GRADE 1 ART

Description:

All students in first grade art will learn to explore color and color mixing. All students will be able to identify and manipulate a variety of shapes, textures, and forms in their environment. Students will use different media, techniques, and processes to communicate ideas, feelings, experiences, and stories.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Identify the difference between two dimensional and three-dimensional shapes
- Understand how forms exist in space
- Recognize three dimensional shapes in our environment
- Recognize how three dimensional forms can communicate ideas and feelings
- Identify symmetrical shapes
- Identify organic shapes
- Identify geometric shapes
- Recognize types of shapes in the environment
- Identify "AB" and "ABC" patterns
- Discuss patterns in works of art
- Recognize patterns and textures in the environment
- Recognize various textures
- Identify primary and secondary colors
- Understand how to mix primary colors in order to create secondary colors
- Identify warm and cool colors

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Course Skill Objectives

Students will:

- Create sculptures using a variety of materials
- Create forms that communicate ideas, feelings
- or stories
- Use a variety of materials to create three dimensional sculptures
- Draw and cut geometric shapes
- Draw and cut organic shapes
- Cut shapes in various sizes
- Produce symmetrical and asymmetrical shapes
- Create "AB" and "ABC" patterns
- Use line, color, and/or shapes to create a pattern
- Create textures
- Mix primary colors to make to make secondary colors
- Select and apply colors to express feelings and ideas
- Select colors to create an environment, such as day and night
- Create and apply warm and cool colors

 Recognize where color exists in their world Recognize where color can be used to express feelings and ideas 	Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work. Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
Unit 1 - Three-Dimensional Form Unit 2 - Drawing and Shapes Unit 3 - Patterns and Textures Unit 4 - Color	Essential Questions	 Pinch pots Small animals sculpted in clay Slab portraits Rolled beads Paper sculptures Display clay animals from literature in the library Students discuss in class their slab portraits Present bead work from a variety of cultures Use art vocabulary to describe different clay building techniques. Use paper or other materials to describe story themes Identify different pieces of artwork in the world that are made out of clay

• Discuss other sculpting materials used in a variety of cultures and art history • Use Shapes in paper collage Create Stabiles Draw overlapping shapes Draw animals by identifying shapes Discuss artwork in terms of geometric and organic shapes • Present a drawing recognizing the use of a variety of shapes • Identify geometric and/or organic shapes in a variety of works of art • How do specific artists use shapes in their work, such as Picasso • Discuss cultures that use geometric shapes, such as African Art • Compare cultures and how they use various shapes, Mexican versus Chinese art Weaving using a variety of materials and textures Texture rubbings **Printmaking** Stamping Quilting Students present texture rubbings and describe where they were found in their environment Students discuss how their printmaking was created changing the surface of the printing plate or stamp • Students discuss textures found in the

classroom and in nature

Students look at quilts and respond to the story telling aspect of quilt making

	 Students look at and discuss quilts from folk art as well as artists such as Faith Ringgold Students discuss and identify textures in nature Landscape paintings showing a time of day, a season, or an environment using color Overlapping tissue papers to create new colors Using color for symmetrical and asymmetrical paintings Painted papers and and collaged color compositions Display paintings that demonstrate students' knowledge through color of the various seasons Display student's color wheels Class discussion of artists' works that show a clear mood or time of day through the use of color Students study various color use in art history Compare cultures and the type of colors used in their representational work, such as Chinese Art versus Mexican art
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Unit 1 – Three-Dimensional Form

Unit Objectives

Students will be able to:

- Identify the difference between two dimensional and three dimensional shapes
- Understand how forms exist in space
- Recognize three dimensional shapes in our environment
- Recognize how three dimensional forms can communicate ideas and feelings

Skill Objectives

Students will:

- Create sculptures using a variety of materials
- Create forms that communicate ideas, feelings
- or stories
- Use a variety of materials to create three dimensional
- sculptures

