

# **Grade 1 Art Overview**

Content Area: **Art**  
Course(s): **ART-1**  
Time Period:  
Length: **Year**  
Status: **Published**

## **Cover**

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**EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

**Visual Arts (AAAA)**

**Elementary Art**

**Grade 1**

**Course No. 4281**

**Dr. Victor P. Valeski, Superintendent**

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**Course Adoption: 04/21/1986**

**Curriculum Adoption: 09/21/1995**

**Date of Last Revision Adoption: 09/01/2017**

## **Course Overview**

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### **COURSE DESCRIPTION:**

The First Grade Art Curriculum serves as the foundation for the District's 1-12 Art program. The elements of Art (color, line, texture, shape and form) are introduced and reinforced through hands-on projects and other classroom experiences. Students develop fine motor control and eye-hand coordination as they explore art media as a means of creative expression. They become acquainted with the works of various artists and verbalize their ideas. Emphasis is placed on aesthetics, production, art history, criticism, as well as visual literacy, creative problem solving and adherence to the New Jersey Student Learning Standards for Visual and Performing Arts.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

## **Textbooks and other resources**

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In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work
2. Computers and printers with appropriate software
3. Videocassette recorder, TV, slide projector and screen
4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation

- 7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
- 8. Double sink
- 9. Kiln
- 10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

**Standards and Scope of Sequence**

**COURSE SCOPE AND SEQUENCE CHART**

<b>Sequential Unit Description:</b>	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof Asse
Unit 1: Color  Identify primary colors and mix to create secondary colors.	1.1.2.D.1 (D) 1.1.2.D.2 (D) 1.2.2.A.1 (D) 1.2.2.A.2 (D) 1.3.2.D.1 (D) 1.3.2.D.2 (D) 1.3.2.D.3 (D) 1.3.2.D.4 (D) 1.3.2.D.5 (D) 1.4.2.A.1 (D) 1.4.2.A.2 (D) 1.4.2.A.3 (D) 1.4.2.A.4 (D) 1.4.2.B.1 (D) 1.4.2.B.2 (D)	1-4	Ongoing	-Pro usin rubr  -Ver  -Cri

	<p>1.4.2.B.3 (D)</p> <p>3.1.1.H.1 (D)</p> <p>3.1.1.H.2 (D)</p> <p>8.1.2.A.1 (D)</p> <p>8.1.2.A.2 (D)</p> <p>8.1.2.C.1 (D)</p> <p>8.1.5.D.1 (D)</p> <p>8.2.2.A.5 (D)</p> <p>8.2.2.B.1 (D)</p> <p><i>CRP.K-12.CRP6 (D)</i></p> <p><i>CRP.K-12.CRP8 (D)</i></p> <p><i>CRP.K-12.CRP9 (D)</i></p> <p><i>CRP.K-12.CRP2 (D)</i></p> <p>9.2.4.A.4 (D)</p>			
<p>Unit 2: Line/Shape</p> <p>Identify the term line. Demonstrate how lines define a shape.</p> <p>Identify and create geometric shapes.</p>	<p>1.1.2.D.1 (D)</p> <p>1.1.2.D.2 (D)</p> <p>1.2.2.A.1 (D)</p> <p>1.2.2.A.2 (D)</p> <p>1.3.2.D.1 (D)</p> <p>1.3.2.D.2 (D)</p> <p>1.3.2.D.3 (D)</p> <p>1.3.2.D.4 (D)</p> <p>1.3.2.D.5 (D)</p> <p>1.4.2.A.1 (D)</p> <p>1.4.2.A.2 (D)</p> <p>1.4.2.A.3 (D)</p>	1-4	Ongoing	<p>-Pro</p> <p>usin</p> <p>rubr</p> <p>-Ver</p> <p>-Cri</p>

	1.4.2.A.4 (D) 1.4.2.B.1 (D) 1.4.2.B.2 (D) 1.4.2.B.3 (D) 3.1.1.H.1 (D) 4.2.3.A.3 (I) 4.2.3.A.5 (I) 8.1.2.A.1 (D) 8.1.2.A.2 (D) 8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) CRP.K- 12.CRP6 (D) CRP.K- 12.CRP8 (D) CRP.K- 12.CRP9 (D) CRP.K- 12.CRP2 (D) 9.2.4.A.4 (D)			
Unit 3: Composition Demonstrate an understanding of space by utilizing an entire page.	1.1.2.D.1 (D) 1.1.2.D.2 (D) 1.2.2.A.1 (D) 1.2.2.A.2 (D) 1.3.2.D.1 (D) 1.3.2.D.2 (D) 1.3.2.D.3 (D) 1.3.2.D.4 (D)	1-4	Ongoing	-Pro usin rubr -Ver -Cri

