Unit 1: Line, Shape, Color and Form

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade Art

Unit 1: Line, Shape, Color and Form

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.

Enduring Understandings

- 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?

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.

New Jersey Student Learning Standards (NJSLS)

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.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Interdisciplinary Connections

LA.RL.1.1	Ask and answer questions about key details in a text.
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.
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.
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.

Learning Objectives

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

- **Recite** the shapes, lines, forms, and colors reviewed.
- **Demonstrate** the difference between a shape and a form.
- **Use** lines, shapes, forms and color in their artwork.
- **Develop** a strong foundation for artistic endeavors.

Suggested Activities & Best Practices

1. Review line by doing a quick warm-up drawing having students use four different types of line.

2. Review the color wheel with students, giving them new vocabulary and colors that fit their definitions (secondary colors, complementary colors).

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "Start each week in this lesson with a quick review of what we've learned about the Elements so far and how we're going to apply that to the project we are working on."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Self- assessments
- Teacher Observation Checklist
- Unit review/Test prep

Primary Resources & Materials

- 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.

Technology Infusion

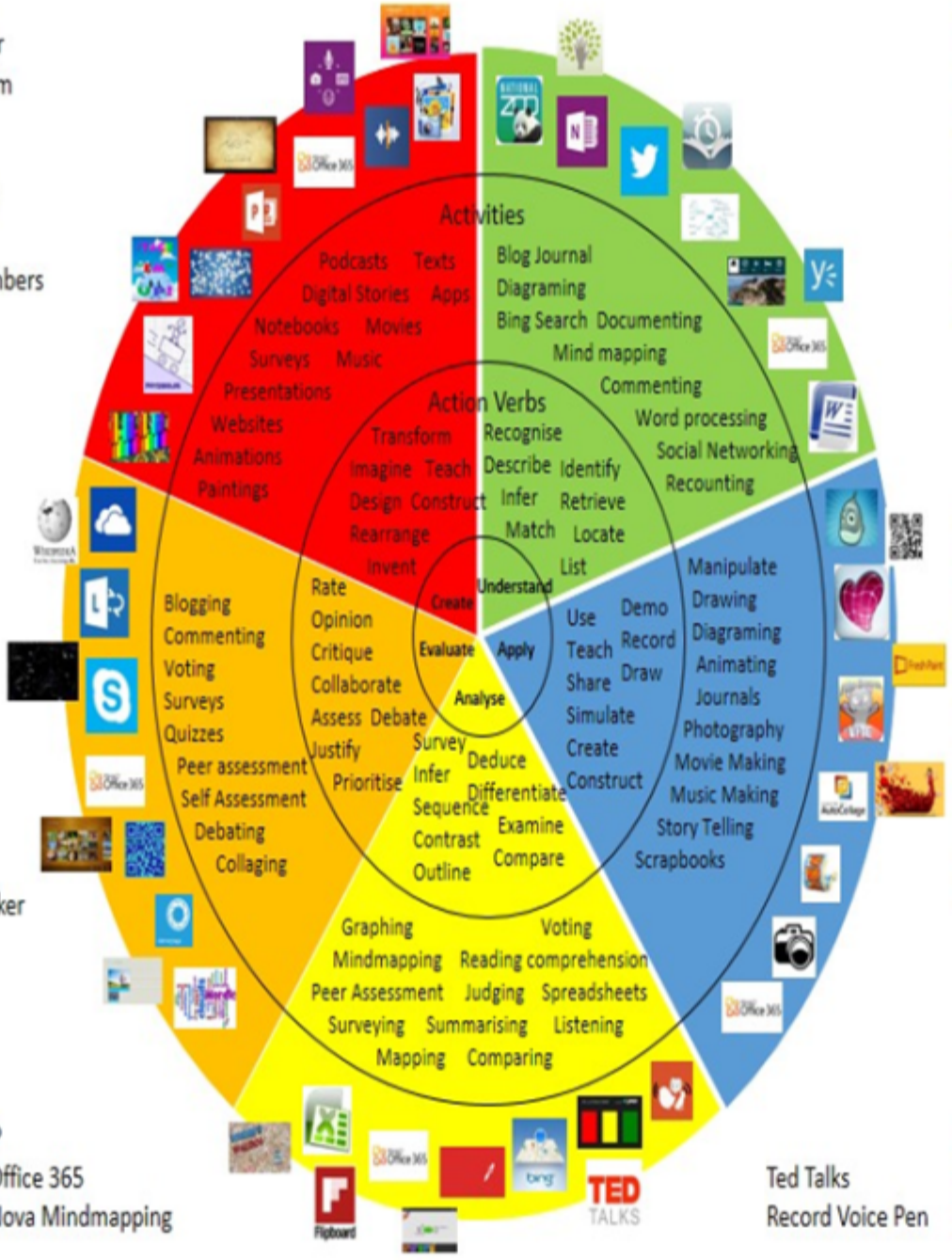
1. Using SmartBoard to showcase color wheel and other images pertaining to Elements of Art.

