

Content Contributors

Financial Support provided by:



Ohio Arts Council
A STATE AGENCY
THAT SUPPORTS PUBLIC
PROGRAMS IN THE ARTS



The Ohio Alliance for Arts Education
is supported annually by
The John F. Kennedy Center
for the Performing Arts
and the Ohio Arts Council

Beaver Local School District

Elayne Lowe - *Project Director*

Sammi States - *Layout Editor*

Canfield Schools

Heidi Garwig

Nancy Hulea

Diane Leonard

Columbiana Exempted Village

Margaret Jones

Holly Zolonish

Warren City Schools

William Burgess

Jeffrey Jones

Paul Sweeny

Ohio Alliance for Arts Education
77 South High Street, 2nd floor
Columbus, Ohio 43215-6108
614.224.1060

A Fine Arts Standards Guide for Families



What is Expected
in Grade

1

Music

Visual Art



Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at www.ode.state.oh.us and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at dcollins@oaae.net.

Sincerely,



Donna S. Collins
Executive Director
Ohio Alliance for Arts Education

Tips

and Activities

- Encourage creative expression at home. Stock a designated drawer with a variety of art supplies, including crayons, watercolors, water base markers, modeling clay, and a variety of papers in an assortment of sizes. Computer paper and index cards work well, and scraps of mats or foam board may be available for free from local frame shops. Use items around the house that can be recycled, such as bottles, boxes, or foam. Allow your child to experiment with different mediums before asking to see a finished product. Use art vocabulary when commenting on and discussing your child's artwork.
- When traveling in the car, discuss symbols and icons that you see such as flags, monuments, and other landmarks that represent the different backgrounds of the people in the United States.
- Attend a performance of a children's play and then discuss props, set decorations, and music that contributed to the effectiveness of the production.
- Visit a museum. Use art vocabulary to discuss the colors and shapes seen in the artworks. Ask your child which to identify a favorite artwork and discuss why it is appealing. Call ahead to see if the museum has a hands-on children's section.
- Stop in a museum gift shop and purchase a postcard of a favorite painting. Later, at home, have your child "copy" the masterpiece using any medium. Copying is a good way to learn color mixing and develop skills. Explain to your child that claiming another person's idea as their own original idea is not honest or lawful, but that many artists learn and develop skills by imitating others' work.

- Children should be able to create a visual art project to increase understanding of a concept or topic studied in another content area.

*Check your understanding: **Content Area Illustrations***

A drawing or other visual representation can often help a student better understand a difficult concept. Examples of potential subject-concept/topic correlations include the following:

- English language arts – sequencing a story
- mathematics – measurement
- geography – continents
- science – balance

- Children should be able to demonstrate the relationships between and among art forms.

*Check your understanding: **Relationships among the Arts***

Connections or relationships between visual art and other arts (such as music, drama, and dance) might include scenery building or costume creation for a play or musical production.

- Children should be able to identify and discuss artwork they see in their schools and communities.
- Children should be able to identify what an artist does and identify examples of works by artists in their communities.



Music



Historical, Cultural, and Social Contexts

What this means: Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present.

- Children should be able to identify and demonstrate echo and call-and-response forms.

*Check your understanding: **Form, Echo, Call-and-Response***

Form: The structure of a piece of music, the way its parts are put together to make the whole.

Echo: One person sings a word, phrase, or sound pattern and then a second person or group echoes it, repeating exactly what the first person sang.

Call-and-Response: Alternation between two musical voices in a work may be two solo singers or groups, but is most often between a solo voice (the call) and a group (the response).

- Children should be able to sing songs representing their cultures.
- Children should be able to sing, listen, and move to music from various historical periods.
- Children should be able to identify, listen, and respond to music of different composers.
- Children should be able to recognize and describe how songs are used for a variety of occasions, such as birthday and holiday celebrations.



Creative Expression and Communication

What this means: Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform music, independently or in a group, with technical accuracy and expression.

- Children should be able to sing alone and with others, maintaining correct pitch with accurate rhythm.
- Children should be able to sing with a light, clear head voice.

Check your understanding: **Head Voice**

The **head voice** is the higher range of pitch used in speaking or singing; the vibrations of sung notes are felt in the head. Young children most commonly speak and sing using the head voice.

- Children should be able to play a variety of classroom instruments by themselves or in a group, using proper technique.
- Children should be able to improvise on selected lyrics (text) of known songs.



Valuing the Arts / Aesthetic Reflection

What this means: Children will gain an understanding of why art is valued and will respect diverse points of view about artworks and artifacts.

- Children should be able to offer reasons for making art.
- Children should be able to form their own opinions and views about works of art.
- Children should be able to recognize that people (friends, family, teachers, and artists) have different beliefs and opinions about why they like or dislike a work of art.
- Children should be able to describe the expressive qualities in their own works of art.

Check your understanding: **Expressive Qualities**

Expressive qualities refers to the use of the art elements and principles to express ideas and experiences.

Connections, Relationships, and Applications

What this means: Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.

- Children should be able to make connections between visual art, music, and movement.

Analyzing and Responding

What this means: Children will use the vocabulary of art to make judgments regarding artistic quality and will be able to interpret meaning in works of art.

- Children should be able to notice and describe multiple characteristics (colors, forms, materials, and subject matter) in their own artworks and the works of others.
- Children should be able to explore and describe how a selected art object was made.
- Children should be able to describe the different ways that art elements are used and organized in works of art including their own.
- Children should be able to describe how art elements and principles are organized to communicate meaning in works of art.
- Children should be able to connect their own interests and experiences to the subject matter in artworks.
- Children should be able to recognize and point out characteristics related to the quality of a work of art.



