**1st Grade Unit Organizer**

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

**Focus on Texture in Art**

**Tracy Nichols**

**Previous Unit**

Genre pictures: Still Life

**Next unit**

Animals in their habitats

**Integrated Units**

**Core Knowledge Content (Knowledge)**

1. Introduction to the Elements of Art, Line, Shape, Color, Texture, Value, Space, Form
2. Edgar Degas’ Little Dancer Sculpture
3. Albrecht Durer’s Hare

**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 differences between real and implied texture

-identify three examples of implied and real texture

**Types of Assessment (Creativity)**

Students will –

-practice making real and implied texture

-practice drawing basket texture

-make texture rubbings

-design their dancer picture

-draw an animal with realistic hair/fur using a reference photo