



Unit Calendar 2013-2014
 Green Brook Township School District
 / **Visual Art Curriculum 1 (D)** / **Grade 1 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 9:53AM



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<u>Principles of Design</u>	■	■	■	■						
<u>Textural Effects</u>				■	■	■	■	■	■	■
<u>Three Dimensional Effects</u>						■	■	■	■	■
<u>Creating Color</u>									■	■
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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:54AM

Green Brook Township
Public Schools

Unit: Principles of Design (Week 1, 12 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 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.).
- 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.

Description of Unit	Essential Questions
<p>In this unit, students will be engaged in what it means to think and work as an artist. They will learn to use lines to create patterns and designs. Students will learn how to differentiate between abstract and realistic designs, and will design abstract patterns for necklaces.</p>	<ol style="list-style-type: none"> 1. How do artists express their ideas about people through art? 2. Is the disparity between abstract and realistic art really that big? 3. How is three-dimensional artwork unique?
Knowledge	Skills
<ol style="list-style-type: none"> 1. A self-portrait is a picture of a person drawn by that person. 2. Drawing cats requires combining many different shapes and lines. 3. Straight, curvy, zig-zag, and spiral are types of lines. 4. A realistic drawing resembles or simulates real life. 5. An abstract drawing emphasizes generalized forms and their relationship to one another. 6. People wear masks to pretend to be someone or something else. 7. Jewelry is made by people in all cultures. 8. Necklace-making is a very old and common art form. 	<ol style="list-style-type: none"> a. Draw a self-portrait. b. Draw a realistic cat. c. Use straight, curvy, zig-zag, and spiral lines. d. Differentiate between realistic and abstract drawing. e. Create a turkey mask. f. Create individual pieces for making jewelry. g. Combine individual pieces of jewelry to create a necklace.
Assessments	
<p>Self-Portrait Diagnostic: Other visual assessments Students will draw a self-portrait. 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1</p> <p>Cat Drawing</p>	

Formative: Other visual assessments

Students will draw a picture of a cat.

- 1.1.2.D.1
- 1.3.2.D.3
- 1.3.2.D.5

Abstract Cat Drawing

Formative: Other visual assessments

Students will draw an abstract picture of a cat using only straight, curvy, zig-zag, and spiral lines.

- 1.3.2.D.3
- 1.3.2.D.5

Abstract Cat Drawing-Background

Formative: Other visual assessments

Students will add a realistic background for the drawing of the abstract cat.

- 1.3.2.D.3
- 1.3.2.D.5

Headpiece of a Turkey

Formative: Other visual assessments

Students will create a mask to wear. The mask will be a headpiece of a turkey.

- 1.2.2.A.1
- 1.3.2.D.3

Beads

Formative: Other visual assessments

Students will create small beads from strips of magazines.

- 1.3.2.D.1
- 1.4.2.A.1
- 1.4.2.A.2

Necklaces

Summative: Visual Arts Project

Students will create necklaces using homemade beads, machine-made beads, buttons, feathers and wire.

- 1.1.2.D.1
- 1.2.2.A.1
- 1.3.2.D.1
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5

Activities

- Discuss the self-portraits of Kahlo, Rembrandt, and van Gogh
- Teacher will read to the students *I Spy... Alphabet in Art*
- Discuss with the students the following paintings of cats: Two Cats, Sam, and *Kittens at Play*
- Discuss how artists use lines and shapes to draw cats
- Review four types of lines: straight, curvy, zig-zag, and spirals
- Practice creating patterns using lines that are thick and thin and light and dark
- Review the concept of the horizon line
- Discuss the difference between abstract and realistic
- Discuss the reasons why people wear costumes
- Review proper safety when using scissors
- Have students show any jewelry they are wearing
- Discuss different media from which beads can be made
- Discuss jewelry which is popular in other countries
- Discuss why people may or may not wear jewelry
- Read pages 82-83 in *Adventures in Art* and discuss Navajo jewelry
- Explain the Victorian Era style of making paper beads
- Demonstrate how Victorian Era women made their own paper beads
- Look at patterns in jewelry from students' samples and discuss how to gain inspiration, but not imitation, from these styles

Activities to Differentiate Instruction

- Students will draw a picture of a cat sitting, a picture of a cat standing, and a picture of a cat lying down.
- Students will create patterns using lines. They will create a pattern by alternating between the four primary types of lines and by varying the thickness and intensity of the lines.
- Students may design a bracelet to compliment their bead necklace. The bracelet must follow a similar pattern to match the style of the necklace.
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction

In performing arts class the students will use the turkey headpieces they have created to perform a Thanksgiving play.

