

# First Grade Art

[Unit Title: Color - First Grade](#)

## Stage 1: Desired Results

[Standards & Indicators:](#)

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**1.5.2.Pr4a:** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**1.5.2.Pr6a:** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

#### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

**1.5.2.Re7a:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

**1.5.2.Re7b:** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

# First Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## NJSLS for Visual and Performing Arts - Media Arts

Creating

### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations*

**1.2.2.Cr1a:** Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

**1.2.2.Cr1e:** Choose ideas to create plans for media art production.

### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations*

**1.2.2.Cr2c:** Choose ideas to create plans for media art production.

### **Anchor Standard 3: Refining and completing products.**

*Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Producing

### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

*Performance Expectations*

**1.2.2.Pr4a:** With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

# First Grade Art

## *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

### **Anchor Standard 8: Interpreting intent and meaning.**

## *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

### **Anchor Standard 9: Applying criteria to evaluate products.**

## *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

## *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

## *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

## Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

## Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

## Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

# First Grade Art

## Central Idea / Enduring Understanding:

- color is an **element of art**
- there are various types of color
- colors can be mixed
- colors can be dark and light
- colors can be **primary**: red, yellow, blue
- colors can be **secondary**: orange, green, violet
- repeated colors can create **pattern**
- colors can create **unity**
- colors help achieve **balance** in composition
- colors can **express** emotions, feelings, and moods

## Essential/Guiding Question:

- What is color?
- Where do you see colors?
- How many different colors do you know?
- Are colors found in nature?
- Are colors found in a manmade world?
- How do artists use colors in their artwork?
- How can you use colors to make art?
- Can color express something?
- Can color create other elements of art and principles of design?
- Can colors be mixed?
- What are primary colors?
- What are secondary colors?
- What is balance?
- What is pattern?
- What is unity?

## Content:

### **Color variety:**

- primary colors
- secondary colors
- bright
- dull
- light
- dark
- layered
- blended

## Skills(Objectives):

### Students will be able to:

- recognize a variety of colors
- demonstrate an understanding of different colors in artwork
- analyze the use of color in artwork from different cultures and eras
- use primary colors to mix secondary colors
- be inspired by other artists and their work
- create artwork using a variety of colors
- use the element of color to create balance, pattern and unity
- use color to express self

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

### **NJSLS ELA**

- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RI.AA.1.7** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

### **NJSLS Science**

- **K-1-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

# First Grade Art

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Learning about color:**

- learn about different types of colors
- use a color wheel to understand the colors
- work with a color wheel to identify primary and secondary colors

#### **1.2 Painting:**

- use color wheel
- mix primary colors in order to receive secondary colors
- create a painting using primary and secondary colors

#### **1.3 Color Application:**

- study different artwork from diverse cultures and historical periods indicating the use of colors
- distinguish different artists who use color differently
- demonstrate many ways to show color in art
- create artwork that is using at least one technique of color application (layering, blending, etc.)

#### **1.4 Expressing Feelings:**

- learn that colors can express feelings
- express emotions through colors as it can make you feel happy, sad or angry
- observe artists who use color to express their emotions
- create artwork using your imagination and use color to express your mood

### Suggested Resources:

#### **1.1**

- paper, paint, markers, crayons, printmaking, tempera paint
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.2**

- tempera paint, watercolor paint, marker, crayons, colored pencils
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.3**

- watercolor paint, tempera paint, markers, crayons, colored pencils, pastels, watercolor crayons, construction paper
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.4**

- markers, crayons, paint, watercolor paint, tempera paint, construction paper
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

# First Grade Art

**1.5 Patterns:**

- learn that repetition of color creates pattern
- identify pattern as a principle of design used in art to create variety
- observe patterns made with colors that are found in nature and manmade world
- develop a pattern of color to create art

**1.6 Abstract Art:**

- learn and or/review abstract and non-objective art
- compose artwork using colors with no absolute subject
- inspire artwork by artists who created abstract art using color

**1.7 Color Unity:**

- recognize that unity is a principle of art
- create unity in art by the use of color
- design a balanced artwork using colors to show unity

**1.5**

- markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

**1.6**

- paper, paint, markers, crayons, printmaking, construction paper, printmaking
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

**1.7**

- watercolor paint, tempera paint, markers, crayons, colored pencils, pastels, watercolor crayons, construction paper
- art prints and references
- references/internet/movies/
- PowerPoint presentation
- Smart Board
- color wheel

