



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Arts

GRADE LEVEL(S): 1st Grade

COURSE: Visual Art - Grade 1

TIME FRAME: Weekly (*40 minutes*)

I. Course Overview

The School District of the Chatham's Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

The purpose of the first grade visual art curriculum is to present a developmentally appropriate introduction to visual art that allows for different learning styles and individual creative expression. Students will be taught to use a variety of materials and techniques. Basic art terminology will be introduced that builds upon the kindergarten curriculum with an understanding that many students enter the District in first grade and this may be their first visual art experience. Students will engage in learning experiences that encompass the creative process, history of visual arts and culture, art production, and aesthetic responses and artistic critique. Visual art concepts are introduced, reinforced and strengthened through hands-on, creative activities based on the elements of art and principles of design. Throughout the academic year, students actively engage in various forms of artistic communication and production

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.

1. Art Media, Tools, and Techniques
2. Identifying and Using Elements of Art - Color, Line, Shape, Space, Form & Texture
3. Art History + Artists Around the World
4. Exploring Art Around Me (Social Context) and Analysis

III. Essential Questions

Unit 1: Art Media, Tools, and Techniques (~6 days)

- What tools are used to make art and why?
- How can art materials (media) be combined in artwork?
- How can we care for art materials?
- How can we safely use art materials to create artwork?
- How did you create your work, what was the process?

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Unit 2: Identifying and Using Elements of Art - Color, Line, Shape, Space, Form & Texture (~20 days)

- What are the Elements of Art?
- Where can we find the Elements of Art around us?
- How can the Elements of Art be used in artwork?
- How can shapes be combined to create pictures of things we know?

Unit 3: Art History + Artists Around the World (~7 days)

- Where can you find famous artworks?
- What is(are) the subject(s) of the artwork you are viewing?
- Why do artists become famous or well known?
- Why do artists make art today?

Unit 4: Exploring Art Around Me (Social Context) and Analysis (~7 days)

- Explain the meaning of art around you (classroom).
- What art vocabulary can be related to a particular art project?
- What are the differences/similarities between drawing, painting, crafting, sculpting?
- How does artworks make you feel?
- What are some careers I can explore in visual art?

IV. Learning Objectives

NJSLS - Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.3.P.D.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 1.3.P.D.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.
- 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
- 1.3.P.D.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 1.3.P.D.6 Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

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- 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.B.3 Recognize the making subject or theme in works of visual art.

National Core Arts Standards

- VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.
- VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.
- VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.
- VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.
- VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.
- VA:Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- VA:Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.
- VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.
- VA:Re.7.2.1a Compare images that represent the same subject.
- VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.
- VA:Re9.1.1a Classify artwork based on different reasons for preferences.
- VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.
- VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence



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Interdisciplinary Connections

- Social Studies
 - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
 - 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
 - 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
 - 6.1.P.D.3 Express individuality and cultural diversity.
- Technology/Design Thinking
 - 8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

Vocabulary	Methods & Techniques
Diagonal Horizontal Vertical Primary Secondary Neutral Landscape Background Sphere Pattern Horizon Line Assemble Texture Print Organic Geometric 3-Dimensional 2-Dimensional Cube	<u>Drawing:</u> <ul style="list-style-type: none"> ● Contour Drawing ● Value Techniques <ul style="list-style-type: none"> ○ Blending ● Observational Drawing <ul style="list-style-type: none"> ○ Portrait
	<u>Painting:</u> <ul style="list-style-type: none"> ● Brush Control & Stroke Practice <ul style="list-style-type: none"> ○ Types of Lines ○ Loading the Brush ● Brush Care <ul style="list-style-type: none"> ○ Washing & Storing ● Paint Applications <ul style="list-style-type: none"> ○ Wash ○ Layering ● Color Theory <ul style="list-style-type: none"> ○ Mixing secondary colors
	<u>Ceramics:</u> <ul style="list-style-type: none"> ● Hand-Building <ul style="list-style-type: none"> ○ Pinch Pot ○ Coil Rolling ○ Slab Rolling ● Surface Treatments <ul style="list-style-type: none"> ○ Brushing on Glaze
	<u>Printmaking:</u> <ul style="list-style-type: none"> ● Relief Printing <ul style="list-style-type: none"> ○ Crayon Rubbings ○ Fingerprints ○ Premade Stamps/Rollers Prints ○ Leaf Prints ● Monoprinting