Resources

- *Self Portrait, 1940* by Frida Kahlo
- *Self Portrait, 1660* by Rembrandt van Rijn
- *Self Portrait, 1889* by Vincent van Gogh
- *Adventures in Art* by Laura H. Chapman, Davis Publications, 2008
- *Two Cats* by Franz Marc
- *Sam* by Andy Warhol
- *Kittens at Play* by Henriette Ronner Knip

- [I Spy... Alphabet in Art](#) by Lucy Micklethwait, Greenwillow Books, 1996
- Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:58AM

Green Brook Township
Public Schools

Unit: Textural Effects (Week 13, 8 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 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.).

B. Critique Methodologies

- 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.

Description of Unit

In this unit, students will learn how to show variety in their art. They will show differences between people’s facial features and animal body parts. Textural differences will be explored in this unit, which will culminate in a clay sculpture.

Essential Questions

1. What makes art "great"?
2. How do artists use visual textures?
3. How is three-dimensional artwork unique?

Knowledge

1. A collage is a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another.
2. A crayon rubbing is a copy of a shape or pattern made by rubbing a crayon onto a piece of paper laid over a particular surface.
3. A sculpture is art you can see from any side.

Skills

- a. Create a collage, which represents a realistic image, such as a face or an animal.
- b. Create crayon rubbings showing various textural surfaces.
- c. Create a sculpture, which incorporates several different textures.

Assessments

Facial Collage

Diagnostic: Other visual assessments

Students will create a collage of a face with facial details. They will use a variety of colored construction paper cut into different shapes for the collage.

- 1.1.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4

Crayon Rubbing

Formative: Other visual assessments

Students will create a crayon rubbing of several available surfaces that have different textures.

- 1.1.2.D.2
- 1.3.2.D.2
- 1.4.2.B.1

Animal Collage

Formative: Other visual assessments

Using the textural crayon rubbings, students will cut the paper and create a collage of an animal, which will include: arms, legs, wings, tails, ears, eyes, noses, etc.

- 1.1.2.D.1
- 1.2.2.A.1
- 1.3.2.D.1

Snowperson

Summative: Visual Arts Project

Students will create a snowperson sculpture using model magic clay. They will decorate the sculpture with student-supplied objects and will incorporate a variety of textures.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5
- 1.4.2.A.1
- 1.4.2.B.1

Mid-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will complete a drawing as a performance benchmark assessment.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5

Activities	Activities to Differentiate Instruction

- Review scissor safety with students
- Discuss *Frankie, A Portrait of a Child*
- Discuss *Gypsy Woman with Baby*
- Discuss *Portrait of Dora Maar*
- Compare the three paintings listed above and discuss the differences in facial features among the subjects
- Have students close their eyes and feel the texture of their hair, face, shirt, pants, shoes, etc.
- Show samples of textural rubbings
- Read From Head to Toe by Eric Carle and discuss how he used separate pieces to create his images
- Students share their knowledge of sculptures and their experiences with seeing sculptures
- Discuss snowpeople and whether they should be considered sculptures

- For the animal collage, students may show the metamorphosis of a caterpillar to a butterfly
- Using crayons, students may draw a sky and ground background on their animal collage; they may create a sky and sun using extra paper from their texture rubbings
- If students do not supply objects for their snowperson, they may decorate their snowperson using teacher-supplied objects and/or markers
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction	Resources
<p>In science class, the students learn about the water cycle. During these lessons, they learn how snow forms. Students create a picture to accompany their snowperson sculpture. The picture will illustrate the water cycle and show how it contributes to the creation of a snowperson.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art</u> by Laura H. Chapman, Davis Publications, 2008 • <i>Frankie, A Portrait of a Child</i> by Laura Wheeler Waring • <i>Gypsy Woman with Baby</i> by Amedeo Modigliani • <i>Portrait of Dora Maar</i> by Pablo Picasso • <u>From Head to Toe</u> by Eric Carle, Harper Festival, 1997 • Art supplies <p> Visual Art 1 Benchmark Mid Year.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:59AM

