

GRADE 1 ART

Description:

All students in first grade art will learn to explore color and color mixing. All students will be able to identify and manipulate a variety of shapes, textures, and forms in their environment. Students will use different media, techniques, and processes to communicate ideas, feelings, experiences, and stories.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Identify the difference between two dimensional and three-dimensional shapes
- Understand how forms exist in space
- Recognize three dimensional shapes in our environment
- Recognize how three dimensional forms can communicate ideas and feelings
- Identify symmetrical shapes
- Identify organic shapes
- Identify geometric shapes
- Recognize types of shapes in the environment
- Identify “AB” and “ABC” patterns
- Discuss patterns in works of art
- Recognize patterns and textures in the environment
- Recognize various textures
- Identify primary and secondary colors
- Understand how to mix primary colors in order to create secondary colors
- Identify warm and cool colors

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**
- Anchor Standard #6. Convey meaning through the presentation of artistic work**

Course Skill Objectives

Students will:

- Create sculptures using a variety of materials
- Create forms that communicate ideas, feelings
- or stories
- Use a variety of materials to create three dimensional sculptures
- Draw and cut geometric shapes
- Draw and cut organic shapes
- Cut shapes in various sizes
- Produce symmetrical and asymmetrical shapes
- Create “AB” and “ABC” patterns
- Use line, color, and/or shapes to create a pattern
- Create textures
- Mix primary colors to make to make secondary colors
- Select and apply colors to express feelings and ideas
- Select colors to create an environment, such as day and night
- Create and apply warm and cool colors

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| <ul style="list-style-type: none"> ● Recognize where color exists in their world ● Recognize where color can be used to express feelings and ideas | <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> | |
| <p><u>Units</u></p> <p>Unit 1 - Three-Dimensional Form</p> <p>Unit 2 - Drawing and Shapes</p> <p>Unit 3 - Patterns and Textures</p> <p>Unit 4 - Color</p> | <p><u>Essential Questions</u></p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Pinch pots ● Small animals sculpted in clay ● Slab portraits ● Rolled beads ● Paper sculptures ● Display clay animals from literature in the library ● Students discuss in class their slab portraits ● Present bead work from a variety of cultures ● Use art vocabulary to describe different clay building techniques. ● Use paper or other materials to describe story themes ● Identify different pieces of artwork in the world that are made out of clay |

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| | | <ul style="list-style-type: none"> ● Discuss other sculpting materials used in a variety of cultures and art history ● Use Shapes in paper collage ● Create Stables ● Draw overlapping shapes ● Draw animals by identifying shapes ● Discuss artwork in terms of geometric and organic shapes ● Present a drawing recognizing the use of a variety of shapes ● Identify geometric and/or organic shapes in a variety of works of art ● How do specific artists use shapes in their work, such as Picasso ● Discuss cultures that use geometric shapes, such as African Art ● Compare cultures and how they use various shapes, Mexican versus Chinese art ● Weaving using a variety of materials and textures ● Texture rubbings ● Printmaking ● Stamping ● Quilting ● Students present texture rubbings and describe where they were found in their environment ● Students discuss how their printmaking was created changing the surface of the printing plate or stamp ● Students discuss textures found in the classroom and in nature ● Students look at quilts and respond to the story telling aspect of quilt making |
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| | | <ul style="list-style-type: none">● Students look at and discuss quilts from folk art as well as artists such as Faith Ringgold● Students discuss and identify textures in nature● Landscape paintings showing a time of day, a season, or an environment using color● Overlapping tissue papers to create new colors Using color for symmetrical and asymmetrical paintings● Painted papers and and collaged color compositions● Display paintings that demonstrate students' knowledge through color of the various seasons● Display student's color wheels● Class discussion of artists' works that show a clear mood or time of day through the use of color● Students study various color use in art history● Compare cultures and the type of colors used in their representational work, such as Chinese Art versus Mexican art |
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Unit 1 – Three-Dimensional Form

Unit Objectives

Students will be able to:

- Identify the difference between two dimensional and three dimensional shapes
- Understand how forms exist in space
- Recognize three dimensional shapes in our environment
- Recognize how three dimensional forms can communicate ideas and feelings

Skill Objectives

Students will:

- Create sculptures using a variety of materials
- Create forms that communicate ideas, feelings or stories
- Use a variety of materials to create three dimensional sculptures

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| <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> | <p>Presenting Anchor Standard 3: Refine and complete artistic work.</p> | <p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p> | <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</p> |
| <p><u>Enduring Understandings</u> Creative and innovative thinking are essential life skills that can be developed</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art affect how we perceive the world? What can we learn from our responses to art? What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.</p> | <p><u>Enduring Understandings</u> Artists and designers develop excellence through practice and constructive critique, reflecting on revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Va:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> | <p><u>Enduring Understandings</u> Individualize aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art affect how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Va:Re.7.2.1a Compare images that represent the same subject.</p> | <p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people in to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Va: Cn10.1.1a Identify times, places, and reasons why students make art outside of school?</p> |

| <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> |
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| <ul style="list-style-type: none"> ● Pinch pots ● Small animals sculpted in clay ● Slab portraits ● Rolled beads ● Paper sculptures | <ul style="list-style-type: none"> ● Display clay animals from literature in the library ● Students discuss in class their slab portraits ● Present bead work from a variety of cultures | <ul style="list-style-type: none"> ● Use art vocabulary to describe different clay building techniques. ● Use paper or other materials to describe story themes | <ul style="list-style-type: none"> ● Identify different pieces of artwork in the world that are made out of clay ● Discuss other sculpting materials used in a variety of cultures and art history |