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	<ul style="list-style-type: none">○ Gelli Plate Prints
	<p><u>Fiber Arts:</u></p> <ul style="list-style-type: none">● Weaving<ul style="list-style-type: none">○ Mastering “over, under” concept○ 2 Color Paper Weaving (A, B, A, B pattern)

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
 - Pro Learning
 - NOW Conference
- [The Art Project](#) (Art Careers)
- [Departmental Purpose/Curriculum Foundation](#)
- Teacher computer with Internet access and projector/SmartBoard
- Document Camera
- Chromebooks/Computing Devices (*for research*)

Supplemental/District Created Materials:

- Lesson Resources:
 - Classroom Routines
 - Art Mediums & Supplies
 - Everyday and Special Art Materials
 - Classroom Material Supply Labels
 - Elements of Art
 - Color Wheel
 - Darker & Lighter Colors
 - Types of Lines
 - Shapes
 - 2D Shapes Video
 - 3D Shapes Video
 - Texture Video
 - Texture
 - Texture Resources/Learning Experiences
 - Shapes & Forms
 - Landscape Resources
 - Getting to Know Claude Monet (Video)
 - Getting to Know Michelangelo (Video)
 - Monet's Japanese Bridge
 - Kachina Doll Presentation
 - How to Analyze Art
- Art Supplies:
 - Scissors
 - Masking Tape
 - Glue Sticks
 - Glue Bottles

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- Construction Paper
- Drawing Paper
- Oil Pastels
- Crayons
- Colored Pencils
- Paint (tempera, watercolor)
- Paint Brushes
- Cups (for water)
- Markers
- Paper Towels
- Sharpies
- Tape
- Newspaper
- Clay
- Glaze
- Watercolor paper
- Craft Pom Poms
- Craft Feathers
- Yarn

VI. Key Performance and Benchmark Tasks

Unit 1: Art Media, Tools, and Techniques

- Use a variety of media to draw and paint.
- Use scissors and glue with control.
- Use a variety of processes to connect and combine materials.
- Use processes to build vertically and horizontally.
- Use clay processes of pushing, pulling, rolling, rubbing and squeezing.
- Use clay assembly processes.
- Use and care for art tools in the classroom.
- Use and combine techniques of working with paper.
- Discuss the methods and process he or she has used to make art works.
- Use a printmaking process.
- Safely use various tools to create and finish art works.

Unit 2: Identifying and Using Elements of Art - Color, Line, Shape, Space, Form & Texture

- Identify and draw different kinds of lines.
 - Review: straight, curvy, zigzag, wavy, short, long, thick, thin.
 - New Concepts: diagonal, horizontal, vertical, horizon line
- Apply and describe lines in works of art.
- Close lines to create shapes.
- Identify organic shapes.
- Identify and draw basic geometric shapes.
 - Review: rectangle, square, triangle, circle, oval, star, diamond
 - New Concept: 2-dimensional
- Identify 3-dimensional shapes (sphere, cube, cylinder).
- Combine shapes to make larger shapes.

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- Identify primary colors (red, blue, yellow).
- Identify secondary colors (orange, green, violet).
- Identify neutral colors (black, white, gray, and brown).
- Identify light and dark colors.
 - If I add white to a color, it will become lighter.
 - If I add black to a color, it will become darker.
- Identify texture in the environment.
- Identify and use texture in artistic designs.
- Explain that space is the area around, above, and within an object.
- Apply space by adjusting size and placement of objects.
- Identify that forms are three-dimensional in nature.

