**1st Grade Unit Organizer**

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

**Focus on Shape in Art**

**Tracy Nichols**

**Previous Unit**

Start of year

**Next unit**

Still Life

**Integrated Units** – Cross curricular connection links in with Math geometric shapes.

**Core Knowledge Content (Knowledge)**

1. Introduction to the Elements of Art, Line, Shape, Color, Texture, Value, Space, Form
2. Shape collage
3. Intro to Jacob Laurence’s painting *Parade*
4. Intro to Grant Wood’s painting *Stone City, Iowa*

**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 –

-Shape is different from Form (sculptural) A square is 2–D and a cube is 3-D

-Identify Forms; cubes, cylinders, spheres, etc

-Identify and name geometric shapes of circles, squares, triangles, rectangles, ovals, etc.

-Identify the differences between geometric and organic shapes

-Identify geometric shapes in the art works, *Parade* and *Stone City Iowa* and other artworks

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**Types of Assessment (Creativity)**

Students will –

-draw and neatly cut out and glue down geometric and organic shapes.

-use geometric and organic shapes to make a parade picture inspired by Jacob Lawrence’s *Parade*. .

-compose a picture by arranging shapes of painted papers they have cut out in geometric and organic shapes to create a country town or cityscape picture inspired by Grant Wood’s Stone City, Iowa.

-Use repetition an overlapping as they compose their collage picture

- -Students will learn to draw simple 3-D shapes of cylinders and cubes