Green Brook Township
Public Schools

Unit: Three Dimensional Effects (Week 21, 12 Weeks) 📅 📄

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3 Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
<p>In this unit, students will learn about three-dimensional drawing. They will learn how artists divide space within a picture. They will also learn about perspective and how to draw using perspective. Students will develop techniques for placing objects in the foreground and background of a picture.</p>	<ol style="list-style-type: none"> 1. How does perspective create the illusion of space on a two-dimensional space? 2. How do size relationships affect the viewer's perception of the fore, middle and background? 3. How is three-dimensional artwork unique?
Knowledge	Skills
<ol style="list-style-type: none"> 1. Perspective is the technique used to represent a three-dimensional world on a two-dimensional surface. 2. Lines in a picture separating a wall from the floor are considered part of the wall in the drawing. 3. Vincent van Gogh's artwork was the inspiration for many twentieth century painters. 4. Claude Monet's work was meant to capture the "impression" of a moment. 5. Cubism is a type of art that uses geometric shapes in an abstract setting. 6. In a drawing, nearer objects are larger and closer to the bottom of the picture. 7. Painting scenes of nature is common all over the world. 8. Artwork about cities is called a cityscape. 	<ol style="list-style-type: none"> a. Use the perspective technique. b. Draw a picture of a corner of a room where walls and floor meet. c. Identify the artwork of Vincent van Gogh. d. Explain the meaning of the impressionist style of artwork. e. Define the artistic style of cubism. f. Identify which objects are nearer to the viewer in a picture, and which objects are farther away. g. Create a nature scene using styles of different artistic traditions. h. Create a cityscape, accurately and proportionally representing foreground and background objects.
<u>Assessments</u>	
<p>Corner of a Room Diagnostic: Other visual assessments Students will draw the corner of a room to measure the accuracy of drawing the walls meeting. 1.1.2.D.1 1.3.2.D.1</p> <p>Draw your Bedroom Formative: Other visual assessments Students will make a three-dimensional drawing of a corner of their bedroom. The drawing will include furniture. 1.3.2.D.3 1.3.2.D.5</p> <p>Vincent van Gogh Paintings</p>	

Formative: Other visual assessments

Students will draw "art notes" while watching a van Gogh video using any picture from the video.

1.2.2.A.1

1.3.2.D.4

Bridge

Formative: Other visual assessments

Using watercolor, students will paint a bridge over a lake and add other details to the landscape.

1.1.2.D.1

1.4.2.B.3

Early Cubism

Formative: Other visual assessments

Students will cut black strips of construction paper and glue them to blank white paper, intersecting the black strips at right angles. In the spaces created, they will construct a design by coloring some of the spaces and leaving others blank.

1.2.2.A.1

1.3.2.D.5

Playground

Formative: Other visual assessments

Students will draw a three-dimensional picture of a playground and children playing a variety of games in different locations in the park.

1.3.2.D.3

1.4.2.B.2

Cherry Tree

Formative: Other visual assessments

Students will paint a Japanese cherry tree. They will paint the cherry blossoms by holding the end of the brush, in order to achieve a natural feeling.

1.2.2.A.1

1.4.2.B.3

Cityscape

Summative: Visual Arts Project

Students will create a cityscape by cutting triangles, rectangles, and squares of construction paper and gluing them onto blank white paper. Using crayons, students will draw windows and doors on the buildings. Emphasis will be placed on location of foreground and background buildings.

1.1.2.D.1

1.1.2.D.2

1.2.2.A.1

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4
1.3.2.D.5
1.4.2.B.3

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Show Pippin's <i>Domino Players</i>; discuss how Pippin is able to convey a sense of three dimensions in the painting • Show van Gogh's <i>The Bedroom in Arles</i>; point out the techniques van Gogh used to make the nightstand and bed appear three-dimensional • Watch a DVD about the life, career, and artwork of Vincent van Gogh • Watch a DVD about the life, career, and artwork of Claude Monet; discuss the <i>Water Lilies</i> series and how the paintings evoke imaginative senses • View the work of Piet Mondrian and discuss critically the lines, shapes, and colors used in his artwork • Demonstrate proper marker technique • Show pictures of people playing in a park; focus on certain people in the picture and describe their activity • Move around the room and engage in different activities, such as running, jumping, catching • While students move around the room, their peers will notice how their body positions change; particular attention should be paid to bending wrists, knees, elbows, and spines • Choose a piece of student-created art and critique their art orally with the teacher • Show pictures of Japanese cherry blossoms, such as the trees located in the small gardens found in Washington, D.C. • Demonstrate how painting with the end of the paintbrush can convey a sense of vitality and energy within a painting • Look at pictures of cityscapes and notice the different shapes which are present in the buildings located in cityscapes • Discuss the merits of cityscapes which are orientated vertically compared to horizontally 	<ul style="list-style-type: none"> • In a drawing of their bedroom, all students will be expected to include a bed and at least one table; advanced students may include windows, wall art, and chairs • In the students' "Bridge" artwork, they will include a lake, bridge, trees, and flowers; advanced students may also include a scenic walking path • In the "Playground" picture, the students will start with individuals or pairs of people engaged in activities; students who demonstrate mastery, will be encouraged to draw a baseball game in progress in the far back corner of the park • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction	Resources
<p>In science class, students will learn about different genera of trees, including the Japanese cherry blossoms. Students will learn from which family of trees the cherry blossom originates.</p>	<ul style="list-style-type: none"> • Adventures in Art by Laura H. Chapman, Davis Publications, 2008 • <i>Domino Players</i> by Horace Pippin • <i>The Bedroom in Arles</i> by Vincent van Gogh • Getting to Know the World's Greatest Artists by Mike Venezia, Getting to Know Incorporated, 2008 • <i>Water Lilies</i> series by Claude Monet • Large reproductions of cherry trees • Large reproductions of cityscapes • Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:59AM

