

Curriculum Map

Visual Art Grade 1

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.</p>			
<p>Procedures</p>	<p>Demonstrate developmentally appropriate care for tools, media and workspaces.</p>	<p>Discuss and practice procedures.</p>	<p>Website: http://www.theartofed.com/2010/12/06/improve-classroom-management-in-the-art-room-today/</p> <p>Books: <i>Safety in the Art Room</i>, Charles A. Qualley</p>
<p>Line</p> <ul style="list-style-type: none"> • Types/Characteristics • Line Directions • Feelings and Moods • Horizon Line 	<p>Create an artwork using a variety of lines based on imagination, recall and/or observation.</p> <p>Draw lines that whisper, shout, show power, hesitate, break, and are quick and slow to show feelings and moods, emotional qualities of line.</p> <p>Correctly use vocabulary: line, types, characteristics, directions, zigzag, wavy, straight, curved, dotted, diagonal, vertical, horizontal, and spiral.</p>	<p>Pre and post artwork (ex: still life, figure drawing, collage, landscape etc.) demonstrating and/or identifying:</p> <ul style="list-style-type: none"> • Line types/characteristics • Line/ shape relationships <p>Identify vertical, horizontal, diagonal, curved, and zigzag lines in artwork.</p> <p>Correctly uses art vocabulary: line, types, characteristics, directions, zigzag, wavy, straight, curved, dotted, diagonal, vertical, horizontal, and spiral.</p> <p>Exit slips, questioning with think time or wait time, various peer assessment activities, learning sketchbooks, etc.</p> <p>Summative Assessments: Rubrics measuring level of achievement against a set criteria, exit slips, visual/verbal identification tests.</p>	<p>Books: <i>3D Optical Illusions</i>, Dee Costello</p> <p><i>The New Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p>Website: Getty Museum (overview of the elements of art with art examples of each) http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</p> <p>Prints: <i>The Lawrence Tree</i>, Georgia O’Keeffe <i>Cyclist</i>, Lindner <i>The Tree of Life</i>, Klimt <i>White Shell with Red</i>, O’Keeffe <i>The Great Wave Off Kanagawa</i>, Hokusai</p>

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		Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.	Literary Connection: <i>Harold and the Purple Crayon</i> , Johnson Rubric Creator http://Rubrics4teachers.com
Shapes in the Surroundings <ul style="list-style-type: none"> Line Closure Creates Shape Creating Objects Using Shapes Geometric Shapes Free Form/Organic Shapes Near-Far Use of Shapes (perspective) Shapes-within-Shapes Artworks Using Shape-to Form 	Demonstrate proper use of materials. Use basic geometric shapes to create artwork based on imagination, recall and/or observation.	Know and/or demonstrate an understanding of: <ul style="list-style-type: none"> Five basic geometric shapes in artwork. Shapes found in prints. 	Prints: <i>Pie Counter</i> , Wayne Thiebaud <i>Around the Circle</i> , Kandinsky <i>Three Musicians</i> , Picasso <i>American Express Train</i> , Currier & Ives Literary Connection: <i>Color Zoo</i> by Lois Ehlert <i>Ish</i> , Reynolds
Principles of design <ul style="list-style-type: none"> Balance Variety Rhythm Proportion 	Create live sculptures in small groups that demonstrate balanced, variety and/or unity. Apply principles of design. Create a symmetrical design. Identify scale in an artwork by using comparative words (tall, taller; short, shorter; tall, tallest; high, higher, highest) to denote the change in size of items in space.	Know and or/demonstrate an understanding of balance, variety and/or unity using prints Correctly use art vocabulary. Use the elements of art and principles of design in creating artworks independently and with others. Pre/Post and Post/Post projects illustrating student exploration of these principles.	Prints: <i>Starry Night</i> , van Gogh <i>Castle and Sun</i> , Klee <i>Looking Along Broadway Towards Grace Church</i> , Grooms Vocabulary: Balance, Symmetry Exemplary artworks such as masks, Greek vases which show symmetry

