



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: 1st Grade Art Visual/Fine Art

Length: Full Year

Teacher: Allison Frobey

Course Description: *Elements of Art*

The elements of art are the foundations of all art works. 1st graders will learn the different types of marks, textures, shapes, lines, colors, forms, values and spaces and how they affect the overall look, feel, and structure of an artwork.

Competencies or Standards Assessed:

-*Creating*: A proficient 1st Grade student artist will observe demonstrations and instructions and do their best to mimic them to help control their explorations of materials and understandings of the foundational parts of their designs. They will emphasize certain elements in their pieces.

-*Presenting*: A proficient 1st-grade student artist will know why some objects, artifacts, and artworks are valued over others due to their craftsmanship and will be able to answer questions such as where, when, why, and how their artwork should be prepared for presentation or preservation. They will do their best to use and present their materials and artworks in such ways.

-*Responding*: A proficient 1st grade artist will be able to describe how their works of art illustrate daily artroom lessons and real-life experiences of one's self and others. They will be able to look at images and interpret and classify them based on art elements.

-*Connecting*: A proficient 1st grade artist will understand that artists purposefully enhance certain elements and details of their artwork for certain effects which may make them look different than they'd usually appear in the real world.

Anchor Texts or Major Curriculum:

n/a

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Lines	What are the main directions lines can take?(vertical, horizontal, diagonal, curved) What might different styles of line look like AND can you describe them in words? How can line placement, style, and/or organization change the energy of a piece (calm vs. crazy)?
Shapes	What is the difference between geometric and

	<p>organic shapes?</p> <p>What are some common geometric shapes?</p> <p>Where do we commonly see lots of geometric objects in one place in the real world?</p> <p>Where do we commonly see lots of organic shapes in one place in the real world?</p>
Color	<p>What is the proper order of colors on a color wheel?</p> <p>What are the primary colors and which ones are mixed together to make the secondary colors?</p> <p>What are complementary colors?</p> <p>What are the neutral colors and how do we make different tones of them?</p> <p>What are the warm vs. cool colors and what temperatures/mood can they help set in a work of art?</p>
Texture	<p>What is the difference between real tactile texture and implied, assumed texture?</p> <p>What materials/forms of art allow us to make them?</p> <p>What is needed to create a tapestry?</p> <p>What are proper weaving strategies?</p>
Form	<p>What is the main difference between a shape and a form?</p> <p>What are some common forms?</p> <p>How do we create the illusion of form when drawing?</p> <p>What are some clay-working procedures which help us manipulate the material easier?</p>
Space	<p>What is the difference between positive and negative space?</p> <p>How can an artist create the illusion of deep and shallow space in a drawing?</p>

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems



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and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

n/a