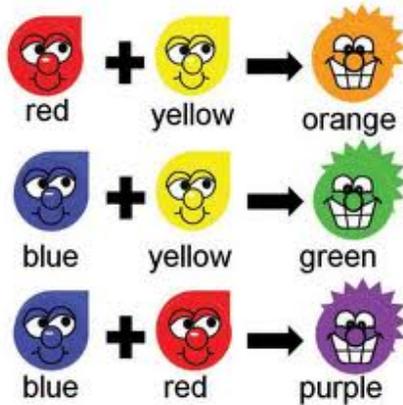
Secondary colors (orange, green, violet)

Students need to know that the secondary colors are created by mixing together two primary colors. Students should also know which two primary colors to mix together to create which secondary color.

Color mixing: red+ yellow = orange

blue + yellow = green

blue+red= violet



Texture- The way something feels (Examples: smooth or rough) Students need to be able to identify objects with smooth and rough textures:



An object with a smooth texture



An object with a rough texture

PRINCIPLES OF DESIGN: Pattern- the repetition of one or more element of art. Students need to be able to identify artworks that have patterns.



ART CRITICISM: Discussing and reflecting about one's own and other's art work. Students need to be able to differentiate between describe and interpret when talking about art criticism.

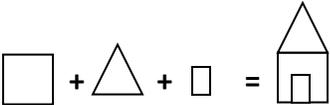


1. **Describe**—when you identify objects in an artwork (This is what you see in the artwork. Example: “**I see** a large fish swimming in water among seaweed.”)
2. **Interpret**—when you tell your own stories about an artwork (Ex: “**I think** the fish is happy because he is swimming along looking for his friends to play with.”)

PROCEDURES/SAFETY:

1. We use pencils, erasers, and rulers to draw straight lines and to measure objects. We use scissors to cut paper. We use brushes to paint. We use glue to glue paper or objects together. When not using scissors, they should be stored points down in a cup. Students should know not to stab the art erasers with their pencils because that is disrespectful and destroys our art tools.
2. Good craftsmanship means we do not rush and our artwork should not be messy. When drawing, there should be no smudges, smears, or eraser marks. When using glue, it should not be oozing from the edges of what we have glued. Paper that has been cut with scissors should not have jagged edges, but rather a smooth cut. Folded paper should have a crisp fold rather than crooked or bent edges.

ART PRODUCTION/TECHNIQUES:

1. Shapes are combined to create a new shape and/or object. 
2. Tools for drawing: pencils, crayons, and markers.
3. Rulers are used to measure and to help us draw straight lines.
4. When painting, you should use a smooth stroke, not scrubbing back and forth.
5. When painting, different sizes of brushes can create thin or thick lines.



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6. Sequential steps means creating art in order, step by step. The first step is always drawing.
7. Artists communicate our thoughts and feelings through our artworks.

8. A symbol is a picture or image that artists create to communicate an idea to others without using words.



ART APPRECIATION:

1. Artworks can be found in our classroom, school, and community. Some community places that you can see artwork are: museums, galleries, and libraries.
2. When viewing and discussing artwork, our behavior towards others and their artwork should be appropriate and respectful. It would be inappropriate to touch or mark on someone else's artwork.
3. Utilitarian artworks are artworks that can be used (Example: a bowl or a puppet).



4. Artists create the labels for items that are sold in stores. (Example: cereal boxes, soup labels, etc.) Artists create the labels to grab our attention and to get us interested in the product.
5. Art uses similar vocabulary and knowledge that we use in other subjects. For example, we use lines and shapes in art and also in math. We use textures in art and also in science. We use rulers to measure in art, math, and science.

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