**1st Grade Unit Organizer**

**Core Knowledge Topic: Elements of Art;**

**Focus on Portraits in Art**

**Tracy Nichols**

**Previous Unit**

Shape

**Next unit**

Still Life

**Integrated Units –** cross curricular connection with the 1st Grade study of the Human Body and Science Biographies as written ‘portraits’ of people.

**Core Knowledge Content (Knowledge)**

1. Introduction to Kinds of Pictures; Portraits, Still Life, and Landscape as a comparison. Focus on Portraits where the most important and biggest thing in picture is the likeness of a person (or animal).
2. Intro to Leonardo da Vinci’s *Mona Lisa* painting.
3. Intro to *Don Manuel* by Goya
4. Intro to Vincent Van Gogh’s Self Portraits

**Colorado Academic Common Core Standards**

1.1.1 Observe and Learn to Comprehend. Works of art express feelings.

1.1.2 Observe and Learn to Comprehend. Art represents and renders the stories of people, places, or things.

1.2.1. Envision and Critique to Reflect. Visual arts provide opportunities to respond to personal works of art and the art of others.

1.3.1 Invent and Discover to Create. Create art to communicate ideas, feelings, or emotions.

1.4.1 Relate and Connect to Transfer. Visual arts relate experiences to self, family, and friends.

**Common Core State Standards**

**Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/)  
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.1.1.A](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/)  
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.1.1.B](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/)  
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-LITERACY.SL.1.1.C](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/)  
Ask questions to clear up any confusion about the topics and texts under discussion.

[CCSS.ELA-LITERACY.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/)  
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.1.3](http://www.corestandards.org/ELA-Literacy/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.

#### Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/)  
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-LITERACY.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/)  
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

**Standards for Achievement and performance (Mental Modeling)**

Students will –

-identify genres as categories of art. Categories are how people sort things that are similar.

-Portraits are an important genre of art

-Portraits portray people, animals, and self-portraits depict the artist themselves.

**Types of Assessment (Creativity)**

Students will –

-draw a portrait of their neighbor

-draw a full body self-portrait inspired by Goya’s Don Manuel revealing something about themselves in the self-portrait.

-draw a self-portrait inspired by Vincent Van Gogh’s Self-portrait

-