

# Art Curriculum: Grade 1

## Unit 1: Expressing Your Ideas; Exploring Art

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists learn new skills?	Artists often repeat a task many times to learn a new skill.	Engage in a repeated artistic process and explain the benefits of repetition.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a> , <a href="#">9.1.3.H</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Picturing your world; sketch folder	9.1	<ul style="list-style-type: none"> <li>Understand that sketching is a way to explore ideas for art</li> <li>Create a sketch folder for personal use</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 38)
2	Printmaking; stencil	9.1	<ul style="list-style-type: none"> <li>Learn about stencil printing</li> <li>Create simple shape stencils and print them, repeat the printing process to make art</li> <li>Explain the benefits of repetition</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 20-21); art techniques poster
3	Shapes all around	9.1	<ul style="list-style-type: none"> <li>Identify shapes and colors as important design elements</li> <li>Understand that main shapes can be a plan for art</li> <li>Create a drawing with evidence of an awareness of all shapes</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg.14); Emberly, Ed, <u>The Wing On A Flea</u> , Little Brown Co. 1961.
4	Printing a pattern	9.1	<ul style="list-style-type: none"> <li>Understand that a print can be made by pressing an inked or painted object on paper</li> <li>Use shaped stamps to print repeated patterns</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 18-19); art techniques poster

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5	Texture & pattern; Wild animals	9.1	<ul style="list-style-type: none"> <li>• Appreciate that artists use lines inventively to suggest textures and patterns</li> <li>• Create a finger painting of a wild animal inventing lines and shapes to suggest textures and patterns</li> </ul>	Smart board; big book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 24-25); art reproductions; art assessment
6	Planning your artwork; Where animals live	9.1	<ul style="list-style-type: none"> <li>• Understand that artists plan the main spaces in their artworks</li> <li>• Create a background that shows texture and color to express ideas about wild animals in their habitats</li> <li>• Combine projects 4,5, &amp; 6to create a finished work</li> </ul>	Smart board; big book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. ( pg. 66-67); art reproductions; art assessment

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## Unit 2: Looking closely; Seeing Art

Big Idea		EQ	Concept	Competency	Standards
People have expressed experiences and ideas through the arts throughout time and across cultures.		How has art been used to represent and record everyday life?	Artists throughout history have created works of art that represent and record everyday life.	View and create works that record aspects of daily life.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.A</a>
	Topic	Eligible Content/ Standards	Details	Resources	
1	Portrait Collage; Shapes & Faces	9.1 9.2	<ul style="list-style-type: none"> <li>Understand how artists show differences in people</li> <li>Create a collage of a face with facial details</li> <li>Use a variety of paper techniques to create details in the portrait</li> </ul>	Smart board; big book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 16-17); art reproductions; art assessment; art techniques poster	
2	Family Portrait; Shapes & people	9.1 9.2	<ul style="list-style-type: none"> <li>Understand that works of art may show the emotions of special moments and human relationships</li> <li>Create a drawing of special people or a family showing an aspect of everyday life</li> </ul>	Smart board; big book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. pg. 40-41; art reproductions; art assessment	
3	Cityscape; Warm/ cool colors	9.1 9.2	<ul style="list-style-type: none"> <li>Perceive differences in the mood created by warm and cool colors</li> <li>Use warm or cool colored paint on damp paper to discover the fluid qualities of paint</li> <li>Compare and contrast two photographs of a city, identifying skyscrapers, the skyline and visual clues to the time of day</li> <li>Combine the warm or cool colored painting with a city skyline to create a cityscape, add details to show daily life in the city</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 28-29 & 128-129); art reproductions; art assessment	

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Big Idea		EQ	Concept	Competency	Standards
<a href="#">People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.</a>		How do people share ideas about art?	People have different opinions about art.	Listen to classmates' ideas about an artwork and identify differing opinions.	<a href="#">9.3.3.G</a> , <a href="#">9.4.3.B</a>
	Topic	Eligible Content/ Standards	Details	Resources	
1	Painting; Primary colors	9.1 9.3 9.4	<ul style="list-style-type: none"> <li>Point out and name the Primary Colors</li> <li>Understand the art of Piet Mondrian</li> <li>Listen to classmates ideas about Mondrian's "Broadway Boogie Woogie" painting and identify differing opinions</li> <li>Use line, shape and primary colors to paint a picture in the style of Mondrian</li> </ul>	Smart board; Big book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998. (pg. 30) Art reproductions; Faerna, Jose', <a href="#">Great Modern Masters: Piet Mondrian</a> , Harry Abrams Inc. 1997.	
2	Painting; Mixing Secondary colors	9.1 9.2 9.3	<ul style="list-style-type: none"> <li>Mix primary colors of paint to make secondary colors</li> <li>Create a painting with secondary colors</li> </ul>	Smart board; Big book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998. (pg. 30); art assessment; art techniques poster	
3	Painting; Mixing tints & shades; variety	9.1 9.2 9.3	<ul style="list-style-type: none"> <li>Perceive and describe varieties of colors, lines, and shapes in a painting dominated by light colors</li> <li>Mix tints and shades of colors</li> <li>Create a painting with both light and dark colors</li> </ul>	Smart board, Big book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998.(pg. 52-53); art assessment; art techniques poster	

