

Content Outline for Arts Integration Visual Art and Theatre – Grade 1

Target Skills/Concepts	Language Arts Target Skills	Visual Art/Theatre Handbook K-2 Art Prints	Visual Art/Theatre Handbook K-2 Theatre Activities	Additional Interdisciplinary Connections
QUARTER 1				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Line types/Characteristics • Line directions • Feelings and moods • Line Closure • Object creation • Geometric shapes • Free form vs. organic shapes • Perspective (near/ far concept) • Shape-within-shapes • Artworks illustrating shape-to-form 	<ul style="list-style-type: none"> • Speaking: Descriptions of Characters • Drawing Conclusions: Realism/Fantasy • Compare and Contrast • Sequence: Steps in a Process • Sensory Images/Literary Devices: Antonyms/synonyms • Speaking: Descriptions of Characters • Drawing Conclusions: Classifying 	<p><i>Family #1</i>, p. 35 <i>Tar Beach</i>, p. 43 <i>Cyclist/Hockey Players</i>, p. 33/37 <i>Family #1</i>, p. 35 <i>The Cyclist</i>, p. 33 <i>Family # 1</i>, p. 35 <i>The Zapotec Civilization</i>, p. 47</p>	<p>Single Word Pass, p. 99 Post Office Pantomime, p. 73 Story Mime, p. 82 Mirror, p. 86</p>	<p>Original Learning Village Lesson Plans <u>Science</u>: observing weather, lines and shapes in nature <u>Math</u>: counting (adding numbers,) geometric shapes <u>Language Arts</u>: words that describe lines and shapes <u>Social Studies</u>: neighborhood places/ people</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Participate in guided dramatic play <ul style="list-style-type: none"> - Character roles defined - Improvise character in partner group setting • Develop responsibility through guided dramatic play • Explore a variety of ways to solve problems • Respond effectively to dramatic activities by incorporating research into drama <ul style="list-style-type: none"> - Guided questions/ discussions - Story books 	<ul style="list-style-type: none"> • Speaking: Descriptions of Characters • Drawing Conclusions: Realism/Fantasy • Compare and Contrast • Sequence: Steps in a Process • Sensory Images/Literary Devices: Antonyms/synonyms • Speaking: Descriptions of Characters • Drawing Conclusions: Classifying 	<p><i>A Family Portrait</i>, Faith Ringgold <i>Mother's Helper</i>, Diego Rivera <i>Christina's World</i>, Andrew Wyeth <i>Tar Beach II</i>, Faith Ringgold</p>	<p>Single Word Pass, p. 99 Post Office Pantomime, p. 73 Story Mime, p. 82 Mirror, p. 86</p>	

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QUARTER 2				
Visual Art: <ul style="list-style-type: none"> • Textile qualities • Texture rubbings <ul style="list-style-type: none"> - Visual/tactile textures • Pattern 	<ul style="list-style-type: none"> • Sentence Structure: Parts of Speech • Main Idea • Sensory Images: Compound Words 	<i>The Letter</i> , p. 45 <i>Tar Beach</i> , p. 43 <i>Parade on Hammond Street</i> , p. 38	City, State, Country, Charades, p. 78 Improvisation: Story Dramatization, p. 96 Observation/Focus: Likely Story, p. 85	Original Learning Village Lesson Plans <u>Language Arts</u> : words that describe textures/patterns <u>Science</u> : textures in nature <u>Literature Link</u> : <i>Elmer</i> by David McKee
Theatre: <ul style="list-style-type: none"> • Demonstrate focused behavior in guided dramatic play • Develop ability to join with and respond to others <ul style="list-style-type: none"> - Monologue life experiences, poems and narrations • Explore a variety of ways to solve problems • Develop language through social interaction <ul style="list-style-type: none"> - Improvise scenes 	<ul style="list-style-type: none"> • Sentence Structure: Parts of Speech • Main Idea • Sensory Images: Compound Words 	<i>American Gothic</i> , Grant Wood <i>Listen to Trees</i> , Faith Ringgold <i>Sunday Afternoon on the Island of La Grande Jatte</i> , Georges Seurat <i>Groovin' High</i> , Faith Ringgold	City, State, Country, Charades, p. 78 Improvisation: Story Dramatization, p. 96 Observation/Focus: Likely Story, p. 85	

