

Crest Memorial School Curriculum and Pacing Guide	
Grade: 1st	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p>

Interdisciplinary Connection
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1.G.A.2: Create and extend patterns with shapes and colors.  
 1-LS3-1: Use information from observations to describe patterns in the behavior of animals, such as migration patterns of butterflies.  
 RL.1.1: Ask and answer questions about key details in a text.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> <li>● follow 504/IEP accommodations</li> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● rephrase directions</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● allow for use of pictures</li> <li>● create a word map</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit rubric</li> </ul>

Benchmark	<ul style="list-style-type: none"> <li>• End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> </ul>

Pacing Guide	
Unit Title	Number of days
Symmetry Monarch Butterfly	5
Nutcracker	3
Form (Actual)	5
Form (Implied)	5
Perspective	4
Van Gogh's sunflower collage	5

Unit Learning Goals
<p>Students will identify and create symmetrical patterns and shapes.</p> <p>Students will recognize symmetrical elements in nature and art, focusing on monarch butterflies.</p> <p>Students will learn about monarch butterflies' life cycle, habitat, and migration.</p> <p>Students will observe and illustrate the unique symmetrical patterns on monarch butterfly wings.</p> <p>Students will use various art materials and techniques to create symmetrical artwork.</p> <p>Students will describe their artwork and how they used symmetry in their designs.</p> <p>Students will relate the concept of symmetry in art to the natural symmetry found in monarch butterflies.</p>


Core Instructional Materials	Supplemental Materials
Black tempera paint Orange oil pastel Watercolor paper Scratch-art tools	Video on Monarch butterflies Book on symmetry How-to-draw monarch butterflies video

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Identify and create symmetry	1.5.2.Cr1b	View the book on symmetry, and ask students for examples in the classroom and their lives. Create symmetry by cutting folded pieces of construction paper and gluing them into the sketchbook

Day 2: Create a symmetrical artwork of a Monarch butterfly	1.5.2.Cr2a	Follow a how-to-draw video on Monarch butterflies outline in marker and color in
Day 3: Create a scratch-art paper	1.5.2.Cn11a	Use orange and yellow oil pastel to heavily coat a piece of watercolor paper The teacher will paint over with black tempera
Day 4-5: Scratch off symmetrical details of the Monarch butterfly	1.5.2.Cr2b, 1.5.2.Cr2a	Use scratch-art tools to remove the black paint revealing the orange oil pastel. Observe and illustrate the unique symmetrical patterns on monarch butterfly wings. Add final details and adjustments

<b>Inclusive concepts</b>
<p>Teach students about the importance of empathy through discussions about how butterflies migrate and adapt to their environments, drawing parallels to human experiences.</p> <p>Be mindful of students with sensory processing issues by offering a range of sensory experiences and providing options for sensory breaks.</p> <p>Provide alternative activities or modified instructions for students with different learning needs, ensuring that each student can engage with the content in a way that suits their abilities.</p>

<b>Unit Learning Goals</b>
<p>Students will learn about the historical and cultural significance of nutcrackers, including their role in various holiday traditions.</p> <p>Students will recognize and use basic shapes and colors in their artwork, drawing inspiration from the Nutcracker figures.</p> <p>Students will practice drawing and painting techniques, including using lines, shapes, and colors to create their own Nutcracker figures.</p>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
Oil pastels Construction paper	Nutcracker history presentation  1 nutcracker new.pptx

<b>Daily Targets</b>	<b>NJSLS Performance Expectations</b>	<b>Instructional Activities</b>

Day 1: Introduce the historical and cultural significance of nutcrackers, including their role in various holiday traditions.	1.5.2.Pr4a, 1.5.2.Re7b, 1.5.2.Cn11a	View slide show presentation Have a class discussion on Nutcrackers and their significance Begin tracing basic shapes to create a Nutcracker
Day 2-3: Design Nutcracker	1.5.2.Cr1a, 1.5.2.Cr2c	Use oil pastels to outline and design Nutcrackers

<b>Inclusive concepts</b>
<p>Students will express their own creativity by designing and decorating their Nutcracker figures in unique and personal ways.</p> <p>Students will make artistic choices regarding colors, patterns, and materials to reflect their individual style and preferences.</p>

<b>Unit Learning Goals</b>
<p>Students will understand the concept of form in art, specifically how three-dimensional shapes and objects are created.</p> <p>Students will understand the properties of clay, including its malleability and how it can be shaped into different forms.</p> <p>Students will practice the pinch pot technique to create simple clay bowls or pots, using their fingers to shape and mold the clay.</p> <p>Students will learn the coil technique to build pots or add decorative elements, rolling clay into coils and attaching them to create textures and patterns.</p> <p>Students will be introduced to Native American art and the significance of pottery in various Native American cultures, including its uses and symbolic meanings.</p>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
Model Magic High Gloss paint	Native American Matching game

<b>Daily Targets</b>	<b>NJSLS Performance Expectations</b>	<b>Instructional Activities</b>
Day 1: Introduce Native American art and the significance of pottery in various Native American cultures	1.5.2.Cn11a	In small groups play the Native American matching game Discuss the element of art Form Seek and find form in the classroom and compare it to items that do not have form

Day 2: Introduce the pottery technique of pinch pot	1.5.2.Cr1a, 1.5.2.Cr2c	Use Model Magic to create a pinch pot
Day 3: Introduce the pottery technique of coil pot	1.5.2.Cr1a, 1.5.2.Cr2c	Use Model Magic to create a coil pot
Day 4-5: Use painting techniques to add designs to the clay pots	1.5.2.Cr1a	Use high gloss paint to paint clay pots

### Inclusive concepts

Students will express their own creativity by designing and decorating their clay pots in unique and personal ways.  
 Students will make artistic choices regarding colors, patterns, and materials to reflect their individual style and preferences.