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CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional Planning	Create an original composition using a variety of lines based on imagination, recall and/or observation supporting the principles of design designated by the teacher.	Post/post evidence comparing two works based on imagination, recall and/or observation showing growth in student's ability to use a variety of lines.	Books: <i>Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom</i> , Katherine M. Douglas and Diane B. Jaquith <i>Teaching Visual Culture</i> , Kerry Freedman <i>Creative Activities for Young Children</i> , Mary Mayesky Websites: Rubric Creator http://Rubrics4teachers.com
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Different Cultures, Times and Places	Explain how where we live affects the art we make. Discuss context in exemplary artworks from different cultures and places noting how for thousands of years artists worldwide have expressed their subject matter, symbols and ideas in artwork.	Demonstrate context of art from different cultures and places through discussion participation. Post/Post Verbal or Illustrated Evidence (e.g. graphic organizer) or Exploration of Example art notating subject matter, symbols and ideas.	Books: <i>Art, Culture, and Ethnicity</i> , Second Edition, Bernard Young, Editor <i>The Kids' Multicultural Art Book: Art & Craft Experiences From Around The World</i> , Alexandra M. Terzian Prints: <i>The Frame</i> , Kahlo Exemplary Images of Dio de Los Muertos Calaveras, and Oaxacan Woodcarvings Literary Connection: <i>Frida</i> by Jonah Winter <i>Opuestos</i> by Cynthia Weill <i>Dream Carver</i> by Diana Cohn

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>Assessment of Work</p>	<p>Participate in VTS discussion.</p>	<p>Visual Thinking Strategies (VTS) discussion of selected artwork towards understanding that viewers have various responses to art.</p> <p>Discuss exemplary artworks answering (VTS) questions:</p> <ul style="list-style-type: none"> • “What is going on in this picture?,” • “What do you see that makes you say that?” • “What more can you find?” 	<p>Books: <i>Better Practice in Visual Arts Education: Building Effective Teaching Through Educational Research</i>, Karen Lee Carroll and James L. Tucker, Jr., Editors <i>The Art Book for Children</i>, Editors of Phaidon Press <i>The Art Book for Children, Book Two</i>, Editors of Phaidon Press <i>Seen Art?</i> Jon Scieszka, illustrations by Lane Smith</p>
<p>CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.</p>			
<p>Line and Shape Connection</p>	<p>Identify and discuss line types and shapes made from closing lines in classroom, our bodies, and the outside world.</p>	<p>Formative Assessments: Exit slips, questioning, various peer assessment activities, learning sketchbooks, etc.</p> <p>Summative Assessments: Rubrics measuring level of achievement against a set criteria, exit slips and/or visual/verbal identification tests.</p>	<p>Science: observing lines and shapes in our natural and human made environments (i.e., weather, plant and animal life), parts-to-whole, structures in human anatomy</p> <p>Math: geometric shapes, directional words: diagonal, vertical, horizontal, parallel lines, line closure to create shapes, parts to whole</p> <p>Language Arts: words that describe lines and shapes</p> <p>Social Studies: neighborhood places/people, art comes from various cultures, times and places, line used by early civilizations as tools of communication (i.e. Lascaux) Music: sounds can create pictures in our minds.</p> <p>Rubric Creator http://Rubrics4teachers.com</p>

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QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CCSS.Math.Practice. MP4 Model with mathematics.	CCSS.Math.Content.1.MD.A.1 Order three objects by length; Compare the lengths of two objects indirectly by using a third object.	Know and/or demonstrate an understanding of: <ul style="list-style-type: none"> • five basic geometric shapes in artwork. • shapes found in prints. 	

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Texture <ul style="list-style-type: none"> • Textural qualities • Tools and materials • Texture rubbings 	Distinguish between visual and tactile texture. Explore rubbing techniques using a variety of human-made objects, including dried glue textures, bricks, fabric, sandpaper, keys, etc. Creation of a texture rubbing. Vocabulary: rough, smooth, soft, hard, etc.	Pre and post artwork (e.g., still life, figure drawing, collage, landscape etc.) demonstrating and/or identifying textural qualities - Visual vs. Actual. Correctly uses related art vocabulary.	Prints: <i>Rhinoceros</i> , Durer <i>Hen</i> , Saul Steinberg A collection of objects showing texture such as seashells, feathers, sandpaper, pinecones, driftwood, keys, etc.
Pattern <ul style="list-style-type: none"> • Ordered/random pattern • Visual/tactile textures 	Demonstrate printing, stamping and drawing patterns with precision.	Evidence of use of precision to create an original pattern. Pre and Post/Post and Post projects illustrating student exploration of these principles.	Prints: <i>Vaudeville</i> , Jacob Lawrence <i>Mother's Quilt</i> , Ringgold <i>Dancers</i> , Shapiro
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Investigate/Construct Compositional planning	Create an original composition exhibiting several different types of textures and patterns based on imagination, recall and/or observation.	Post/post evidence comparing two works based on imagination, recall and/or observation showing growth in student's ability to use a teacher determined number of different types of textures and patterns.	Prints: <i>Toto</i> , Romero <i>The Letter</i> , Vermeer