**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting

# First Grade Art

			Guided step-by-step Instructions Templates
--	--	--	---

[Unit Title: Line - First Grade](#)

## Stage 1: Desired Results

[Standards & Indicators:](#)

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**1.5.2.Pr4a:** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**1.5.2.Pr6a:** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

# First Grade Art

## Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

#### *Performance Expectations:*

**1.5.2.Re7a:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

**1.5.2.Re7b:** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

### **Anchor Standard 8: Interpreting intent and meaning.**

#### *Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### **Anchor Standard 9: Applying criteria to evaluate products.**

#### *Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

#### *Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

#### *Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## NJSLS for Visual and Performing Arts - Media Arts

### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

##### *Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

**1.2.2.Cr1e:** Choose ideas to create plans for media art production.

#### **Anchor Standard 2: Organizing and developing ideas.**

##### *Performance Expectations*

**1.2.2.Cr2c:** Choose ideas to create plans for media art production.

#### **Anchor Standard 3: Refining and completing products.**

##### *Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### Producing

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

##### *Performance Expectations*

**1.2.2.Pr4a:** With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

##### *Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

# First Grade Art

## **Anchor Standard 6: Conveying meaning through art.**

### *Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### Responding

## **Anchor Standard 7: Perceiving and analyzing products.**

### *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

## **Anchor Standard 8: Interpreting intent and meaning.**

### *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

## **Anchor Standard 9: Applying criteria to evaluate products.**

### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

### *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

### *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the

# First Grade Art

cultures of other individuals.

## Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Central Idea / Enduring Understanding:

- line is an element of art
- line is the path of a moving point
- lines has width and length
- there are various types of lines
- lines are used to outline and define shapes
- lines are used to create other elements and principles of art
  - shape, pattern, texture, and visual movement

## Essential/Guiding Question:

- What is line?
- Where do you see lines?
- How many different types of lines do you know?
- Are lines found in nature?
- Can lines be found in a man-made world?
- How do artists use lines in their artwork?
- How can you use lines to make art?
- Can lines create shapes?
- What happens when you repeat lines?
- What is texture?
- What is movement?
- What is pattern?

## Content:

### **Line variety:**

- Straight
- Curved
- Zig zag
- Wavy
- Diagonal
- Dotted
- Squiggly
- Square
- Continuous
- Thick
- Thin
- Long
- Short
- Wide

## Skills(Objectives):

### Students will be able to:

- recognize a variety of lines
- demonstrate an understanding of lines in artwork
- analyze the use of lines in artwork from different cultures and eras
- be inspired by other artists and their work
- create artwork using a variety of lines
- distinguish line application to create art
- use the element of line to create other art elements and principles - shapes, textures, patterns and visual movement
- shape is created by a closed line
- pattern is a repetition of lines
- texture is the way something feels and can be created by the use of lines
- movement can be created by lines

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### **NJSLS Standards for Mathematical Practice**

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

### **NJSLS ELA**

- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RI.AA.1.7** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

### **NJSLS Science**

# First Grade Art

- **K-1-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Reviewing lines:**

- identify previously learned types of lines
- compare and contrast a variety of lines
- create a non-objective drawing utilizing a variety of lines

#### **1.2 Drawing:**

- learn that lines can be used to outline
- apply different types of lines in guided drawing

#### **1.3 Painting:**

- demonstrate that different lines can define shapes in art
- create an abstract line painting using a variety of lines

#### **1.4 Texture:**

- learn and/or review about visual texture
- explore different textures in nature and manmade world
- analyze textures and recreate them in art
- use lines to create a visual texture

#### **1.5 Patterns:**

- learn that repetition of lines creates pattern
- distinguish patterns a principle of design used in art to create variety
- observe patterns found in nature and manmade world

### Suggested Resources:

#### **1.1**

crayons, markers, oil pastels  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.2**

crayons, markers, watercolor crayons, oil pastels, soft pastels, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.3**

tempera paint, watercolor paint, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.4**

crayons, markers, paint, scratch art, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.5**

markers, crayons, paint, watercolor paint, tempera paint, construction paper  
art prints  
references/Internet/movies  
Power Points/ educational movies