### Unit Learning Goals

Students will learn that implied form is the way artists create the illusion of three-dimensional shapes on a flat surface.  
 Students will practice simple shading techniques and adding texture to their drawings to enhance the sense of depth and dimension.  
 Students will create their own drawings or paintings that use implied form, applying what they have learned to add depth to their compositions.

Core Instructional Materials	Supplemental Materials
Chalk Pastels Construction paper Tracers	Southern lights video

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Learn that implied form is the way artists create the illusion of three-dimensional shapes on a flat surface.	1.5.2.Cn11a	Follow step-by-step instructions on how to draw a cube in 2D add shadows
Day 2-3: Begin creating an artwork that uses implied form	1.5.2.Cr1a, 1.5.2.Cr2c	Use tracers to create a penguin design cut and glue

	1.5.2.Cr1a, 1.5.2.Cr2c	
Day 4: Create a background for the artwork	1.5.2.Cr1a	Use chalk pastels to create a design that looks like the Southern lights
Day 5: Complete implied form artwork	1.5.2.Pr4a	Glue penguin and ice cude to the background and add final details

### Inclusive concepts

Use both visual aids and verbal instructions to cater to different learning styles and needs. Visual schedules, step-by-step picture guides, and verbal explanations help ensure understanding. Be mindful of students with sensory processing issues by offering a range of sensory experiences and providing options for sensory breaks.

### Unit Learning Goals

Students will learn the basic idea that objects that are farther away look smaller and lighter compared to objects that are closer.  
 Students will observe simple examples, such as how mountains or trees appear smaller and lighter as they go further into the background of a drawing or painting.  
 Students will understand that colors can appear lighter and less intense in the distance, simulating how the atmosphere affects colors.  
 Students will recognize and describe how objects change in size and color as they move from the foreground to the background.  
 Students will create their own artwork incorporating atmospheric perspective, applying what they have learned to add depth to their compositions.

Core Instructional Materials	Supplemental Materials
Construction paper Paint Permanent markers Cotton balls White glue	<input type="checkbox"/> 1st grade sheep perspective

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduce the basic concepts related to atmospheric perspective	1.5.2.R3a, 1.5.2.Cr3a	View the slideshow and teach the idea that objects that are farther away look smaller and lighter compared to objects that are closer. Introduce vocabulary that is

		associated with perspective artwork Practice concepts in sketchbooks
Day 2: Design an artwork displaying perspective	1.5.2.Cr1a, 1.5.2.Cr2b	Cut out construction paper in various sizes and colors to represent the space of background, mid-ground, and foreground and glue to the background
Day 3: Design an artwork displaying perspective	1.5.2.Cr1a, 1.5.2.Cr2b	Draw sheep and fences in various sizes in each section of the artwork
Day 4: Design an artwork displaying perspective	1.5.2.Cr1a, 1.5.2.Cr2b	Use paint and cotton balls to add final details to the artwork

### Inclusive concepts

Use both visual aids and verbal instructions to cater to different learning styles and needs. Visual schedules, step-by-step picture guides, and verbal explanations help ensure understanding. Be mindful of students with sensory processing issues by offering a range of sensory experiences and providing options for sensory breaks.

### Unit Learning Goals

Students will learn about sunflowers, including their appearance, colors, and basic structure.  
 Students will practice drawing sunflowers, focusing on their shapes, petals, and centers.  
 Students will experiment with different art materials (e.g., crayons, paint, markers) to express their vision of sunflowers.  
 Students will learn that artists choose subjects like sunflowers to express their feelings and ideas, and that art can be inspired by everyday objects and nature.

Core Instructional Materials	Supplemental Materials
Watercolor paper Watercolor paint Washable markers Canvas boards Acrylic paint	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1st grade sunflowers</li> <li><input type="checkbox"/> 1st grade Sunflower Worksheet</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
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Day 1: Learn that artists choose subjects like sunflowers to express their feelings and ideas, and that art can be inspired by everyday objects and nature.	1.5.2.R3a, 1.5.2.Cn11a, 1.5.2.Cn10a, 1.5.2.Re7b	View a Slideshow of famous artists that use sunflowers as a subject. Discuss how the artworks are similar and different Complete the worksheet on the sunflower artwork
Day 2: Practice drawing sunflowers, focusing on their shapes, petals, and centers.	1.5.2.Cr1a	Draw 5 sunflowers in varying views, follow the teacher's example and demonstration
Day 3: Experiment with different art materials to express their vision of sunflowers.	1.5.2.Cr3a	Use watercolor paint and washable markers with water to experiment with making different values of color
Day 4: Create a background for sunflowers	1.5.2.Cr2b	Use acrylic paint to paint canvas board, creating a background
Day 5: Complete sunflower artwork	1.5.2.Cr1b	Create a vase and arrange cut sunflowers over the background, glue them in place, and add the final details

### Inclusive concepts

Use both visual aids and verbal instructions to cater to different learning styles and needs. Visual schedules, step-by-step picture guides, and verbal explanations help ensure understanding.  
Be mindful of students with sensory processing issues by offering a range of sensory experiences and providing options for sensory breaks.