**1st Grade Unit Organizer**

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

**Focus on Color in Art**

**Tracy Nichols**

**Previous Unit**

Shape

**Next unit**

Portraits

**Integrated Units –** cross curricular connection with the 1st Grade study of Mexico for *La Piñata*

**Core Knowledge Content (Knowledge)**

1. Review Elements of Art – focus on Color
2. Intro to Monet’s *Tulips in Holland* painting.
3. Intro to Diego Rivera’s *La Piñata*
4. Intro to *Whistler’s Mother*

**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 the Elements of Art as ingredients to make art like ingredients in a recipe.

-Primary colors are red, yellow, and blue.

-Secondary colors are a result of mixing two primary colors together

**Types of Assessment (Creativity)**

Students will –

-mix two of each primary colors to make secondary colors in rainbow order;

in watercolor (transparent),

-Use only three primary colors crayons to make a color wheel

-Use tempera paint with white (opaque) to make an impressionistic painting inspired by Monet’s paintings

-Compare and contrast a monochromatic painting of Whistlers mother with a colored version of the same picture

-Describe how the Elements of Art; Color is used in a piece of artwork