# First Grade Art

<ul style="list-style-type: none"> <li>• analyze the use of line pattern by different artists</li> <li>• develop a pattern of lines to create art</li> </ul> <p><b><u>1.6 Non-objective lines:</u></b></p> <ul style="list-style-type: none"> <li>• learn about abstract and non-objective art</li> <li>• study the use of line in abstract artwork from different cultures and historical periods</li> <li>• compose artwork using lines with no absolute subject</li> </ul> <p><b><u>1.7 Movement:</u></b></p> <ul style="list-style-type: none"> <li>• create visual movement by the use of repeating lines</li> <li>• use varied types of lines to create movement</li> <li>• observe other artists who find movement in nature</li> <li>• use lines to create movement inspired by nature</li> <li>• observe movement in landscape</li> <li>• illustrate movement by creating a landscape art</li> </ul>	<p>Smart Board</p> <p><b>1.6</b>            markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper            art prints            references/Internet/movies            Power Points/ educational movies            Smart Board</p> <p><b>1.7</b>            markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper            art prints            references/Internet/movies            Power Points/ educational movies            Smart Board</p>
---	--

[Differentiation](#)  
 \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

# First Grade Art

[Unit Title: Shape - First Grade](#)

## Stage 1: Desired Results

[Standards & Indicators:](#)

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**1.5.2.Pr4a:** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**1.5.2.Pr6a:** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

#### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

**1.5.2.Re7a:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

**1.5.2.Re7b:** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

# First Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## NJSLS for Visual and Performing Arts - Media Arts

Creating

### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

**1.2.2.Cr1e:** Choose ideas to create plans for media art production.

### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations*

**1.2.2.Cr2c:** Choose ideas to create plans for media art production.

### **Anchor Standard 3: Refining and completing products.**

*Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Producing

### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

*Performance Expectations*

**1.2.2.Pr4a:** With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

# First Grade Art

## *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

## **Anchor Standard 8: Interpreting intent and meaning.**

### *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

## **Anchor Standard 9: Applying criteria to evaluate products.**

### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

### *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

### *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

# First Grade Art

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>• shape is an element of art</li> <li>• shape has two dimensions: length and width</li> <li>• there are various types of shapes</li> <li>• shapes are made by lines</li> <li>• shapes can create pattern</li> <li>• shapes can create symmetry</li> <li>• shapes help achieve balance in composition</li> </ul>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> <li>• What is the shape?</li> <li>• Where do you see shapes?</li> <li>• How many different types of shapes do you know?</li> <li>• Are shapes found in nature?</li> <li>• Can shapes be found in a man-made world?</li> <li>• How do artists use shapes in their artwork?</li> <li>• How can you use shapes to make art?</li> <li>• Can lines create shapes?</li> <li>• What happens when you repeat shapes?</li> <li>• What is symmetry?</li> <li>• What is balance?</li> <li>• What is composition in art?</li> </ul>
<p><u>Content:</u></p> <p><b>Shape variety:</b></p> <ul style="list-style-type: none"> <li>- geometric/regular (manmade - square, triangle, oval, circle, rectangle, trapezoid, rhombus, etc.)</li> <li>- organic/abstract/irregular (nature made)</li> <li>- closed</li> <li>- symmetrical</li> <li>- asymmetrical</li> </ul>	<p><u>Skills(Objectives):</u></p> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• recognize a variety of shapes</li> <li>• demonstrate an understanding of shapes in artwork</li> <li>• analyze use of shapes in artwork from different cultures and eras</li> <li>• be inspired by other artists and their work</li> <li>• create artwork using a variety of shapes</li> <li>• use the element of shape to create pattern, symmetry and balance</li> </ul>
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b><u>NJSLS Standards for Mathematical Practice</u></b></p> <ul style="list-style-type: none"> <li>• <b>4.</b> - Model with mathematics.</li> <li>• <b>5.</b> - Use appropriate tools strategically.</li> <li>• <b>6.</b> - Attend to precision.</li> </ul> <p><b><u>NJSLS ELA</u></b></p> <ul style="list-style-type: none"> <li>• <b>SL.UM.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <b>RI.AA.1.7</b> - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.</li> </ul> <p><b><u>NJSLS Science</u></b></p> <ul style="list-style-type: none"> <li>• <b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> </ul>	
<h2>Stage 2: Assessment Evidence</h2>	
<p><u>Performance Task(s):</u></p> <p>Project based assessments</p>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• teacher observation</li> <li>• teacher-student conference</li> <li>• student observation checklist</li> <li>• turn and talk</li> <li>• peer assessment</li> </ul>

