







Standard A: Uses media, techniques and processes for art making.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student ...</p> <p>1. explores and identifies art materials. (21<sup>st</sup> -T)</p> <p>2. uses art materials to express ideas, experiences and stories. (21<sup>st</sup> -E)</p>	<p>I can...</p> <p>a. name and identify basic art materials.</p> <p>b. explore and use a variety of art materials.</p> <p>c. draw pictures from my own experience.</p> <p>d. express myself using a many different art materials.</p> <p>e. use art materials to share stories and ideas.</p>	<ul style="list-style-type: none"> <li>• Observation of process with basic materials:               <ul style="list-style-type: none"> <li>○ Checklists or tallies</li> <li>○ Anecdotal notes</li> </ul> </li> <li>• Observation of approach to new materials:               <ul style="list-style-type: none"> <li>○ Notes about exploration</li> <li>○ Notes about enthusiasm and risk- taking</li> </ul> </li> <li>• Review of final products for some recognizable imagery, which students can identify as a specific experience/story.</li> <li>• Evaluation of basic techniques used to communicate ideas.</li> <li>• Observation over time.</li> </ul>

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 ★ = SEB assesses this skill  
 = technology assesses this skill  
 = not reported




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 (21<sup>st</sup>-H)=Health Literacy

Standard B: Use art elements and principles in art works.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. recognizes and uses some art elements and principles.	I can...  a. recognize art elements in works of art and in my world. (lines, shapes, etc.).  b. make art using line, shape and color.  c. make art using texture, rhythm/pattern.	<ul style="list-style-type: none"> <li>• Checklist for recognition of elements and principles studied.</li> <li>• Observation of use of elements in works</li> <li>• Direct discussion</li> </ul>

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Standard C: Choose a variety of images and original ideas.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <p>1. uses a variety of basic images to communicate. (21<sup>st</sup>-T)</p> <p>2. explores original personal ideas.</p>	<p>I can...</p> <p>a. use some recognizable objects, people or animals in my art.</p> <p>b. use imaginary objects, people or animals in my art.</p> <p>c. create art that looks different from the art of others.</p> <p>d. use art to share personal stories and ideas.</p>	<ul style="list-style-type: none"> <li>• Observation of process (looking for recognizable imagery/symbols)</li> <li>• Anecdotal notes as students explain imagery and stories</li> <li>• Review of products</li> <li>• Looking at work over time and keeping notes on student records or seating charts</li> <li>• Question and response individually or during discussion</li> <li>• Checklist for recognition</li> <li>• Tally sheets for observed unique ideas or expressions</li> <li>• Question and response individually or in discussion</li> <li>• Review and evaluation of products</li> <li>• Anecdotal notes as students work</li> </ul>

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Standard D: Explores the arts within cultures, times and places.		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
Not evaluated in 1 <sup>st</sup> grade. Exploration of context.		

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Standard E: Reflect upon works of art		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. contributes positively to discussions about art and artists. (21 <sup>st</sup> -E)	I can...  a. talk about my art.  b. ask questions about art.	<ul style="list-style-type: none"> <li>• Observation during discussions</li> <li>• Anecdotal notes</li> <li>• Checklists of participation                             <ul style="list-style-type: none"> <li>○ Note times participated</li> <li>○ Listening</li> <li>○ Appropriate responses/questions</li> <li>○ On topic</li> </ul> </li> </ul>

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