Unit 1: Line, Shape, Color, and Form

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Course(s): **Sample Course**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Art: Grade 1

Unit 1: Line, Shape, Color and Fun

Belleville Board of Education

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Unit Overview

Unit one focuses on four Elements of Art: line, shape, color and form.

Line

- Define line as a mark with length and direction. A line is a continuous mark made on a surface by a moving point.
- Review various types of lines such as: straight, wavy, curved, zig-zag, dotted, dashed, spiraling, thick, thin, bold, etc.
- Review line directions such as vertical, horizontal, diagonal.

Shape

- Define a shape as a flat enclosed area created by a line that begins and ends at the same point.
- Review geometric shapes such as square, circle, oval, rectangle, triangle, etc.
- Review the number of sides each geometric shape has.
- Discuss organic shapes. Define them as shapes that are free flowing, without well-defined edges. Organic shapes occur in nature.

Color

- Review the primary colors: red, yellow, and blue.
- Review the secondary colors: orange, violet, and green.
- Review the color wheel and find all the primary and secondary colors on it.
- Review ROYGBIV and help students to learn the acronym.
- Review color mixing, red and yellow combine to make orange, etc.
- Introduce color temperature. Discuss warm colors (red, yellow, orange) and cool colors (blue, green, violet). Find the colors on the color wheel and explain their placement on the wheel.

Form

- Introduce forms, define them as a three dimensional geometric shape.
- Describe forms as shapes that became three dimensional. Refer to the three dimensional project from Kindergarten.
- Demonstrate examples of forms such as a sphere, cylinder, cube, cone, pyramid, etc.
- Demonstrate how to draw forms and practice drawing them.

Exit Skills

By the end of Unit 1:

- All students will demonstrate an understanding of line by:
    - Defining what a line is.
    - Drawing various types of lines in different directions.
- All students will demonstrate an understanding of shape by:
    - Defining what a shape is.
    - Naming various geometric shapes.
    - Drawing various geometric shapes.
    - Ability to state the number of sides each shape has.
- All students will demonstrate an understanding of color by:
    - Naming the primary colors.
    - Naming the secondary colors.
    - Locating the colors on the color wheel.
    - Using the acronym ROYGBIV to name the colors of the rainbow in order.
    - Explain what primary colors are used to create each secondary color.
- All students will demonstrate an understanding of form by:
    - Defining what a form is.
    - Naming various forms.
    - Drawing various forms.
    - Ability to state the difference between a shape and a form.

Enduring Understanding

- Lines are used to communicate thoughts.
- Lines can create numbers, letters and shapes.
- Lines can be infinite.
- Shapes are created by lines.
- Shapes can be used to create images.
- Primary colors cannot be created.
- Primary colors can be used to create all other colors.
- Colors have a specific order.
- Acronyms can be used to help to remember something in a specific order.
- Mixing too many colors together does not result in the effect that I expect.

- Forms are shapes with height, width, and depth.
- Drawing forms gives my art the illusion of depth.

Essential Questions

- Why do we have lines?
- How does drawing lines help with communication?
- What are other forms of communication?
- Why do certain shapes have names?
- How does the understanding of sides to a shape help to interpret what shape is being drawn?
- What is color?
- Can I create primary colors?
- How does understanding color help us with our art endeavors?
- What happens if I mix all the colors together?
- How does the use of a form help to elevate artwork?

Learning Objectives

After completing line, shape, color, and form students will be able to:

o **Recite** the shapes, lines, forms, and colors reviewed.

o **Demonstrate** the difference between a shape and a form.

o **Use** lines, shapes, forms and color in their artwork.