Green Brook Township
Public Schools

Unit: Creating Color (Week 33, 5 Weeks) 📅 📌

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 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.).

B. Critique Methodologies

- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Description of Unit

In this unit, the students will work with primary colors and will experiment with color combinations. Through experimentation with the primary colors, students will "create" new colors. Students will critically assess their own work and determine what qualities made one piece of art better than another.

Essential Questions

1. Why are some colors "primary" and some "secondary"?
2. Why is it important to know a color and its opposite?
3. What happens when color opposites are placed next to each other?

Knowledge

1. The three primary colors are: red, yellow, and blue.
2. The three secondary colors are: orange, green, and violet.

Skills

- a. Identify the three primary colors.
- b. Identify the three secondary colors.

3. Mixing red and yellow produces orange.
4. Mixing blue and yellow produces green.
5. Mixing blue and red produces violet.

- c. Mix primary colors to create orange.
- d. Mix primary colors to create green.
- e. Mix primary colors to create violet.

Assessments

Primary and Secondary Colors

Diagnostic: Other visual assessments

Students will identify the primary and secondary colors on a color wheel.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.3.2.D.2
- 1.3.2.D.3

Four Fishes

Formative: Other visual assessments

Students will draw four fish using a black crayon. Each fish will be approximately ten inches by ten inches. They will draw a pattern of shapes inside the fishes, so that the fish look similar.

- 1.1.2.D.2
- 1.3.2.D.2

Red-Yellow Fish

Formative: Other visual assessments

Students will paint all of the shapes inside one fish using only different values of red and yellow paint mixture.

- 1.1.2.D.1
- 1.3.2.D.1
- 1.3.2.D.4
- 1.3.2.D.5

Blue-Yellow Fish

Formative: Other visual assessments

Students will paint all of the shapes inside one fish using only different values of a blue and yellow paint mixture.

- 1.1.2.D.1
- 1.3.2.D.1
- 1.3.2.D.4
- 1.3.2.D.5

Blue-Red Fish

Formative: Other visual assessments

Students will paint all of the shapes inside one fish using only different values of a blue and red paint mixture.

- 1.1.2.D.1
- 1.3.2.D.1

- 1.3.2.D.4
- 1.3.2.D.5

All Colors Fish

Summative: Visual Arts Project

Students will paint all of the shapes inside the fourth fish one of each of the following colors: yellow, red, blue, orange, green, and violet. The students will cut out the fish and glue it to construction paper.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5

End-of-the-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will choose the best piece of art that they created this year. They will critique the art through an oral examination based on the skills/concepts learned throughout the year.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.2.2.A.1
- 1.2.2.A.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5
- 1.4.2.A.1
- 1.4.2.B.2

Activities

- Review the primary colors and how primary colors are used to create secondary colors
- Discuss what will happen when red and yellow paint are mixed together
- Mix paint by starting with the yellow-color paint and then mixing in greater amounts of the red-color paint to change the value of the secondary colors that are created

Activities to Differentiate Instruction

- Each of the four fish the students draw with crayon should have six shapes inside the fish; advanced students may draw eight shapes inside each fish
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control

- Discuss what will happen when blue and yellow paint are mixed together
 - Mix paint by starting with the yellow-color paint and then mixing in greater amounts of the blue- color paint to change the value of the secondary colors that are created
 - Discuss what will happen when blue and red paint are mixed together
 - Mix paint by starting with the blue-color paint and then mixing in greater amounts of the red-color paint to change the value of the secondary colors that are created
 - Review and discuss how to create orange, green, and violet
 - Review safe scissor procedures
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction	Resources
<p>In science class, the students will learn about the visible light spectrum. They will see how a prism can separate white light into all the different colors. Advanced students may also learn that light is part of the electromagnetic spectrum, which also includes radio waves, microwaves, and x-rays.</p>	<ul style="list-style-type: none"> • Adventures in Art by Laura H. Chapman, Davis Publications, 2008 • Art supplies <p> Visual Art 1 Benchmark End of Year.doc</p>

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