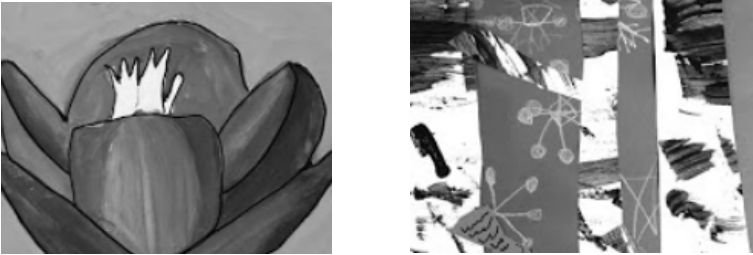
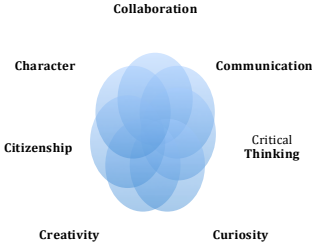


Content Area: Art	Course: Art	Grade Level: First
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Shape 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Line 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Color 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Form 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Value 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Texture 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Space 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • The Etiquette of Art 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Art History 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Shape	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is shape? • How do we use shapes in our artwork? • How do we recognize shapes in our environment? • What is the line of symmetry? • What is the difference between an organic shape and a geometric shape? 		
Standards*	<p>Create: Investigate: VA:Cr2.2.1a Investigate: VA:Cr2.3.1a</p> <p>Respond: Perceive: VA:Re7.1.2.1a Perceive: VA:Re7.2.1.a</p>		
Unit Strands & Concepts	Types of Shapes (symmetric, organic, geometric)		
Key Vocabulary	symmetry, organic, geometric		

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Shape	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● organic, symmetric, and geometric shapes ● line of symmetry ● the difference between an organic and geometric shape 	<ul style="list-style-type: none"> ● draw and cut geometric shapes ● draw and cut organic shapes ● create shapes in different scales ● create shapes in various sizes ● produce symmetrical and asymmetrical shapes ● draw figures or animals using shapes ● overlap shapes to create to create object consistency ● create a landscape using geometric shapes

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is line? • How do we use lines to create different shapes? • What is a zigzag, straight, dotted, wavy and curved line? • What is a horizontal line? • What is a vertical line? 		
Standards*	<p>Create: Investigate, Plan, Make: VA:Cr1.1.1a Investigate, Plan, Make: VA:Cr1.2.1a Investigate: VA:Cr2.2.1a Investigate: VA:Cr2.3.1a</p> <p>Respond: Perceive: VA:Cr7.2.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Lines • Marker • Pencil 		
Key Vocabulary	zigzag, straight, dotted, wavy, curved, horizontal, vertical		

*Standards based on
For more information visit:

Unit Title	Line	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● various kinds of lines ● techniques to control lines using various mediums 	<ul style="list-style-type: none"> ● identify various types of lines ● engage in self-directed play with materials ● understand how lines can create shapes and forms ● draw a variety of lines ● use lines to create shapes ● use lines to create a pattern ● draw thin and thick lines ● recognize lines in one's environment ● compare and contrast various kinds of lines and the shapes they create

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Color	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is color? • How is color used in our artwork? • What are the primary colors? • What are the secondary colors? • What are warm and cool colors? • Where do colors exist around us? 		
Standards*	<p>Create: Investigate: VA: CR2.2.1a Reflect-Refine-Continue:VA:Cr3.1.1a</p> <p>Present: Select: VA: Pr4.1.1a Analyze: VA: Pr5.1.1a</p> <p>Respond: Perceive: VA: Re7.2.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Primary and Secondary Colors • Warm and Cool Colors • The Color Wheel • Mixing Primary Colors to Create Secondary Colors • 		
Key Vocabulary	primary color, secondary color, warm color, cool color, the color wheel, rainbow order		

Unit Title	Color	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • primary and secondary colors • warm and cool colors 	<ul style="list-style-type: none"> • understand how to mix primary colors to make secondary colors • select and apply colors to feels and ideas • select colors to create an environment such as day or night • identify and use warm or cool colors as it applies to their work • recognize where colors exist in our world • create a landscape painting showing the time of day, season or an environment