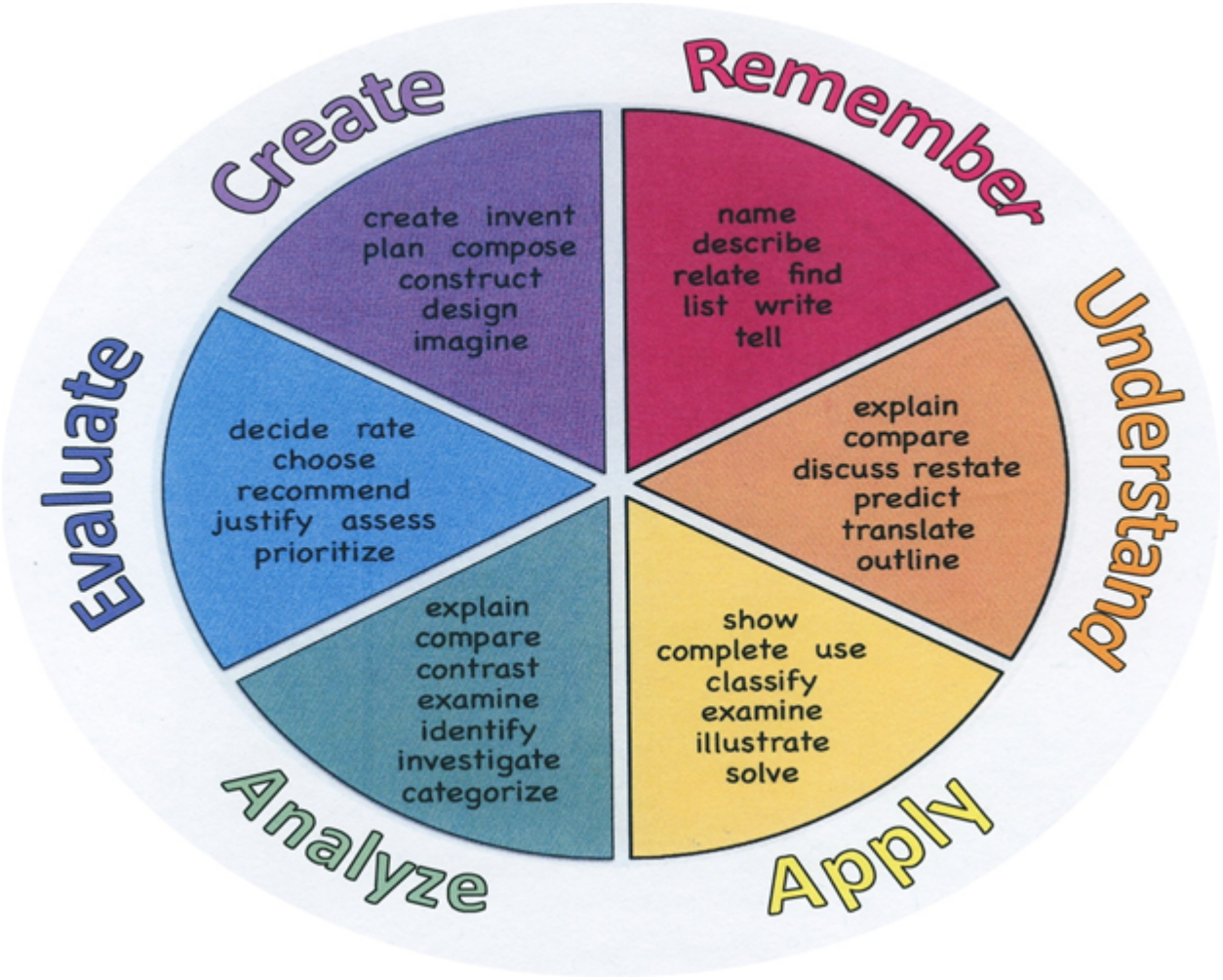
o **Develop** a strong foundation for artistic endeavors.

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Justify Measure Rank Rate Support Test	Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.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.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Sample Lesson

Unit Name: Painting

NJSLS:

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

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.

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.).

Interdisciplinary Connection: Math, science

Statement of Objective: SWDAT produce a sunflower painting by using the shapes and forms familiar to them.

Anticipatory Set/Do Now: What flowers did we start painting last week? What can the class tell me about Van Gogh? What are the warm colors?

Learning Activity: Students will review the demonstration on how to paint a sunflower without the need to draw it first. How to create the inflorescence (center of a sunflower) and how to create the ray flowers (petals) through the use of geometric shapes will be discussed. Students will work independently to complete paintings of sunflowers.

Student Assessment/CFU's: Explaining, Go-around

Materials: Tempera cakes, tag board, paint brushes, water, paper towels, pencils (for writing our names)

21st Century Themes and Skills: Creativity and Innovation, Critical Thinking and Problem Solving.

Differentiation: Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

Integration of Technology: Examples will be shown on my computer, or my ipad, whenever applicable.