



Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 1
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • Creative Process & Skill Development (1.1.2.Cr1, 1.1.2.Cr2, 1.7.2.Cr1, 1.7.2.Cr2): Students use imagination and observation to explore line, shape, color, texture, and form while safely using tools and materials in both 2-D and 3-D artmaking. • Planning, Revising & Presenting Artwork (1.2.2.Cr1, 1.2.2.Cr2, 1.3.2.Pr1, 1.3.2.Pr2): Students plan ideas, make design changes, practice craftsmanship, and share artwork using safe handling and simple display practices. • Responding & Critical Thinking (1.4.2.Re1, 1.4.2.Re2, 1.5.2.Re1, 1.5.2.Re2): Students observe and discuss artwork using basic art vocabulary, ask questions, share meanings and emotions, and compare artworks across cultures and time periods. • Cultural Connections & Artistic Careers (1.6.2.Cn1, 1.6.2.Cn2, 1.8.2.Cn1, 1.8.2.Cn2): Students connect art to community, culture, history, and identity (including Amistad connections) and explore artists and creative careers through practice and planning.
<p>MP 1</p> <p>Topics</p>	<p>Students explore how different lines can show movement, emotion, and direction, moving beyond simple line-making to purposeful artistic choices.</p> <p>Students draw geometric and organic shapes they observe in everyday objects, strengthening visual recognition and composition.</p> <p>Students combine lines and shapes to create more detailed drawings, including people, animals, familiar places, and objects.</p> <p>Students experiment with pressure, layering, and shading to make colors lighter, darker, or more intense in their drawings.</p> <p>Students incorporate repeating shapes, lines, and colors into clothing, buildings, and borders in their drawings, inspired by multicultural patterns.</p> <p>Students add facial features, environmental details, and background elements to communicate ideas more clearly.</p> <p>Students draw stories with beginning, middle, and end, illustrating personal experiences, memories, or culturally significant traditions.</p> <p>Students study real objects and draw what they see, practicing proportion, size relationships, and contour lines.</p> <p>Students explore simple ways to show form—such as overlapping, size change, curved lines, or simple shading—to make drawings appear more dimensional.</p>

	Students view and respond to artworks by diverse artists, drawing their own pieces inspired by themes of identity, family, community, and heritage.
MP 1 Skills- Concepts	<ul style="list-style-type: none"> • Artistic Concepts & Technical Growth: Students apply line, shape, value, texture, pattern, proportion, space, and color to create detailed drawings that suggest movement, depth, mood, and realistic form. • Core Drawing & Revision Skills: Students improve tool control, draw from observation, build images using combined shapes and lines, add backgrounds and environmental details, and revise work to strengthen accuracy and meaning. • Cultural Understanding & Visual Literacy: Students explore diverse artists and cultural traditions, recognize symbols and patterns, connect artwork to identity, community, heritage, and history, and understand drawing as visual storytelling. • Critical Thinking, Expression & SEL: Students analyze and compare artwork, explain artistic choices, develop vocabulary, create narrative drawings, express emotions and personal experiences, and build confidence, perseverance, and empathy through artmaking.
MP 1 Core Materials	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Standard drawing pencils (#2 or HB) • Beginner grip pencils (optional for students still developing control) • Erasers (block and cap style) • Black fine-tip markers (for contour and detail work) • Crayons and colored pencils • Washable markers • Oil pastels (for value, blending, and texture work) • <p>Paper & Surfaces</p> <ul style="list-style-type: none"> • White drawing paper (9x12 and 12x18) • Manila paper (for practice sketching) • Sketch paper or drawing pads for observational activities • Black construction paper (contrast drawing) • Texture plates or rub blocks for exploration • <p>Observation and Drawing References</p> <ul style="list-style-type: none"> • Still-life objects: classroom plants, wooden forms, simple toys, geometric blocks • Photo cards showing diverse families, communities, landscapes, and animals • Image references of buildings, cultural patterns, and nature textures



Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 1
<p>MP 2</p> <p>Standards for Art Content</p>	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.1 Students use observation and imagination to develop ideas for artwork. • VA:Cr2.1.1 Students experiment with and use various materials and tools to create artwork. • VA:Cr3.1.1 Students analyze and describe choices they made in creating artwork. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.1 Students identify where art is displayed and explain why it might be shown in certain places. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.1 Students describe what an image represents. • VA:Re8.1.1 Students interpret artworks by describing what they think an artwork is about. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.1 Students create artwork that tells a personal story or relates to personal interests. • VA:Cn11.1.1 Students identify connections between art and daily life (school, community, family).
<p>MP 2</p> <p>Topics</p>	<p>Painting tools and safe use</p> <p>Primary colors</p> <p>Mixing secondary colors</p> <p>Painting shapes and simple objects</p> <p>Painting from observation</p> <p>Painting family or community scenes</p> <p>Painting seasonal themes</p> <p>Painting and feelings (warm/cool colors)</p> <p>Choosing and sharing a favorite painting</p> <p>Presenting artwork and describing choices</p>