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QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Visual Art Relation to History and Culture	Participate in VTS discussion to explore various responses to artworks.	VTS discussion	Prints: <i>Pieta</i> , Michelangelo <i>Tar Beach</i> , Ringgold
Characteristics and Merits of Work	Participate in a group critique making historical/cultural references.	Group critique	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas	Written or recorded evidence of students identifying what is happening in an image and describing evidence in the image to support their observation during a Visual Thinking Strategies discussion.	

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Color in Artworks <ul style="list-style-type: none"> Emotions Realism/Fantasy Moods Expressed by Colors 	Recognize how colors create specific emotions, moods and feelings by using prints.	Post/Post Artwork using color to represent a mood, emotion or feeling.	Prints: <i>The Tragedy</i> , Picasso <i>Time is a River Without Banks</i> , Chagall <i>Staffelsee in Autumn</i> , Munter
Color Wheel <ul style="list-style-type: none"> Primary Secondary Warm/Cool Colors Tints and Shades 	Recognize the relationship between rainbow order of color and the color wheel. Mix primary colors to make secondary colors.	Identify and use the three primary colors in an artwork. Identify and use the three secondary colors in artwork.	Literary Connection: <i>A Blue Butterfly</i> by Bijou Le Tord Prints: <i>Hollywood Hills House</i> , Hockney

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	Use the secondary colors to create an artwork.	Pre and Post/Post and Post projects illustrating student exploration of color mixing can also be used.	<i>Water Lillies</i> , Monet <i>Mesas at Sunset</i> , Cruz Books: <i>Children and Painting</i> , Topal
Artworks Using Color <ul style="list-style-type: none"> • Warm/Cool Colors • Tints and Shades 	Identify warm and cool colors in the environment. Create a painting using warm/cool colors. Vocabulary: primary and secondary colors, color wheel, tints, warm and cool colors, advance, receded.	Formative Assessments: Exit slips, questioning with think time or wait time, various peer assessment activities, learning sketchbooks, etc. Summative Assessments: Rubrics measuring level of achievement against a set criteria, exit slips, or visual/verbal identification tests.	Prints: <i>The Large Blue Horses</i> , Marc <i>Mediterranean Scene</i> , Dufy Rubric Creator http://Rubrics4teachers.com
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional planning	Create an original composition using color (warm/cool, primary, secondary, monochromatic, etc.) to create meaning.	Post/post evidence comparing two works showing growth in student's ability to use color to create meaning (i.e. color representing feeling or mood).	Prints: <i>Composition with Red, Blue, and Yellow</i> , Mondrian <i>Broadway Boogie Woogie</i> , Mondrian Literary Connections: <i>Pete the Cat and His Four Groovy Buttons</i> , Dean and Litwin Website: http://www.harpercollinschildrens.com/feature/petethecat/

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical and Cultural Connections <ul style="list-style-type: none"> • Color • Media • Styles 	Discuss the use of color theory, media techniques, and styles in historical, cultural and/or contemporary art.	Pre and post instructional graphic organizer that demonstrates comparison of: <ul style="list-style-type: none"> • Media • Tools • Techniques • Processes 	Website: http://www.eduplace.com/graphicorganizer/
Critiquing Process	Use the steps of critique method (describe, analyze, interpret, and evaluate) to discuss a work of art.	Post/Post recorded evidence of students discussing an exemplary or personal work of art using the method of four steps critique.	Short Artist Biographies http://www.davisart.com/Portal/TeacherResources/T_resourcesDefault.aspx?curPage=ArtistBios Prints: <i>The Beasts of the Sea, Matisse</i> <i>Mandolin and Guitar, Picasso</i>
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recorded evidence of students identifying what is happening in an image and describing evidence in the image to support their observation during a Visual Thinking Strategies discussion.	Websites: Arts Advocacy http://www.davisart.com/Portal/TeacherResources/T_resourcesDefault.aspx?curPage=Art-Keeps-Kids-in-School National Coalition for Core Arts Standards http://nccas.wikispaces.com/ Brain Research http://www.dana.org/artseducation.aspx