# First Grade Art

- peer feedback
- art critique
- student self-assessment
- exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Learning about shape:**

- identify and/or review previously learned types of shapes
- compare and contrast the use of shapes in art

#### **1.2 Drawing:**

- use various shapes in creating a guided drawing
- resemble a famous artist's style and apply different types of shapes in art

#### **1.3 Painting:**

- study different artwork from diverse cultures and historical periods indicating the use of shapes
- apply organic shapes that are freeform and irregular in a painting

#### **1.4 Collage:**

- learn and/or review different types of shapes
- explore and analyze shapes found in manmade world
- use geometric shapes to create a shape collage

#### **1.5 Patterns:**

- learn that repetition of shapes creates pattern
- recognize pattern as a principle of design used in art to create variety
- observe patterns made with shapes that are found in nature and manmade world
- compare the use of shape pattern in math and in art
- develop a pattern of shapes to create art

#### **1.6 Non-objective shapes:**

- learn about abstract and non-objective art
- compose artwork using shapes with no absolute subject
- inspire artwork by artists who created abstract shape art

### Suggested Resources:

#### **1.1**

crayons, markers, watercolor crayons, oil pastels, soft pastels  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

#### **1.2**

crayons, markers, watercolor crayons, oil pastels, soft pastels  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

#### **1.3**

tempera paint, watercolor paint, markers  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

#### **1.4**

construction paper, printed paper, glue, scissors  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

#### **1.5**

markers, crayons, paint, watercolor paint, tempera paint, construction paper  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

#### **1.6**

markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint  
art prints  
references/Internet/movies  
PowerPoint presentations  
SmartBoard

# First Grade Art

<p><b>1.7 and 1.8 Symmetrical Balance:</b></p> <ul style="list-style-type: none"> <li>distinguish balance as a principle of art</li> <li>create balance in art by using symmetry</li> <li>show symmetry in art by the use of shapes similar in size and the way they are arranged</li> <li>create a symmetrical artwork using shapes</li> <li>show balance by using symmetry</li> <li>compare the use of shape pattern in math and in art</li> </ul>	<p><b>1.7 and 1.8</b></p> <p>paper, paint, markers, crayons, printmaking, construction paper            art prints            references/Internet/movies            PowerPoint presentations            SmartBoard</p>
--	--

Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
		Templates	

Unit Title: **Art Elements and Principles of Design - First Grade**

## Stage 1: Desired Results

Standards & Indicators:

**NJSLS - Visual and Performing Arts**

Creating

# First Grade Art

## **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

## **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

## **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Presenting

## **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**1.5.2.Pr4a:** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

## **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**1.5.2.Pr6a:** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Responding

## **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

**1.5.2.Re7a:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

**1.5.2.Re7b:** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

# First Grade Art

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

#### *Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

#### *Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## NJSLS for Visual and Performing Arts - Media Arts

### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

##### *Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

**1.2.2.Cr1e:** Choose ideas to create plans for media art production.

#### **Anchor Standard 2: Organizing and developing ideas.**

##### *Performance Expectations*

**1.2.2.Cr2c:** Choose ideas to create plans for media art production.

#### **Anchor Standard 3: Refining and completing products.**

##### *Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### Producing

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

##### *Performance Expectations*

**1.2.2.Pr4a:** With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

##### *Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

#### **Anchor Standard 6: Conveying meaning through art.**

##### *Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

##### *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

#### **Anchor Standard 8: Interpreting intent and meaning.**

##### *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

#### **Anchor Standard 9: Applying criteria to evaluate products.**

# First Grade Art

## *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Connecting

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

## *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

## *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.

## Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

## Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

## Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Central Idea / Enduring Understanding:

- **elements of art** are building blocks to create visual art
- **principles of design** use art element building blocks to create a whole

## Essential/Guiding Question:

- What are art elements?
- What are principles of design?