Unit 2 – Drawing and Shapes

Unit Objectives

Students will be able to:

- Identify symmetrical shapes
- Identify organic shapes
- Identify geometric shapes
- Recognize types of shapes in the environment

Skill Objectives

Students will be able to:

- Draw and cut geometric shapes
- Draw and cut organic shapes
- Cut shapes in various sizes
- Produce symmetrical and asymmetrical shapes

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| <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> | <p>Presenting Anchor Standard 3: Refine and complete artistic work.</p> | <p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p> | <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</p> |
| <p><u>Enduring Understandings</u> Creative and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:cr1.1.1a Engage collaboratively in exploration and imaginative play with materials</p> | <p><u>Enduring Understandings</u> Artists and designers develop excellence through practice and constructive critique, reflecting on revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Va:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> | <p><u>Enduring Understandings</u> Individualize aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art affect how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Va:Re.7.2.1a Compare images that represent the same subject.</p> | <p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people in to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Va: Cn10.1.1a Identify times, places, and reasons why students make art outside of school.</p> |

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| <ul style="list-style-type: none"> ● Use Shapes in paper collage ● Create Stables ● Draw overlapping shapes ● Draw animals by identifying shapes | <ul style="list-style-type: none"> ● Discuss artwork in terms of geometric and organic shapes ● Present a drawing recognizing the use of a variety of shapes | <ul style="list-style-type: none"> ● Identify geometric and/or organic shapes in a variety of works of art ● How do specific artists use shapes in their work, such as Picasso | <ul style="list-style-type: none"> ● Discuss cultures that use geometric shapes, such as African Art ● Compare cultures and how they use various shapes, Mexican versus Chinese art |

Unit 3 – Patterns and Textures

Unit Objectives

Students will be able to:

- Identify “AB” and “ABC” patterns
- Discuss patterns in works of art
- Recognize patterns and textures in the environment
- Recognize various textures

Skill Objectives

Students will be able to:

- Create “AB” and “ABC” patterns
- Use line, color, and/or shapes to create a pattern
- Create textures

| Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. | Presenting Anchor Standard: | Responding Anchor Standard: | Connecting Anchor Standard: |
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| <p><u>Enduring Understandings</u> Creative and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u></p> <p>What conditions, attitudes, and behaviors support creative and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>VA:cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.</p> | <p><u>Enduring Understandings</u> Artists and designers develop excellence through practice and constructive critique, reflecting on revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Va:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> | <p><u>Enduring Understandings</u> Individualize aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art affect how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Va:Re.7.2.1a Compare images that represent the same subject</p> | <p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people in to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Va: Cn10.1.1a Identify times, places, and reasons why students make art outside of school?</p> |

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| <ul style="list-style-type: none"> ● Weaving using a variety of materials and textures ● Texture rubbings ● Printmaking ● Stamping ● Quilting | <ul style="list-style-type: none"> ● Students present texture rubbings and describe where they were found in their environment ● Students discuss how their printmaking was created changing the surface of the printing plate or stamp | <ul style="list-style-type: none"> ● Students discuss textures found in the classroom and in nature ● Students look at quilts and respond to the story telling aspect of quilt making | <ul style="list-style-type: none"> ● Students look at and discuss quilts from folk art as well as artists such as Faith Ringgold ● Students discuss and identify textures in nature |

Unit 4 – Color

Unit Objectives

Students will be able to:

- Identify primary and secondary colors
- Understand how to mix primary colors in order to create secondary colors
- Identify warm and cool colors
- Recognize where color exists in their world
- Recognize where color can be used to express feelings and ideas

Skill Objectives

Students will be able to:

- Mix primary colors to make to make secondary colors
- Select and apply colors to express feelings and ideas
- Select colors to create an environment, such as day and night
- Create and apply warm and cool colors

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| <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> | <p>Presenting Anchor Standard 3: Refine and complete artistic work</p> | <p>Responding Anchor Standard 7: Perceive and analyze artistic work</p> | <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</p> |
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| <ul style="list-style-type: none"> ● Landscape paintings showing a time of day, a season, or an environment using color ● Overlapping tissue papers to create new colors Using color for symmetrical and asymmetrical paintings ● Painted papers and collaged color compositions | <ul style="list-style-type: none"> ● Display paintings that demonstrate students' knowledge through color of the various seasons ● Display student's color wheels | <ul style="list-style-type: none"> ● Class discussion of artists' works that show a clear mood or time of day through the use of color | <ul style="list-style-type: none"> ● Students study various color use in art history ● Compare cultures and the type of colors used in their representational work, such as Chinese Art versus Mexican art |