<p>MP 2</p> <p>Skills- Concepts</p>	<p>Painting Techniques: Students develop brush control, mix colors, and paint from observation using simple composition.</p> <ul style="list-style-type: none"> • Color & Visual Concepts: Students explore primary and secondary colors, warm and cool tones, and use color to represent ideas. • Storytelling Through Art: Students create paintings that express personal experiences and visual narratives. • SEL & Artistic Communication: Students explain artistic choices, respond to peers' artwork respectfully, and share work with confidence.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes of various sizes • Water containers • Palettes or mixing trays • Heavy construction or watercolor paper • Aprons/smocks • Visual references (family, seasonal, community images)



Marking Period 3 (MPIII)	General Art Curriculum Pacing Guide -Grade: 1
MP 3 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.1 Students use imagination and observation to develop ideas for three-dimensional art. • VA:Cr2.1.1 Students experiment with different ways to attach, build, and construct simple forms using a variety of materials. • VA:Cr3.1.1 Students make simple changes to improve their artwork after sharing and discussing ideas. • VA:Pr4.1.1 Students describe how sculpture could be displayed in the classroom and how displaying artwork helps others see it. • VA:Re7.1.1 Students describe shapes, forms, and textures they notice in sculpture. • VA:Re8.1.1 Students talk about what sculptures might represent or show. • VA:Cn10.1.1 Students connect sculpture to their own lives, interests, and experiences. • VA:Cn11.1.1 Students explore sculpture from different cultures and times.
MP 3 Topics	<p>What is sculpture?</p> <p>Building forms using shapes</p> <p>Rolling and stacking</p> <p>Folding and attaching</p> <p>Texture and pattern</p> <p>Working with clay or model magic</p> <p>Creating freestanding forms</p> <p>Adding details, color, and surface</p> <p>Sharing artwork and artist talk</p> <p>Classroom gallery walk</p>
MP 3 Skills- Concepts	<p>Sculptural Construction & Material Exploration: Students develop foundational 3D art skills by creating sculptural forms, attaching and building structures, working with clay and mixed media, and experimenting with texture and surface treatments.</p>

	<p>Three-Dimensional Form, Structure & Design Understanding: Students explore the relationship between shape and form, freestanding construction, and structural stability while understanding how sculptural elements exist in physical space.</p> <p>Texture, Surface & Material Awareness: Students investigate how texture and surface choices enhance visual interest and meaning, and learn how different materials influence sculptural form, durability, and artistic possibilities.</p> <p>Artistic Expression, Perspective & Conceptual Understanding: Students recognize that sculpture can be viewed from multiple angles and used to communicate ideas, emotions, and personal meaning through intentional artistic choices.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Air-dry clay or model magic • Paper and cardboard • Glue and tape • Found/texture objects (buttons, fabric, natural items) • Markers, paint, crayons • Sculpture image examples



Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 1
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.1 Students use imagination and observation to develop textile and craft ideas. • VA:Cr2.1.1 Students explore techniques such as weaving, threading, tying, and gluing to create craft-based art. • VA:Cr3.1.1 Students make improvements to their craftwork after discussing their ideas with teacher or peers. • VA:Pr4.1.1 Students describe how their textile artwork could be arranged or displayed for others to view. • VA:Re7.1.1 Students identify textures, colors, and patterns in textile and craft artwork. • VA:Re8.1.1 Students share what they think a textile artwork expresses or represents. • VA:Cn10.1.1 Students relate craft and textile art to clothing, blankets, decorations, and personal experiences. • VA:Cn11.1.1 Students explore textile traditions and patterns from different cultures.
MP 4 Topics	<p>What are textiles and crafts?</p> <p>Exploring fabric texture and pattern</p> <p>Yarn: wrapping, threading, and attaching</p> <p>Paper weaving (over/under patterns)</p> <p>Creating repeating patterns</p> <p>Fabric collage (cutting, layering, gluing)</p> <p>Intro to simple stitching (plastic needle or lacing cards)</p> <p>Surface decoration and detail</p> <p>Sharing & describing artwork</p> <p>Classroom textile showcase</p>
MP 4 Skills- Concepts	<p>Foundational Textile Techniques & Weaving Skills:</p> <p>Students practice weaving paper strips, wrapping and threading yarn, cutting and gluing fabric, and simple stitching or lacing while developing coordination and foundational textile construction skills.</p>

	<p>Understanding Texture, Pattern & Repetition: Students explore texture qualities such as smooth, rough, soft, and bumpy surfaces, distinguish between pattern and random design, and understand weaving as a repeated artistic process.</p> <p>Creative Design, Materials & Artistic Expression: Students create patterned textile artwork using shapes, colors, and materials intentionally, recognizing craft materials as tools for artistic expression and creative design.</p> <p>Cultural Awareness, Traditions & Meaning in Textiles: Students recognize textiles in everyday life and across cultures, understand how patterns organize and decorate designs, and explore how textiles can communicate stories, traditions, and cultural identity.</p>
<p>MP 4 Core Materials</p>	<ul style="list-style-type: none"> • Yarn • Fabric scraps • Paper strips for weaving • Construction paper • Large beads • Lacing cards or plastic needles (optional) • Glue sticks • Visual examples of textile traditions