

Quinton Township School District
Grade 1
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Exploring Art Centers – Learning to Create and Care for Materials	Pacing:	10 weeks
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Unit Summary: In this introductory unit, first grade artists are introduced to working independently and responsibly in art centers. Students learn how to gather, use, and return materials while exploring drawing, collage, and building. They practice using a variety of drawing tools through repeated images and create original artworks using geometric and organic shapes. With an emphasis on choice and creativity, students are encouraged to generate their own ideas and express them through the materials and techniques they've learned. The unit concludes with students selecting a center to create a final artwork, applying their new skills with confidence and independence. ()

Objectives:

Week 1. Demonstrate art room procedures.

Week 2. Work collaboratively to demonstrate drawing materials.

Week 3. Demonstrate a variety of drawing materials using a repeated image.

Week 4. Create art work of choice with drawing center materials.

Week 5. Demonstrate collage center procedures and create a collage using construction paper.

Week 6. Create a collage of choice using geometric shapes.

Week 7. Create a collage using organic or geometric shapes.

Week 8. Create art work of choice (drawing and/or collage).

Week 9. Demonstrate building center procedures.

Week 10. Create artwork of choice in a center of choice: Drawing, Collage, Building.

Essential Questions:

What do artists do?

How do artists work in a studio?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.2.Cr1, 1.5.2.Cr2, 1.5.2.Pr4, 1.5.2.Re7, 1.5.2.Cn10

Interdisciplinary Connections: SL.PE.1.1, SL.UM.1.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Overview of the drawing center. Students choose supplies, create a small drawing and return supplies to the drawing center. Week 2. Around the room. Students move as a table group to drawing centers and participate in collaborative	Teacher-created signage	Drawing center supplies: pencils markers, papers, crayons, templates, books on drawing	• Smart Board Applications • Google Applications • chrome books

drawing. Week 3. Drawing around the room. Students work independently to experience a variety of drawing materials. Week 4 Students choose art materials, gather supplies, work independently, and return supplies to the drawing center. Week 5 Overview of the collage center. Students review procedures and create a small construction paper collage. Week 6 Review of geometric shapes square triangle circle etc. Students create a collage using primary colors and geometric shapes. Week 7 Definition of organic shape, symmetry, how to cut a symmetrical organic shape. Create a collage using organic shapes. Week 8 Mixed art combining collage with drawing using supplies of choice.			
	Images of the work of Piet Modrian () Images of the work of Matisse ()	Scissors, glue, assorted pre-cut construction paper Scissors, papers, glue, drawing supplies	Video: marcpaperscissors Matisse collage for kids video

Week 9 What is architecture? Building structures with a variety of blocks. Week 10 Working in centers: drawing, collage, building: gathering supplies and returning to each center.	Images of exemplary architecture through history	building blocks, magna blocks, Legos, KEVA planks	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and

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- and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	- available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Grade 1
Art

Marking Period:	2	Unit Title:	Thinking Like an Artist – Exploring Imagination, Memory, and Materials	Pacing:	10 Weeks
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Unit summary: In this unit, first grade artists learn to “think like an artist” by exploring how ideas can come from imagination, memory, and observation. Students practice responsible use of painting materials, including watercolor and tempera, and experiment with printmaking techniques like foam printing and monoprints. They create narrative and abstract artworks, explore collage with hand-painted papers, and express seasonal themes through personal choice. The unit encourages creative thinking and independence, culminating in a peer-to-peer “art show” where students reflect on and share their work with classmates. () *

Objectives:

- Week 1.** Demonstrate painting center procedures and create with pan watercolor paint.
- Week 2.** Demonstrate how to use cake tempera paint and create a tempera painting.
- Week 3.** Demonstrate creating from imagination with art materials of choice (painting, drawing, and collage).
- Week 4.** Demonstrate narrative art by creating from memory using art materials of choice (painting, drawing, and collage).
- Week 5.** Use foam cardboard and markers to create a waterbased print of choice.
- Week 6.** Demonstrate “making marks on paper” or abstract design using monoprinting technique.
- Week 7.** Create a collage using hand-painted/printed papers/recycled paintings.
- Week 8.** Create using art supplies of choice on the theme “Winter.”
- Week 9.** Create a winter landscape using art materials of choice.
- Week 10.** Engage in a peer to peer critique using “art show” format.