	1.3.2.D.5 (D) 1.4.2.A.1 (D) 1.4.2.A.2 (D) 1.4.2.A.3 (D) 1.4.2.A.4 (D) 1.4.2.B.1 (D) 1.4.2.B.2 (D) 1.4.2.B.3 (D) 4.2.3.A.3 (I) 4.2.3.A.5 (I) 8.1.2.A.1 (D) 8.1.2.A.2 (D) 8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) CRP.K- 12.CRP6 (D) CRP.K- 12.CRP8 (D) CRP.K- 12.CRP9 (D) CRP.K- 12.CRP2 (D) 9.2.4.A.4 (D)			
Unit 4 Pattern/Texture Locate and describe texture in the environment. Use repetition of line, shape and color to create patterns.	1.1.2.D.1 (D) 1.1.2.D.2 (D) 1.2.2.A.1 (D) 1.2.2.A.2 (D) 1.3.2.D.1 (D)	1-4	Ongoing	-Pro usin rubr -Ver -Cri

	1.3.2.D.2 (D)			
	1.3.2.D.3 (D)			
	1.3.2.D.4 (D)			
	1.3.2.D.5 (D)			
	1.4.2.A.1 (D)			
	1.4.2.A.2 (D)			
	1.4.2.A.3 (D)			
	1.4.2.A.4 (D)			
	1.4.2.B.1 (D)			
	1.4.2.B.2 (D)			
	1.4.2.B.3 (D)			
	<i>3.1.1.H.1 (D)</i>			
	<i>4.2.3.A.5 (I)</i>			
	8.1.2.A.1 (D)			
	8.1.2.A.2 (D)			
	8.1.2.C.1 (D)			
	8.1.5.D.1 (D)			
	8.2.2.A.5 (D)			
	8.2.2.B.1 (D)			
	<i>CRP.K-12.CRP6 (D)</i>			
	<i>CRP.K-12.CRP8 (D)</i>			
	<i>CRP.K-12.CRP9 (D)</i>			
	<i>CRP.K-12.CRP2 (D)</i>			
	<i>9.2.4.A.4 (D)</i>			
Unit 5: Balance/Emphasis	1.1.2.D.1 (D)	1-4	Ongoing	-Pro usin
Identify the relation of shape and size.	1.1.2.D.2 (D)			

	1.2.2.A.1 (D)			rubr
	1.2.2.A.2 (D)			-Ver
	1.3.2.D.1 (D)			-Cri
	1.3.2.D.2 (D)			
	1.3.2.D.3 (D)			
	1.3.2.D.4 (D)			
	1.3.2.D.5 (D)			
	1.4.2.A.1 (D)			
	1.4.2.A.2 (D)			
	1.4.2.A.3 (D)			
	1.4.2.A.4 (D)			
	1.4.2.B.1 (D)			
	1.4.2.B.2 (D)			
	1.4.2.B.3 (D)			
	<i>3.1.1.H.1 (D)</i>			
	<i>3.1.1.H.2 (D)</i>			
	<i>4.2.3.A.3 (I)</i>			
	8.1.2.A.1 (D)			
	8.1.2.A.2 (D)			
	8.1.2.C.1 (D)			
	8.1.5.D.1 (D)			
	8.2.2.A.5 (D)			
	8.2.2.B.1 (D)			
	<i>CRP.K-12.CRP6 (D)</i>			
	<i>CRP.K-12.CRP8 (D)</i>			
	<i>CRP.K-12.CRP9 (D)</i>			



	<i>CRP.K-12.CRP2 (D)</i>			
	<i>9.3.4.A.4 (D)</i>			
Unit 6: Rhythm/Movement Use line to show movement.	1.1.2.D.1 (D)	1-4	Ongoing	-Pro usin rubr
	1.1.2.D.2 (D)			
	1.2.2.A.1 (D)			-Ver
	1.2.2.A.2 (D)			-Cri
	1.3.2.D.1 (D)			
	1.3.2.D.2 (D)			
	1.3.2.D.3 (D)			
	1.3.2.D.4 (D)			
	1.3.2.D.5 (D)			
	1.4.2.A.1 (D)			
	1.4.2.A.2 (D)			
	1.4.2.A.3 (D)			
	1.4.2.A.4 (D)			
	1.4.2.B.1 (D)			
	1.4.2.B.2 (D)			
	1.4.2.B.3 (D)			
	8.1.2.A.1 (D)			
	8.1.2.A.2 (D)			
	8.1.2.C.1 (D)			
	8.1.5.D.1 (D)			
	8.2.2.A.5 (D)			
	8.2.2.B.1 (D)			
	<i>CRP.K-12.CRP6 (D)</i>			
	<i>CRP.K-12.CRP8 (D)</i>			
	<i>CRP.K-</i>			

	<i>12.CRP9 (D)</i>			
	<i>CRP.K-12.CRP2 (D)</i>			
	<i>9.2.4.A.4 (D)</i>			

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.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.
VPA.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.
VPA.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.
VPA.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.
VPA.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.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Visual Art skills are outlined and assessed both informally in verbal and written form.

### **COURSE EVALUATION**

In Elementary Art Grade One, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

### **Other Details**

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#### **CONTENT FOCUS AREA, COURSE NAME AND CHARACTERISTICS:**

**#4281 Elementary Grade 1 Art Course (All Elementary Schools)**

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	1	5.00	60	R	4/21/1986

**PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS:**

<b>NJ Student Learning Standards</b>		<b>NJ Student Learning Standards</b>		<b>NJ Student Learning Standards</b>	
1. Visual and Performing Arts	P	5. Science		9. 21st Century Life and Careers	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			