- Children should be able to read, write, and perform using eighth notes, quarter notes, and quarter rests.
- Children should be able to read, write, and perform simple three-tone melodies using a system such as solfege, numbers, or letters.

Check your understanding: **Solfege**

Solfege (or *solfeggio*) is the system of arranging the musical notes of the scale by one-syllable names (do, re, mi, fa, sol, la, ti, do) used to teach singing.

Analyzing and Responding

What this means: Children will be able to listen to a wide range of music and describe it using age-appropriate music terminology.

- Children should be able to identify and demonstrate the contrasting music elements of dynamics, tempo, and pitch.

Check your understanding: **Elements of Music**

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre. First grade students should be familiar with melody, rhythm, tempo, and dynamics.

Tempo: Speed or pace of a piece of music.

Dynamics: Volume of sound, or levels of loudness and softness.

Pitch: The high or low sound of a musical tone in relation to the tones around it.

- Children should be able to identify and demonstrate elements of music using developmentally appropriate vocabulary.
- Children should be able to tell whether phrases of music are the same or different.
- Children should be able to properly identify most musical instruments by sight and sound.
- Children should be able to discuss individual and group music performance.

Creative Expression and Communication

What this means: Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to demonstrate beginning skill in the use of art materials and tools.
- Children should be able to identify visual art elements and principles using art vocabulary.

Check your understanding: **Elements and Principles of Art**

The **Elements of Art** include line, shape, color, form, space, texture, and value. First grade students should be familiar with line, shape, color, space, and texture.

The **Principles of Art** include balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, and unity. First grade students should be familiar with balance, contrast, movement, repetition, and variation.

- Children should be able to use selected art elements and principles to express a personal response to the world around them.
- Children should be able to invent imagery and symbols to express thoughts and feelings.
- Children should be able to explore and use a range of subject matter (such as people, places, animals, and nature) to create original works of art.
- Children should be able to begin to use basic self-assessment strategies to improve artworks.



Historical, Cultural, and Social Contexts

What this means: Children will be able to understand the impact history, culture, society, and politics have on art.

- Children should be able to recognize and describe visual symbols, images, and icons (flags, monuments, and landmarks) that reflect the cultural heritages of the people of the United States.
- Children should be able to observe different styles of art from selected cultures and point out how artists use lines, shapes, colors, and textures.
- Children should be able to share artwork or art objects from their own cultural backgrounds and describe the purposes of these as personal, functional, or decorative.
- Children should be able to listen to the life story of one or more culturally representative artists and identify his or her works and artistic style.

Check your understanding: **Style**

Style is the distinctive features of artistic expression (materials used, ways of drawing, painting, or creating) used by a particular person, group, or era. An example of a particular style is found in the work of Pablo Picasso, a modern artist from Spain who painted in the *cubist* style. Cubist artists use lots of basic shapes to create artworks with a two-dimensional appearance.

- Children should be able to identify works made by one or more visual artists in a selected historical period.

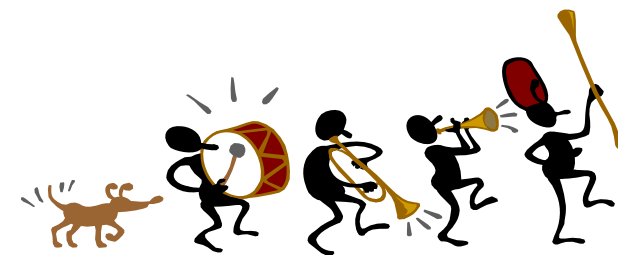
Valuing Music and Aesthetic Reflection

What this means: Children will gain an understanding of why music is important to other people and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to participate in developmentally appropriate music activities such as group and individual performances.
- Children should be able to display appropriate behavior while attending various performances in and out of school.



- Children should be able to respond physically, emotionally, and/or intellectually (via movement, written/oral description) to a variety of age-appropriate music.
- Children should be able to identify, discuss, and respond to music written for specific purposes such as holiday song, march, and lullaby.



Connections, Relationships, and Applications

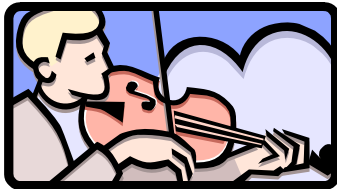
What this means: Children will be able to apply what they have learned in music to other academic subjects (art, math, science, reading, and social studies) recognizing the similarities and differences between the arts and the other disciplines.

- Children should be able to use music and/or found sounds together with dance, drama, and visual art.
- Children should be able to identify similar or common terms in the arts.

Check your understanding: **Common Language**

A **common** (shared) **language** is often used in describing aspects of music, art, dance, drama, and other categories of creative design. Terminology that might be found in any of these areas includes such terms as style, pattern, texture, balance, blend, and contrast.

- Children should be able to identify and describe connections between music experiences and other curricular subjects, such as English language arts, mathematics, and social studies.
- Children should be able to identify various uses of music in the United States.
- Children should be able to recognize a musician.



Tips and Activities

- Teach your child two or three new relevant songs during each holiday season. As you listen to your child sing, see if you can easily understand the words and if a clear tone of voice is used.
- Borrow a book about musical instruments from the local library and see if your child can identify the instruments by looking at the pictures.
- Borrow a selection of music from the local library. Listen to short excerpts (maybe one or two minutes) and ask your child to describe the music.
- Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- As you drive to and from your child's activities, sing short songs and have your child echo back each line to you.
- As your child prepares for performances (as a performer or an attending audience member), discuss the appropriate behavior for the setting and the type of performance and the reasons for this expectation.
- After your child performs at school, church, or in a neighborhood group, ask what was done well and what aspects of the performance could be improved.