Essential Questions:

What do artists do?

How do artists get ideas for their artwork?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.2.Cr1, 1.5.2.Cr2, 1.5.2.Pr4, 1.5.2.Re7, 1.5.2.Cn10

Interdisciplinary Connections: SL.PE.1.1, SL.UM.1.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 How to use pan watercolors, how to gather and return painting supplies to the painting center. Create small watercolor paintings. Week 2: How to use cake tempera. How to gather painting supplies and wash and store brushes after painting. Create a small tempera painting.	Teacher-created painting center signage	Pan watercolor paint, brushes, papers. Tempera cakes, brushes papers	• Smart Board Applications • Google Applications

Week 3 Whole group discussion on the meaning of working from your imagination. Students pick a center (painting, drawing, or collage) and create art from imagination.	Reproductions of artists who work from the imagination or fantasy: Juan Miro, Paul Klee ()	Drawing, painting and collage supplies.	
Week 4 Whole group discussion on Narrative art. Students pick a center (painting, drawing, collage) and create artwork that tells a story.	Reproductions of Narrative art: Carmen Garcia Lomas		
Week 5 Introduction to the printing center. Students make a small print from foam and water based marker on a theme or subject of their choice.	Printing center in a box. Teacher created directions.	Styrofoam, pencils, sponges, water based marker papers.	
Week 6 Printing center demo on monoprinting. Students create a monoprint and experiment with a variety of mark making tools.	Reproductions of abstract art: Joseph Stella, Jim Dine	Tempera paint acetate film or plastic mat. various marking making tools: cut cardboard, forks, brushes, legos, texture tools.	
Week 7 Students create a collage of choice using painted papers and printed papers. (recycled papers) #			
Week 8 Whole group discussion on themes in art. Presentation of winter-themed art. Students plan a	Reproductions of winter themed art: Breugal, Carmen Garcia Lomas. ()	Art material of choice painting drawing collage or printing	

winter-themed picture.			
Week 9 Students use art materials of choice to create a winter-themed picture Week 10 Students participate in an informal art show of their winter themed picture. Students engage in peer to peer discussion of their work.	<i>The Snowy Day</i> by Ezra Jack Keats*		

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with

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directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Grade 1
Art**

Marking Period:	3	Unit Title:	Fabric, Pattern & Weaving – Exploring Textiles and Traditions	Pacing:	10 days
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Unit Summary: In this unit, first grade artists explore fabric collage, quilting, and weaving as creative and cultural art forms. Students begin by recognizing patterns in traditional quilts and creating their own paper and felt collages using repeated shapes and colors. They learn to weave simple AB patterns with paper, then transition to fiber arts by exploring the fiber art center and learning the basics of weaving on a cardboard loom. Along the way, they practice identifying the warp and weft, using yarn to weave under and over in simple patterns. This hands-on unit builds foundational skills in textiles, pattern recognition, and fine motor control. *

Objectives:

- Week 1.** Identify quilting as a cultural art form. develop pattern recognition. *
- Week 2.** Create repeated patterns in a paper collage.
- Week 3.** Explore felt and glue as a process for creating collage.
- Week 4.** Develop AB pattern in paper weaving.
- Week 5.** Create a paper weaving using hand painted papers or construction paper.
- Week 6.** Identify the fiber art center and demonstrate procedures on how to use the fiber art center.
- Week 7.** Recognize cardboard loom and its function in weaving.
- Week 8.** Identify the warp and weft on a weaving loom. Demonstrate how to add warp yarn to a cardboard loom.
- Week 9.** Demonstrate under and over patterns using yarn on a cardboard loom.
- Week 10.** Demonstrate basic weaving on a cardboard loom.

Essential Questions:

What is fiber art?