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QUARTER 3				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Color in artworks <ul style="list-style-type: none"> - Emotions - Realism/fantasy - Moods expressed by colors • Primary/secondary colors • Warm/cool colors • Tints and shades • Artworks using color 	<ul style="list-style-type: none"> • Drawing Conclusions: Context Clues • Sensory/Images/Literary Devices: Directionally/ Like/Unlike Sounds • Role Play: Dramatization – Role Playing/Puppets • Story Genre: Expository/Non-fiction 	<p><i>The Tragedy</i>, p. 46 <i>Parade on Hammond Street</i>, p. 38 <i>Tar Beach</i>, p. 43 <i>The Sunny Side of the Street</i>, p. 42</p>	<p>Movement and Mime: Statues, p. 83 Articulation: absurd Sounds words, p. 112 Improvisation: Story Dramatization, p. 96</p>	<p>Original Learning Village Lesson Plans <u>Science</u>: mixing colors, color in nature <u>Language Arts</u>: words that describe color <u>Literature Link</u>: <i>My World: Colors</i> by Alvin Granowsky</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Experience various art forms <ul style="list-style-type: none"> - Variety of roles explored - Role of audience demonstrated • Develop awareness of a variety of community roles through guided dramatic play scene comprehension <ul style="list-style-type: none"> - Class discussions - Creative drama - Class performances • Examine and respond to various sensory stimuli 	<ul style="list-style-type: none"> • Drawing Conclusions: Context Clues • Sensory/Images/Literary Devices: Directionally/ Like/Unlike Sounds • Role Play: Dramatization – Role Playing/Puppets • Story Genre: Expository/Non-fiction 	<p><i>Monet Painting in his Garden</i>, Renoir <i>The Village Market</i>, Pissaro <i>Third Class Carriage</i>, Honore Daumier</p>	<p>Movement and Mime: Statues, p. 83 Articulation: absurd Sounds words, p. 112 Improvisation: Story Dramatization, p. 96</p>	

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QUARTER 4				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Space in Artworks/ surroundings • Spatial relationships • Artworks using understanding of space <ul style="list-style-type: none"> - Basic forms <ul style="list-style-type: none"> Natural and man-made forms 3-D forms and sculptures in-the-round - Creating art forms 	<ul style="list-style-type: none"> • Story Genre: Fiction/ Non-fiction • Drawing Conclusions: Predicting • Main Idea: Author's Purpose • Sensory Images/Literary devices: Homophones • Story Elements: Character/Plot/Setting/ Theme 	<p><i>Tar Beach</i>, p. 43 <i>Hockey Players</i>, p. 37 <i>The Letter</i>, p. 45 <i>The Sunny Side of the Street</i>, p. 42 <i>Parade on Hammond Street</i>, p. 38</p>	<p>Body Expression: Motion Commotion Part 1, p. 72 Storytelling: Single Word Pass, p. 99 Character Development: Wild Child, p. 93</p>	<p>Original Learning Village Lesson Plans <u>Language Arts</u>: words that describe space and spatial relationships <u>Math</u>: compare 2-D with 3-D; balancing objects <u>Science</u>: form in nature, space in the actual environment <u>Literature Link</u>: <i>The Jumbo Book of Art</i> by Irene Luxbacjer <i>Houses</i> by Claude Delafosse <i>Petit Connoisseur</i>: Art by Karen Salmansohn</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Explore similarities and differences between life and theatre • Develop understanding of playmaking using sequence: beginning, middle, and end • Use literature as a basis for guided dramatic play and character acting <ul style="list-style-type: none"> - Emotional recall for character development - Roles defined by costumes and props - Descriptive language use - Character traits - Improvise real, imaginary and scripted characters 	<ul style="list-style-type: none"> • Story Genre: Fiction/ Non-fiction • Drawing Conclusions: Predicting • Main Idea: Author's Purpose • Sensory Images/Literary devices: Homophones • Story Elements: Character/Plot/Setting/ Theme 	<p><i>In the Circus</i>, Louis Moilliet <i>Going to Church</i>, William Johnson <i>Church Picnic</i>, Faith Ringgold</p>	<p>Body Expression: Motion Commotion Part 1, p. 72 Storytelling: Single Word Pass, p. 99 Character Development: Wild Child, p. 93</p>	