Creating **Presenting** Responding **Connecting Anchor Standard 1: Anchor Standard 3: Anchor Standard 7: Anchor Standard 10:** Generate and conceptualize Refine and complete artistic Perceive and analyze artistic Synthesize and relate knowledge and personal experience to make artistic ideas and work. work. work. art. **Enduring Understandings Enduring Understandings Enduring Understandings Enduring Understandings** Creative and innovative thinking Artists and designers develop Individualize aesthetic and Through art-making, people make excellence through practice and are essential life skills that can be empathetic awareness developed meaning by investigating and developed constructive critique, reflecting through engagement with art can developing awareness of lead to understanding and **Essential Ouestions** How do life on revising, and refining work perceptions, knowledge, and experiences influence the way over time. appreciation of self, others, and experiences. vou relate to art? natural world, and constructed How does learning about art **Essential Ouestions Essential Ouestions** environments. affect how we perceive the What role does persistence play How does engaging in creating in revising, refining, and art enrich people's lives? How world? **Essential Questions** What can we learn from our developing work? How do life experiences influence does making art attune people in responses to art? How do artists grow and become the way you relate to art? to their surroundings? How do accomplished in art forms? How does learning about art people contribute to awareness What conditions, attitudes, and behaviors support creative and How does collaboratively affect how we perceive the and understanding of their lives innovative thinking? What factors reflecting on a work help us world? and the lives of their communities prevent or encourage people to experience it more completely? What can we learn from our through art-making? take creative risks? How does responses to art? collaboration expand creative **Process Components Process Components** Perceive, Analyze and Interpret Synthesize, Relate process? **Process Components** Analyze, Select, Share **Process Components** Va:Cr3.1.1a Va: Cn10.1.1a Use art vocabulary to describe Investigate/Plan/Make Va:Re.7.2.1a Identify times, places, and Compare images that represent choices while creating art. reasons why students make art VA:cr1.1.1a the same subject. outside of school? Engage collaboratively in exploration and imaginative

play with materials.

- Pinch pots
- Small animals sculpted in clay
- Slab portraits
- Rolled beads
- Paper sculptures

Sample Performance Assessments

- Display clay animals from literature in the library
- Students discuss in class their slab portraits
- Present bead work from a variety of cultures

Sample Performance Assessments

- Use art vocabulary to describe different clay building techniques.
- Use paper or other materials to describe story themes

- Identify different pieces of artwork in the world that are made out of clay
- Discuss other sculpting materials used in a variety of cultures and art history

Unit 2 – Drawing and Shapes Skill Objectives **Unit Objectives** Students will be able to: Students will be able to: Identify symmetrical shapes • Draw and cut geometric shapes Identify organic shapes • Draw and cut organic shapes Cut shapes in various sizes Identify geometric shapes Recognize types of shapes in the environment • Produce symmetrical and asymmetrical shapes

Creating **Presenting** Responding **Connecting Anchor Standard 1: Anchor Standard 3: Anchor Standard 7: Anchor Standard 10:** Generate and conceptualize Refine and complete artistic Perceive and analyze artistic Synthesize and relate knowledge and personal experience to make artistic ideas and work. work. work. art. **Enduring Understandings Enduring Understandings Enduring Understandings Enduring Understandings** Creative and innovative thinking Artists and designers develop Individualize aesthetic and Through art-making, people make excellence through practice and are essential life skills that can be empathetic awareness developed meaning by investigating and constructive critique, reflecting through engagement with art can developing awareness of developed. lead to understanding and on revising, and refining work perceptions, knowledge, and **Essential Questions** over time. appreciation of self, others, and experiences. What conditions, attitudes, and natural world, and constructed behaviors support creative and **Essential Ouestions Essential Ouestions** environments. innovative thinking? What role does persistence play How does engaging in creating in revising, refining, and art enrich people's lives? What factors prevent or **Essential Questions** encourage people to take creative developing work? How do life experiences influence How does making art attune risks? How do artists grow and become the way you relate to art? people in to their surroundings? accomplished in art forms? How does learning about art How do people contribute to How does collaboration expand How does collaboratively the creative process? affect how we perceive the awareness and understanding of reflecting on a work help us world? their lives and the lives of their **Process Components** experience it more completely? What can we learn from our communities through art-making? Investigate/Plan/Make responses to art? **Process Components Process Components** Analyze, Select, Share Synthesize, Relate VA:cr1.1.1a **Process Components** Engage collaboratively Perceive, Analyze and Interpret in exploration and imaginative Va:Cr3.1.1a Va: Cn10.1.1a

Va:Re.7.2.1a

the same subject.

Compare images that represent

Identify times, places, and

outside of school.

reasons why students make art

Use art vocabulary to describe

choices while creating art.

play with materials

- Use Shapes in paper collage
- Create Stabiles
- Draw overlapping shapes
- Draw animals by identifying shapes

Sample Performance Assessments

- Discuss artwork in terms of geometric and organic shapes
- Present a drawing recognizing the use of a variety of shapes

Sample Performance Assessments

- Identify geometric and/or organic shapes in a variety of works of art
- How do specific artists use shapes in their work, such as Picasso

- Discuss cultures that use geometric shapes, such as African Art
- Compare cultures and how they use various shapes, Mexican versus Chinese art

Unit 3 – Patterns and Textures Unit Objectives Skill Objectives Students will be able to: Students will be able to: • Identify "AB" and "ABC" patterns • Create "AB" and "ABC" patterns Discuss patterns in works of art • Use line, color, and/or shapes to create a pattern Recognize patterns and textures in the environment • Create textures • Recognize various textures

Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.	Presenting Anchor Standard:	Responding Anchor Standard:	Connecting Anchor Standard:
Enduring Understandings	Enduring Understandings	Enduring Understandings	Enduring Understandings
Creative and innovative thinking	Artists and designers develop	Individualize aesthetic and	Through art-making, people make
are essential life skills that can be	excellence through practice and	empathetic awareness developed	meaning by investigating and
developed.	constructive critique, reflecting on	through engagement with art can	developing awareness of
Eggantial Owastians	revising, and refining work over	lead to understanding and	perceptions, knowledge, and
Essential Questions	time.	appreciation of self, others, and natural world, and constructed	experiences
What conditions, attitudes, and	Essential Questions	environments.	Essential Questions
behaviors support creative and	What role does persistence play in	environments.	How does engaging in creating
innovative thinking?	revising, refining, and developing	Essential Questions	art enrich people's lives?
	work? How do artists grow and	How do life experiences influence	How does making art attune
What factors prevent or encourage	become accomplished in art	the way you relate to art? How	people in to their surroundings?
people to take creative risks?	forms? How does collaboratively	does learning about art affect how	How do people contribute to
	reflecting on a work help us	we perceive the world? What can	awareness and understanding of
How does collaboration expand	experience it more completely?	we learn from our responses to	their lives and the lives of their
the creative process?		art?	communities through art-making?
	Process Components		
Process Components	Analyze, Select, Share	Process Components	Process Components
Investigate/Plan/Make	V 0211	Perceive, Analyze and Interpret	Synthesize, Relate
X7A1 1 1-	Va:Cr3.1.1a Use art vocabulary to describe	Va:Re.7.2.1a	Va: Cn10.1.1a
VA:cr1.1.1a Engage collaboratively	choices while creating art.	Compare images that represent	Identify times, places, and
in exploration and imaginative	choices withe creating art.	the same subject	reasons why students make art
play with materials.		the sume subject	outside of school?
pray management.			

- Weaving using a variety of materials and textures
- Texture rubbings
- Printmaking
- Stamping
- Quilting

Sample Performance Assessments

- Students present texture rubbings and describe where they were found in their environment
- Students discuss how their printmaking was created changing the surface of the printing plate or stamp

Sample Performance Assessments

- Students discuss textures found in the classroom and in nature
- Students look at quilts and respond to the story telling aspect of quilt making

- Students look at and discuss quilts from folk art as well as artists such as Faith Ringgold
- Students discuss and identify textures in nature

Unit 4 – Color

Unit Objectives

Students will be able to:

- Identify primary and secondary colors
- Understand how to mix primary colors in order to create secondary colors
- Identify warm and cool colors
- Recognize where color exists in their world
- Recognize where color can be used to express feelings and ideas

Skill Objectives

Students will be able to:

- Mix primary colors to make to make secondary colors
- Select and apply colors to express feelings and ideas
- Select colors to create an environment, such as day and night
- Create and apply warm and cool colors

Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.	Presenting Anchor Standard 3: Refine and complete artistic work	Responding Anchor Standard 7: Perceive and analyze artistic work	Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.
Enduring Understandings Creative and innovative thinking are essential life skills that can be developed. Essential Questions What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? Process Components Investigate/Plan/Make VA:cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.	Enduring Understandings Artists and designers develop excellence through practice and constructive critique, reflecting on revising, and refining work over time. Essential Questions What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? Process Components Analyze, Select, Share Va:Cr3.1.1a Use art vocabulary to describe choices while creating art.	Enduring Understandings Individualize aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and natural world, and constructed environments. Essential Questions How do life experiences influence the way you relate to art? How does learning about art affect how we perceive the world? What can we learn from our responses to art? Process Components Perceive, Analyze and Interpret Va:Re.7.2.1a Compare images that represent the same subject.	Enduring Understandings Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Questions How does engaging in creating art enrich people's lives? How does making art attune people in to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? Process Components Synthesize, Relate Va: Cn10.1.1a Identify times, places, and reasons why students make art outside of school?

- Landscape paintings showing a time of day, a season, or an environment using color
- Overlapping tissue papers to create new colors Using color for symmetrical and asymmetrical paintings
- Painted papers and collaged color compositions

Sample Performance Assessments

- Display paintings that demonstrate students' knowledge through color of the various seasons
- Display student's color wheels

Sample Performance Assessments

 Class discussion of artists' works that show a clear mood or time of day through the use of color

- Students study various color use in art history
- Compare cultures and the type of colors used in their representational work, such as Chinese Art versus Mexican art