Who are some important fiber artists?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.2.Cr1, 1.5.2.Cr2, 1.5.2.Pr4, 1.5.2.Re7, 1.5.2.Cn10

Interdisciplinary Connections: SL.PE.1.1, SL.UM.1.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Introduction to the quilters of Gee's Bend. Identification of patterns in the quilts of Gee's Bend. *	Video on the quilters of Gee's Bend. Reproductions of the quilts *	construction paper, geometric patterns, glue, scissors	• Smart Board Applications • Google Applications
Week 2: Creating patterns from geometric shapes and glue to a background.			
Week 3 Cutting and gluing felt shapes.		Felt shapes fabric glue	

Week 4 Weaving introduction: Develop AB patterns using a variety of papers, colors, patterns, hand painted etc. Week 5 Create a paper weaving using hand painted and/or construction papers. Week 6 Demonstration of how to use the fiber art center. Students get cardboard looms and place their name and return to the fiber art center. Week 7 Students practice adding warp to their cardboard looms. Practice procedures for using the fiber art center. Week 8 Students practice adding weft thread to their looms. Practice tying knots. Week 9 Students practice how to tie on a new color of yarn. Continue practicing weaving on a cardboard loom.	Cultural weaving in Africa video/ reproductions* Teacher demonstration Teacher created signage. Teacher demonstration Knot tying video, teacher demonstration.	assorted construction paper, paint paper scissors Cardboard looms, assorted yarns, masking tape	
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Week 10 Students complete their weavings and remove from cardboard looms.	Teacher demonstration		
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development

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tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Grade 1
Art

Marking Period:	4	Unit Title:	Printmaking & Mixed Media – Exploring Tools, Textures, and Creative Layers	Pacing:	10 Days
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Unit Summary: In this final unit, first grade artists dive into the world of printmaking and mixed media. Students begin by learning printmaking vocabulary and tools, then explore various printing techniques including styrofoam printing, stamping with everyday objects, vegetable printing, and monoprinting. They use stencils and texture plates to add layers and patterns, and experiment with combining painting, drawing, and prints into expressive mixed media artwork. The unit encourages creativity, collaboration, and choice, culminating in a class art show and peer critique that helps students reflect on and share their artistic process.

Objectives:

- Week 1.** Identify printmaking tools and become familiar with printmaking vocabulary.
- Week 2.** Create a drawing of choice and learn transfer methods to create a styrofoam plate.
- Week 3.** Work in small groups and demonstrate use of printmaking tools. Pull a print.
- Week 4.** Use non-traditional tools to create prints (vegetables, objects, stamping).
- Week 5.** Define monoprint. create a monoprint.
- Week 6.** Use stencils and texture plates to create rubbings.
- Week 7.** Gather materials from the printing center and create a print using the printmaking process of choice.
- Week 8.** Combine printmaking, painting and drawing to create a mixed media artwork.
- Week 9.** Choose an artwork to mat and display in a classroom art show.
- Week 10.** Participate in a peer critique.

Essential Questions:

What is a print?

What are some of the ways artists make prints?

NJSLS - Visual and Performing Arts: 1.5.2.Cr2 1.5.2.Cr3 1.5.2.Pr4 1.5.2.Pr6

Interdisciplinary Connections: SL.PE.1.1, SL.UM.1.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students watch a video on printmaking: meaning and methods of printmaking. Learn vocabulary associated with printmaking.	YouTube video on printmaking, display of printmaking tools.	Printmaking tools: styrofoam sheets, markers, sponges, papers, pencils	• Smart Board Applications • Google Applications
Week 2 Students create a drawing of choice and transfer to styrofoam.	Teacher demonstration	Styrofoam printing plates, pencils tape	
Week 3. Students work in small groups to create a series of small		Styrofoam plates, water-based markers,	

prints. Week 4 Stamping using assorted vegetables, Legos, kitchen utensils non traditional tools. Week 5 Students define monoprint and create using paint with assorted mark making tools. Week 6 Students create rubbings using a variety of texture plates and objects. Week 7 Students demonstrate how to gather supplies from the print center and create print using process of choice. Week 8 Students create a mixed-media collage using a variety of their printed papers, drawing and painting. Week 9 Discussion of art museums, how to prepare artwork for display. How to mat artwork. Week 10. Students participate in an art	Reproductions of monoprints from contemporary artists Teacher-created example Examples of mixed-media art Tour of Google Arts and Culture Museum for kids.	sponges, paper Vegetables, paint, Legos, assorted objects Acetate sheets, paint, texture tools paper Teacher-made texture plates, natural objects, paper, crayon Supplies from the printmaking center; paper, marker, acetate, paint, texture tools and plates crayon, papers for matting, glue staples.	
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show display of their selected completed work.			
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and culture.
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