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## Unit 3: Art to Celebrate: Art In Your Life

Big Idea	EQ	Concept	Competency	Standards
<a href="#">The arts provide a medium to understand and exchange ideas.</a>	How do artists use their artwork to celebrate special occasions and events?	People create works of art that celebrate special occasions and events.	Create works that celebrate special occasions and events.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.F</a> , <a href="#">9.2.3.K</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Shapes; Christmas or Holiday Symbols	9.1 9.2	<ul style="list-style-type: none"> <li>Describe the shapes and symbols associated with Christmas or holidays</li> <li>Create a clay dough ornament that shows a Christmas/ Holiday symbol or shape</li> </ul>	Smart board
2	Book arts/ lettering	9.1 9.2	<ul style="list-style-type: none"> <li>Understand the difference between handmade and factory made books</li> <li>Create a simple handmade book as a gift for Mother's Day and decorate the cover</li> </ul>	Smart board, Big Book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998. (pg. 110-111); art techniques poster
3	Illustration/ Illustrating poems	9.1 9.2	<ul style="list-style-type: none"> <li>Understand that artists create illustrations for books</li> <li>Create illustrations that fit the imagery for Mother's Day Poems</li> <li>Combine lesson 2 &amp; 3 to create a Book of Poems for Mother's day</li> </ul>	Smart board; Big Book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998. (pg. 112-113)

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## Unit 4: Art of Many Kinds: Art To Wear

Big Idea		EQ	Concept	Competency	Standards
<a href="#">There are formal and informal processes used to assess the quality of works in the arts.</a>		How do people decide the quality of an artwork?	People use criteria to determine the quality of works of art.	Identify reason(s) for calling a work of art “good.”	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.F</a>
	Topic	Eligible Content/ Standards	Details	Resources	
1	Designing Jewelry; necklace	9.1 9.3	<ul style="list-style-type: none"> <li>Compare and contrast the designs and materials of jewelry created by Native American and African artists</li> <li>Identify best design and identify a reason for the choice</li> <li>Create a simple necklace with evidence of planning in the design</li> <li>Write to describe your necklace, identify what you like about it</li> </ul>	Smart board, Big Book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 82-83); art assessment	
2	Designing Clothing; Paper tunic	9.1 9.3	<ul style="list-style-type: none"> <li>Perceive and discuss clothing as a form of art in many cultures</li> <li>Create a paper tunic with personal or family symbols and a symmetrical design</li> </ul>	Smart board; Big Book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 78-79); art reproductions	
3	Design a costume	9.1 9.3	<ul style="list-style-type: none"> <li>Discuss favorite costumes and characters from story books</li> <li>Understand that artists and designers work on many things that they see and use</li> <li>Understand that a costume designer is an art career</li> <li>Design a paper costume for a character from a favorite story</li> <li>Share the costume with the class and tell why they designed the costume with the details that they created</li> </ul>	Smart board, Big Book: Chapman, Laura H. <u>Adventures In Art</u> (level1) Davis Publications, 1998. (pg. 102)	

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## Unit 5: Art Is All Around

Big Idea	EQ	Concept	Competency	Standards
<a href="#">Artists use tools and resources as well as their own experiences and skills to create art.</a>	How do people use everyday objects to create art?	People make art from everyday objects.	Create art from everyday objects.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Sculpture About Nature	9.1	<ul style="list-style-type: none"> <li>Understand that Sculpture is art made of three-dimensional forms</li> <li>Create a sculpture about nature</li> </ul>	Smart board; Big book: Chapman, Laura H. <a href="#">Adventures In Art</a> (level1) Davis Publications, 1998. (pg. 62-63); art reproductions; art techniques posters

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