## Content:

- repetition of lines, shapes and colors creates visual **movement**
- sculpture is a three-dimensional **form**
- using light colors and dark colors shows **value**

## Skills(Objectives):

### Students will be able to:

- recognize the basic use of each principle of design:
  - pattern, rhythm/movement, proportion/scale, balance, unity, emphasis

# First Grade Art

- composition is the way artwork is organized and created using **space**
- **balance** can be symmetrical and asymmetrical
- **unity** brings everything together in artwork
- **proportion** shows the relationship between sizes in objects in art

- recognize the basic use of each art element:  
- line, shape, form, color, value, texture, space/perspective

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

### NJSLS ELA

- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **RI.AA.1.7** - Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

### NJSLS Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **NJSLS Science 1-LS1-1.** - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Movement/Rhythm:**

- create a mixed media artwork that shows visual movement
- recognize that movement in art is visual
- show movement that can be created by repetition and arrangement of art elements (lines, shapes, etc.)

#### **1.2 Form:**

- create a sculpture that has three dimensions
- build a form has three dimensions: length, width and depth

### Suggested Resources:

#### **1.1**

- mixed media
- art prints
- references/movies/internet/smartboard
- student samples/ teacher examples

#### **1.2**

- wire, clay, paper, yarn, found objects
- art prints

# First Grade Art

<ul style="list-style-type: none"> <li>recognize that form is a sculpture</li> <li>sculpture is not flat, can be seen from all sides and all around</li> <li>artists use different materials to sculpt (wood, metal, paper, wire, stone, etc.)</li> </ul> <p><b><u>1.3 Value:</u></b></p> <ul style="list-style-type: none"> <li>create artwork that uses value</li> <li>identify value as darkness and lightness of color</li> <li>construct artwork using value to make it look more three dimensional</li> <li>produce value by using different techniques</li> <li>show value through using light colors and dark colors</li> </ul> <p><b><u>1.4 Space/Perspective:</u></b></p> <ul style="list-style-type: none"> <li>create artwork using composition building tools: placement of art elements in art and illusion of space</li> <li>recognize space as an element of art</li> <li>distinguish space as the way in which art is organized</li> <li>organize and create art composition</li> <li>compare and contrast the use of space by different artists</li> </ul> <p><b><u>1.5 Balance:</u></b></p> <ul style="list-style-type: none"> <li>create a piece of art that is balanced symmetrically or asymmetrically</li> <li>define balance as a principle of design</li> <li>use balance to make the elements of artwork look symmetrical or asymmetrical</li> </ul> <p><b><u>1.6 Unity:</u></b></p> <ul style="list-style-type: none"> <li>create artwork that shows unity is a principle of design</li> <li>achieve unity in art by assuring everything belongs together and looks completed in an artwork</li> <li>study artists who use unity in their artwork'</li> </ul> <p><b><u>1.7 and 1.8 Proportion/Scale:</u></b></p> <ul style="list-style-type: none"> <li>create art that focuses on working with scale</li> <li>recognize proportion and scale as principles of design</li> <li>use proportion to show relationship between sizes</li> <li>analyze the relationships between certain objects</li> </ul>	<ul style="list-style-type: none"> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul> <p><b><u>1.3</u></b></p> <ul style="list-style-type: none"> <li>paint, crayons, markers, colored pencils, pastels</li> <li>art prints</li> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul> <p><b><u>1.4</u></b></p> <ul style="list-style-type: none"> <li>pencil, crayons, markers, colored pencils, pastels, paint</li> <li>art prints</li> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul> <p><b><u>1.5</u></b></p> <ul style="list-style-type: none"> <li>pencil, crayons, markers, colored pencils, pastels, paint</li> <li>art prints</li> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul> <p><b><u>1.6</u></b></p> <ul style="list-style-type: none"> <li>pencil, crayons, markers, colored pencils, pastels, paint, construction paper</li> <li>art prints</li> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul> <p><b><u>1.7 and 1.8</u></b></p> <ul style="list-style-type: none"> <li>pencil, crayons, markers, colored pencils, pastels, paint, construction paper</li> <li>art prints</li> <li>references/movies/internet/smartboard</li> <li>student samples/ teacher examples</li> </ul>
---	---

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback

## First Grade Art

Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

## 1<sup>st</sup> Grade Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
<b>Color</b>	7 days	--
<b>Line</b>	7 days	14 days
<b>Shape</b>	8 days	22 days
<b>Elements and Principles of Design</b>	8 days	30 days
<b>CATEGORY TOTALS</b>	30 days	

**Notes:** There are 30 Art sessions during the course of the year.