Unit 3: Art History + Artists Around the World

- Look at, respond to and care for his or her own art.
- Examine and respond to works of art.
- Discuss subject matter and motifs depicted in works of art (animals, people and shelter).
- Categorize art works by subject matter and style.

Unit 4: Exploring Art Around Me (Social Context) and Analysis

- Examine and discuss visual images found in the classroom.
- Discuss, define and use art vocabulary appropriate for grade level.
- Compare and contrast differences among art forms.
- Describe how a work of art makes him or her feel.
- Name and describe potential careers in visual art.

Formative:

- Line Practice (*review*)
- Shape Practice (*review*)
- Practicing With Different Mediums (*review*)
- Sketches at the beginning of each project (planning step)
 - Kinetic Art sketch on newsprint
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Class Discussions
- Teacher Observations

Summative Assessment:

- Mouse Paint Color Exploration: *After discussing the color wheel, primary, and secondary colors, students will listen to the story Mouse Paint by Ellen Stoll Walsh. They will create, on 12 x 18 white bond paper three overlapping circles. Students will use watercolor paint to paint each circle one primary color and discuss how the color mixes to create secondary colors.*
- Kinetic Art: *Kinetic art contains movement perceivable by the viewer or depends on motion for its effect. Students will create a composition on white paper of an animal that has two different expressions based on how the paper is folded.*



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- Kachina Doll (Native American Culture): Students will explore the cultural significance of the Kachina Doll, and the role it plays in the lives of the Hopi Native American Indian Culture. Students will then create a Kachina doll paper mache figure integrating symbolism.
- Ceramic Water Lilies: Students explore the water garden of the French Impressionist Claude Monet. Inspired by Monet's water garden, each child will create a ceramic clay water lily.
- Perspective Snowman: Students will demonstrate an understanding of oil pastel techniques. Students show how a pastel drawing of a snowman may be viewed from an alternative perspective.
- Watercolor/Crayon Resist: Students will create a watercolor/crayon resist painting. Topic/theme is fall/autumn.
- Monochromatic Landscapes with Layers: Students will create a landscape painting that shows foreground, middleground, and background, with layers of other natural subjects. Students will demonstrate an understanding of drawing and painting techniques, how distance from the viewer affects the size of things in landscapes, and how nature can be the subject or inspiration for art creation.
- Imaginative Art Making: Students will demonstrate an understanding of drawing and painting techniques through the manipulation of various art materials, and how visual inspiration from an artist's use of collage, wax crayon and paint can aid in imaginative art making.

Alternative Assessment:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Voice to text typing (when appropriate)
- Clear routines (written & verbal).

Specific Examples:

- Mouse Paint Color Exploration:
 - Use tracers to create circles.

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- Smaller/more manageable paper dimensions to cut down on fatigue.
- One-on-one time with students to aid in understanding and applying lesson goals.
- Kinetic Art:
 - Use simpler mediums (crayons, oil pastels, etc.).
 - Use tracers to help with the animal shape.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Kachina Doll (Native American Culture):
 - Utilize pre-constructed doll structure as a base.
 - Use pre-created symbolism cutouts to apply symbolism of their choice.
- Ceramic Water Lilies:
 - One-on-one time with students to aid in understanding and applying lesson goals.
 - Use of parent volunteers.
 - Attach pre-created leaf petals to the ceramic base.
- Perspective Snowman:
 - Use tracers to create circles.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Watercolor/Crayon Resist:
 - Use tracers to create leaves.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Monochromatic Landscapes with Layers:
 - Step-by-step directions.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Imaginative Art Making:
 - Student choice (theme and material).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Voice to text typing
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.

Specific Examples:

- Mouse Paint Color Exploration:
 - Use tracers to create circles.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Kinetic Art:

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- **Imaginative Art Making:**
 - Student choice (theme and material).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Provide choice and extension opportunities.
- Student leadership opportunities.
 - Assisting other students who are struggling.
 - Teaching the whole class or small group a learned skill or new content

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.

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- Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Provide opportunities for self-reflection and improvement.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific design skills that require them.