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.</p>			
<p>Space In Artworks and Surroundings</p> <ul style="list-style-type: none"> Description of space Relationships of objects <p>Spatial Relationships</p> <ul style="list-style-type: none"> Placement of objects (foreground, middle ground, background) Size relationships Overlapping Empty/full Horizon line 	<p>Create a landscape or a still life from observation, imagination or memory.</p>	<p>Pre Instruction-quick sketch of still life or landscape.</p> <p>Post Instruction- same still life (drawing, collage, etc.) demonstrating:</p> <ul style="list-style-type: none"> Overlapping Above/Below In front/Back of In between Horizon line (table line) Size relationships 	<p>Prints:</p> <p><i>The Sunny Side of the Street</i>, Phillip Evergood <i>The Brotherhood Building</i>, Richard Haas <i>Self Portrait</i>, Marisol <i>The Gulf Stream</i>, Homer</p> <p>Website:</p> <p>Color with Leo, interactive website http://www.colorwithleo.com/index.php</p> <p>Interdisciplinary Connections:</p> <p>Literary Link: <i>Roarr Calder's Circus</i>, a story by Maira Kalman with photos of Alexander Calder's wire and mixed-media circus</p> <p><i>Best Word Book Ever</i>, by Richard Scarry, illustrations of neighborhoods, architecture, tools, circus, gardens.</p> <p>Prints:</p> <p><i>Collage Arranged According to the Laws of Chance</i>, Arp <i>Pelvis II</i>, O'Keeffe</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>Basic Forms</p> <ul style="list-style-type: none"> Natural and man-made forms 3-D forms and sculptures in-the-round Processes Materials and tools Functions <p>Creating Art Forms</p> <ul style="list-style-type: none"> Clay modeling Assembling 	<p>Experiment with and utilize processes used to create a vessel, animal or object out of clay or other sculptural material.</p>	<p>Record students explaining, comparing and contrasting the difference between two works of art, a 2-D work and a 3-D work.</p> <p>Practice clay techniques, scoring, pinching, pulling, adding parts, cutting parts away, coil, pinchpot, etc.</p> <p>Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.</p>	<p>Prints: <i>Mercury Zero Summer Glut</i>, Rauschenberg <i>Cascade</i>, Nevelson</p>
<p>CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.</p>			
<p>Construct Compositional planning</p>	<p>Create a composition using 3-D forms to fill a space based on imagination, recall and/or observation.</p>	<p>Post/post evidence of student(s) describing using 3-D forms in a composition or pre/post evidence of student(s) describing how using 3-D forms in a composition changed during the course of a project.</p>	<p>Websites: Getty http://www.getty.edu/education/teachers/classroom_resources/curricula/sculpture/index.html</p>
<p>RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.</p>			
<p>History</p>	<p>Retell how an art technique has changed over time (i.e. historically, painters mixed their own paints, now most painters purchase tubes of paint in a store.).</p>	<p>Post/Post Evidence (e.g. graphic organizer) that demonstrates how art technique changed over time.</p>	
<p>Cultures</p>	<p>Discuss how individuals learn skills (i.e. painting, writing, etc.) and customs (i.e. celebrations, use of art, etc.) from their cultures.</p>	<p>Pre/Post or Post/Post Evidence (e.g. discussion or graphic organizer) that compares skills or customs from different cultures.</p>	<p>Website: Short Artist Biographies http://www.davisart.com/Portal/TeacherResources/T_resourcesDefault.aspx?curPage=ArtistBios Art History Unstuffed a site by Dr. Jeanne S. M Willette that offers podcasts and commentary</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
			on several artists http://www.arthistoryunstuffed.com
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.	CCSS.Math.Content.1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.	Websites: http://www.davisart.com/Portal/TeacherResources/T_resourcesDefault.aspx?curPage=Art-Keeps-Kids-in-School National Coalition for Core Arts Standards http://nccas.wikispaces.com/ Brain Research http://www.dana.org/artseducation.aspx