
	<b>Correlation of <i>Core Knowledge</i><sup>®</sup> <i>Sequence</i> &amp; Colorado Grade Level Expectations</b>		
<b>Core Knowledge<sup>®</sup> Content (Visual Arts-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Visual Arts)</b>		
<b>I. Art from Long Ago</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.12 Recognize that there are cultures that exist besides their own. (S=4) 1.13 Recognize that all cultures create works of art. (S=4) 1.9 Recognize the difference between two-dimensional and three-dimensional art. (S=3, S=5)		
<b>II. Elements of Art</b>			
<b>A. Color</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.5.E Recognize and apply the Elements of Art: Colors (Types-primary, secondary; Schemes-warm and cool, light and dark; Concepts-color wheel)		
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)		
<b>B. Line</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal; Variation-width and length, thick and thin)		
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)		
<b>C. Shape</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.5.B Recognize and apply the Elements of Art: Shapes (Types-square, circle, rectangle, oval, triangle, organic, curved, zigzag, wavy, open and closed; Variation-size) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)		
<b>D. Texture</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard)) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5)		
<b>III. Kinds of Pictures: Portrait and Still Life</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.14 I identify the subject matter in a work of art. (S=5) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5)		
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.14 I identify the subject matter in a work of art. (S=5)		
<ul style="list-style-type: none"> <li>▪</li> </ul>			
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>		

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

This can be covered in many other areas	1.1 Create art to communicate real and imaginary sources. (S=1)
This can be covered in many other areas (Grade 1: Language Arts: Fiction and Poetry)	1.2 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	1.3 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	1.5.D Recognize and apply the Elements of Art: Space (Types-overlapping, close and far)
This can be covered in many other areas	1.5.F Recognize and apply the Elements of Art: Value (Types-light and dark)
This can be covered in many other areas	1.6 Use clay to create a three-dimensional, representational form. (S=3)
This can be covered in many other areas	1.7 Paint and draw on different types of paper. (S=3)
This can be covered in many other areas	1.8 Create a print (e.g. monoprint or block print). (S=3)
This can be covered in many other areas	1.10 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	1.11 Identify and talk about art in their community. (S=3)
This can be covered in many other areas	1.17 Share personal opinions about what art is and what purpose art serves. (S=5)