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is form in art? • How is form used in our art making? • Where do we find form in nature? • How do you create a form using organic or geometric shapes? • Where do we find forms in our environment? • How can we combine forms to create structure? 		
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.1a Investigate- Plan- Make: VA Cr1.2.1a Investigate: VA: Cr2.1.1a Investigate: VA: Cr2.2.1a Reflect- Refine- Continue: VA: Cr3.1.1a</p> <p>Respond: Perceive: VA: Re7.1.1a Perceive: VA: Re7.2.1a Analyze: VA:8.1.1a Interpret: VA: Re9.1.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • 2D & 3D shapes • Form and how it exists in space • Paper Mache • Slab Construction 		
Key Vocabulary	2D, 3D, form, sculpture, clay, slab method		

Unit Title	Form	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● 2D and 3D forms ● how 3D forms can communicate ideas and feelings 	<ul style="list-style-type: none"> ● differentiate between 2D and 3D forms ● create form and understand how it exists in space ● recognize 3D forms in the environment ● create sculptures that use pre-existing forms to create structure ● create forms that can communicate feelings, ideas, or stories ● select forms to create an environment or habitat ● use a variety of materials to create a 3D form

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is value? • How can different values be created in a work of art? 		
Standards*	<p>Create: Investigate: VA:Cr2.2.1a</p> <p>Respond: Perceive: VA: Re7.1.1a Perceive: VA: Re7.2.1a Analyze: VA:8.1.1a Interpret: VA: Re9.1.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Tempera Paint • Colored Pencil • Tints and Shades of a color • 		
Key Vocabulary	value, tints, shades		

Unit Title	Value	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • process for creating tints • process for creating shades 	<ul style="list-style-type: none"> • create a tint of a color by adding white to the color • create a shade of a color by adding black to a color • use different media to create tints and shades

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Texture	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is texture in art? • What is a pattern? • What is texture? • How do you create a pattern with line, color, and shape? • Where do we find patterns in our world? • Where do we find texture around us? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.1a Investigate: VA: Cr2.2.1a</p> <p>Respond: Perceive:VA: Re7.1.1a Interpret: VA: Re9.1.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Patterns in Art • Texture in Art 		

Unit Title	Texture	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● characteristics of texture in artwork ● ways to discuss art and art features ● types of textures 	<ul style="list-style-type: none"> ● create AB and ABC patterns ● use line, color, and/or shape to create a pattern ● create collage patterns ● make textural rubbings ● discuss patterns in works or art ● recognize patterns in the environment ● understand how patterns are used in collage ● recognize various textures

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Space	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is space in art? • What are ways that space that can be used in our own artwork and the artwork of others? • How do we show and explain the relationship between parts and the whole? • How do we use overlapping to create a sense of space? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.1a Investigate: VA: Cr2.2.1a</p> <p>Present: Select: VA: Pr4.1.1a Analyze: VA: Pr5.1.1a Share: VA: Pr6.1.1a</p> <p>Respond: Perceive: VA: Re7.1.1a Perceive: VA: Re7.2.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Space on a page • Space on an Object • Directions 		
Key Vocabulary	right, left, over, under, top, bottom, front, back, side		

Unit Title	Space	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • vocabulary related to space in artwork 	<ul style="list-style-type: none"> • create a piece of artwork that demonstrates understanding of the use of space within teacher created criteria • appropriately use various space vocabulary when describing their own art work and the artwork of others • use overlapping techniques to create a sense of space within their artwork

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resource

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? 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? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.1a Reflect- Refine- Continue: VA: Cr3.1.1a Present: Select: VA:Pr4.1.1a Analyze: VA:PR5.1.1a Share: VA:Pr6.1.1a Respond: Perceive:VA:Re7.2.1a Analyze: VA:Re8.1.1a Interpret: VA:Re9.1.1a</p>		
Unit Strands & Concepts	<p>Art Critique (peer, self, and teacher) Art Show (preparation, set up, striking) Art Room Etiquette</p>		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgement.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will KNOW...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one’s creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques,, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium, Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life? 		
Standards*	<p>Present: Share: VA:Pr6.1.1a</p> <p>Connect: Relate: VA:Cn11.1.1a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● make connections between their understanding of their heritage, social experience, and environment ● make connections between art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium, Former student work