

## Wilson Area School District Planned Course Guide

**Title of planned course:** Art – First Grade

**Subject Area:** Art

**Grade Level:** First Grade

**Course Description:** This course will provide students with a comprehensive education in the following areas: art history, art criticism, art production, and aesthetics. There will be a continuation of fine motor skills practice and craftsmanship. There will also be an emphasis on incorporating the elements and principles in artworks that display imagination and emotion. This age group will learn responsibility and safety with materials and tools through the production of two-dimensional and three-dimensional artwork. By the end of first grade students should be able to describe what they see in a work of art and identify realistic versus abstract works. Lastly, students will understand that Art is created to express emotions and convey ideas.

**Time/Credit for this Course:** One full academic year / 40 minutes per week

**Curriculum Writing Committee:** Katie Lutz, Carol Kamph

## Curriculum Map

**August:** Drawing (2-D)

**September:** Drawing (2-D)

**October:** Drawing/Painting (2-D)

**November:** Painting (2-D)

**December:** Painting (2-D)

**January:** Figure (2-D or 3-D)

**February:** Figure (2-D or 3-D)

**March:** Printmaking (2-D)

**April:** Printmaking (2-D)

**May:** Mixed Media (2-D or 3-D)

**June:** Mixed Media (2-D or 3-D)

## Wilson Area School District Planned Course Materials

**Course Title:** Art First Grade

**Supplemental Books:**

- Related books from art library & school library

**Teacher Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

## Curriculum Scope & Sequence

**Planned Course:** Art First Grade

**Unit:** Drawing (2-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.2.3.C, 9.2.3.D, 9.2.3.G, 9.2.3.H, 9.2.3.K, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.F, 9.3.3.G, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with drawing tools (pencils, colored pencils, crayons, markers, pastels)
- Identify and create geometric and organic shapes in a work of art
- Define space within a composition (left, right, vertical, horizontal)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on line and shape*

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional drawing through various media, techniques, and tools. Materials could include: pencils, colored pencils, charcoal, pastels, markers, and crayons.

**Extensions:**

- Observe drawings by historical and contemporary artists
- Observe and explore drawings from various cultures and geographic regions
- Exploration of observational vs. imaginative drawing
- Exploration of realistic vs. abstract drawing

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art First Grade

**Unit:** Painting (2-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.2.3.C, 9.2.3.D, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.F, 9.3.3.G, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify and create primary and secondary colors
- Relate colors to moods, emotions and ideas
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with painting tools (paintbrushes, Payons, watercolor pencils, oil pastels, watercolor paint, tempera paint)
- Create fine art and/or functional paintings through use of color
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on color and balance*

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional painting through various media, techniques, and tools including: paintbrushes, Payons, watercolor pencils, oil pastels, watercolor paint, tempera paint

**Extensions:**

- Observe paintings by historical and contemporary artists
- Observe and explore paintings from various cultures and geographic regions
- Exploration of observational vs. imaginative paintings
- Exploration of realistic vs. abstract paintings

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art First Grade

**Unit:** Figure (2-D and 3-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.2.3.A, 9.2.3.B, 9.2.3.C, 9.2.3.D, 9.2.3.G, 9.2.3.K, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.F, 9.3.3.G, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Create a partial and/or whole figure (human or animal) in a work of art with specific details such as eyes, nose, mouth, ears etc...
- Use the subject matter of the figure to express an emotion or convey an idea
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on shape and form*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional or three-dimensional representations of the human or animal figure. Materials and techniques could include: pencil, colored pencil, charcoal, paint, pastels, foil, or clay.

**Extensions:**

- Observe representations of the figure by historical and contemporary artists
- Observe and explore depictions of the figure from various cultures and geographic regions
- Compare and contrast realistic vs. abstract representations of the figure

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)



**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
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- Critique
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- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art First Grade

**Unit:** Printmaking (2-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.F, 9.3.3.G, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Utilize printmaking materials and techniques to create a series of repeating images within a work of art
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with printmaking tools (Styrofoam plates, printing ink, paints, and non-traditional print materials)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on repetition and rhythm.*

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: Styrofoam plates, printing ink, paints, and non-traditional print materials such as bubble wrap, plastic bottles, and found objects.

**Extensions:**

- Observe prints created by historical and contemporary artists
- Observe and explore prints from various cultures and geographic regions
- Introduction of traditional printmaking matrices

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
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- Art Museum Resources
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**Assessments:**

- Teacher Observation
- Rubric
- Checklist
- Critique
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- Questioning
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## Curriculum Scope & Sequence

**Planned Course:** Art First Grade

**Unit:** Mixed Media (2-D and 3-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.G, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.C, 9.2.3.D, 9.2.3.G, 9.2.3.K, 9.2.3.L, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.E, 9.3.3.F, 9.3.3.G, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Create a cardboard loom weaving, pinch pot, paper collage, or mixed media assemblage
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with mixed media materials
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on texture and form*

**Core Activities:** Students will complete/participate in the following:

- Create a 2-dimensional or 3-dimensional work of art using a variety of techniques, tools and materials including: collage, assemblage, weaving, or ceramics.

**Extensions:**

- Observe collage, assemblage, weavings, or ceramics, created by historical and contemporary artists
- Observe woven, clay, or mixed media objects from various cultures and geographic locations

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

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**Assessments:**

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