

Wilson Area School District Planned Course Guide

Title of planned course: 1st Grade Art

Subject Area: Art

Grade Level: 1st 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: Kaitlyn Petty, Emily Aicher

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)

Planned Course Materials

Course Title: 1st Grade Art


Supplemental Books: Related books from art library & school library

Teacher Resources:

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

Artists/Artworks:

Jasper Johns	“Alphabet”
Peter H Reynolds	“The Dot” (book)
Mracus Pfister	“The Rainbow Fish” (book)
Vincent Van Gogh	“Starry Night” “Sunflowers” series “Irises” “Bedroom” “Self-Portrait” “Cafe Terrace at Night” “Wheat Field with Cypress”
Linda Kranz	“Fish Together” (book)
Eric Carle	“The Very Hungry Caterpillar” (book)
Wasilly Kandinsky	“The Bird Painting” “Composition VII” “Transverse Lines” “Squares with Concentric Circles” “The Noisy Paintbox” by Barb Rosenstock (book)
Henri Matisse	“The Goldfish” “The Snail” “The Sheaf”
Claude Monet	“The Magical Garden of Claude Monet” by Laurence Anholt “Water Lilies” “Irises in Monet’s Garden”

	<p>“Landscape Near Montecarlo” “Jeune Fille dans le Jardin de Giverny” “Bridge Over a Pond of Water Lilies”</p>
Various Unknown Artists	<p> 1st Grade Various Artists *also includes teacher examples</p>

Curriculum Scope & Sequence

Planned Course: 1st Grade Art

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 (Projector , Mimeo, Document Camera, etc.)

Materials & Resources:

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

Assessments:

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

Curriculum Scope & Sequence

Planned Course: 1st Grade Art

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 (Projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
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Curriculum Scope & Sequence

Planned Course: 1st Grade Art

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 (Projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
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- Worksheets
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Assessments:

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Curriculum Scope & Sequence

Planned Course: 1st Grade Art

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
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Instructional Methods:

- Lecture
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- Individual Work
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Materials & Resources:

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Curriculum Scope & Sequence

Planned Course: 1st Grade Art

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
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Instructional Methods:

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