2. Using SmartBoard or computers to show students short videos that simply explain each Element of Art to them.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

	issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

21st Century Skills

- Civic Literacy
- Environmental Literacy

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.

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

Differentiations:

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

Hi-Prep Differentiations:

- **Independent research and projects**
- **Project-based learning**

Lo-Prep Differentiations

- **Choice of books or activities**
- **Goal setting with students**
- **Varied supplemental materials**

Special Education Learning (IEP's & 504's)

1. Giving out a laminated or hand-held version of a color wheel for students to touch and interact with while we review different colors and color theories.

2. Using hands-on assistance to help students familiarize themselves with drawing different types of lines and shapes.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Slower rate of speech and verbal emphasis on important vocabulary, phrases and directions.

2. Printed handouts of information on color wheel, shapes, and lines, potentially bilingual vocabulary next to them.

- 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)
- decreasing the amount of workpresented or required
- tutoring by peers

At Risk

1. Using thumbs up and verbal praise to highlight student's successes in the project as well as to keep them on track. Ex "Great job showing me different types of lines in your drawing" or "Nice mixing colors".

2. Using fist-to-five to check for student understanding after directions for projects are given.

- 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
- 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
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. Have students make their own flash cards with different color mixtures (for example "blue + yellow =" on one side and "green" on the other side.)

- Advanced problem-solving
- Allow students to work at a faster pace
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Color Wheel on a Rainy Day

NJSLS: Linked below

Interdisciplinary Connection: Mathematics

Statement of Objective: Students will review everything covered in this unit while creating a rainy day mixed-media artwork.

Anticipatory Set/Do Now: Lesson will begin with a verbal and visual review of all of the information learned in this unit. We'll draw and talk about different lines, shapes, colors and forms we can create. After reviewing

for a bit, I will explain to students that artwork can be made by combining these ideas together and show them an example of the project they'll be completing: an illustration of themselves in a raincoat and rain boots with an umbrella that resembles a color wheel.

Learning Activity: To begin the lesson, students will get a piece of watercolor paper and pencil, so that we can neatly draw out our umbrellas with enough spaces to make an accurate color wheel. Students will be given pointers on how to draw the raincoat and boots but given time to decorate and customize this part of the project to their liking. After drawing, students will be given crayons to color in the color wheel and the rest of their drawing. Students will be reminded to press down hard on the paper when coloring to make sure no blue seeps through when we use watercolor. Students will also be given white crayon and asked to draw little raindrops in the empty space in their paper. Once all coloring is done, students will get brushes and different shades of blue watercolor to paint in all the empty space on their drawing, revealing the white raindrops.

Student Assessment/CFU's: Were students able to differentiate between different lines and shape while verbally reviewing them? Were they able to apply this knowledge to their artwork? Were students able to apply their knowledge of the color wheel onto their project? Is this apparent in the umbrella?

Materials: White watercolor paper, crayon, erasers, pencils, shape tracers, paintbrushes, water containers and watercolor paint.

21st Century Themes and Skills: Linked below

Differentiation/Modifications: More time, space, and hands-on assistance if needed or requested. Handouts of the color wheel, different shapes, lines and forms also available if students need them.

Integration of Technology: Use of smart board to show examples of different lines, shapes, and forms.

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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.