

Art Grade 1

Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

Rationale and Transfer Goals:

This unit introduces students to the basics of art. It should serve as a building block for all applications in all future areas of art education.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

Students will understand that...

- The elements of art and the principles of design are the foundation of art.
- A variety of materials and techniques are used to create art.
- Artwork reflects an artist's thoughts and feelings, and fosters imagination/creativity.
- All art has value even if it differs from an individual's artistic preference (Art means something different to each person).
- People and cultures communicate through visual art.

Media artists explore, experiment, brainstorm, and try many ideas using different tools and materials before choosing and creating their final artwork

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- Where do I see art elements and design in the natural world?
- Why do artists use a variety of materials and techniques to create art?
- How can I communicate my ideas, thoughts, and feelings effectively through art?
- How do visual images communicate ideas?
- Why should we respect all art?
- How do you find something positive in each artwork?
- How does art reflect as well as shape history/culture?

How do media artists share their ideas with others by using different ideas and materials?

How can changing colors, shapes, sounds, or materials change our artwork?

Content/Objectives		Instructional Actions	
Content	Skills	Activities/Strategies	Evidence (Assessments)
<i>What students will know</i>	<i>What students will be able to do</i>	<i>How we teach content and skills</i>	<i>How we know students have learned</i>
<p>Media artists use brainstorming, sketching, experimenting, modeling, and different tools and materials to develop and express creative ideas before creating final artwork</p> <p>In media art there can be many possible ideas and solutions in artmaking.</p> <p>Each art form and the artists who create them have distinct characteristics.</p> <ul style="list-style-type: none"> Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. 	<p>MA:Pr4.1.1 Combine varied academic, arts, and media content in media artworks, such as an illustrated story,</p> <p>MA:Cr3.1.1 Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks</p> <ul style="list-style-type: none"> 1.1.2C.4 Distinguish patterns in nature found in works of art. 1.2.3B(4).4 Explore the use of a wide array of materials and select tools appropriate to the production of works of art in varied mediums and formats. <i>(e.g., paint, clay, charcoal, pastels, colored pencils)</i> 1.2.3B(4).5 Create works of art in a variety of art mediums 	<p>Illustrated Story Creators: use brainstorming, sketching, and experimenting to plan artwork and tell stories using pictures, words, and creative materials.</p> <p>How can making changes make it better? Create simple shadow puppet scenes using cut paper shapes and flashlights. They will experiment by changing the position, shape, movement, or characters in their story to see how the artwork changes</p> <ul style="list-style-type: none"> Ask the essential questions. Demonstrate/model techniques related to individual projects. 	<p>Informal Assessment that demonstrates understanding by brainstorming ideas, creating practice sketches, and producing an illustrated story that combines art and storytelling.</p> <p>Informal Assessment to demonstrate understanding by experimenting with changes to shadow puppet artwork and identifying how those changes affect the story, appearance, or presentation.</p> <ul style="list-style-type: none"> Have students create a work of art inspired by the introduction of the elements of art and principles of design using a wide variety of materials and techniques.

<ul style="list-style-type: none"> • Visual awareness stems from acute observational skills and interests in visual objects and spaces, and their relationship to the world. • The basic elements of art and principles of design govern art creation and composition. <i>(e.g., line, color, shape, form, texture, and space) (e.g., balance, harmony, unity, emphasis, proportion and rhythm/movement)</i> • Each art form and the artists who create them have distinct characteristics. • Symbols convey meaning agreed upon by a group or culture. <p>Manipulation of the basic elements of art and principles of design to convey personal expression results in visual communication that may be applied to a variety of settings.</p>	<p>and disciplines, based on observations from the physical world, that illustrates how art is part of everyday life.</p> <ul style="list-style-type: none"> • 1.3.2A(4).1 Identify the basic art elements of art and principles of design in diverse types of artwork. <i>(e.g., line, color, shape, form, texture, and space) (e.g., balance, harmony, unity, emphasis, proportion and rhythm/movement)</i> • 1.1.2C.3 Use imagination to create a story based on an arts experience that communicates an emotion or feeling in each of the art forms. • 1.2.3B(4).2 Utilize symbols to create works of art based on selected age appropriate themes drawn from oral stories as a basis for pictorial representation and personal works of art. <i>(e.g., family, friends, neighbors, sports, animals)</i> 	<ul style="list-style-type: none"> • Introduce examples of the elements of art and principles of design. • Explanation and discussion. • Create a performance task. <p>Display and discuss performance tasks.</p> <p>Ask the essential questions. Provide examples of artwork for critique.</p> <p>Explanation and discussion (emphasis on positive response).</p> <p>Demonstrate/model critique techniques related to individual projects.</p> <p>Participate in a performance task. Discuss performance tasks.</p>	<ul style="list-style-type: none"> • Informal assessment identifying the elements of art and principles of design. • Informal assessment identifying patterns in nature (e.g., elements and principles in nature). • Have students create a work of art that reflects their thoughts and feelings and fosters imagination. • Informal assessment identifying feelings and emotions in artwork. • Have students participate in a group critique. • Students will create a work of art that communicates a theme from history or world cultures. • Identify general characteristics of artwork.
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<ul style="list-style-type: none"> • Each art form and the artists who create them have distinct characteristics. • Symbols convey meaning agreed upon by a group or culture. • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Dance, music, theater and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes revealed by contextual clues within the works of arts. 	<ul style="list-style-type: none"> • Each art form and the artists who create them have distinct characteristics. • Symbols convey meaning agreed upon by a group or culture. • 1.4.2C.2 Apply the principles of positive critique in giving and receiving responses to performances. • 1.5.2C.1 Identify characteristics of theme-based artworks, such as family and community, from various historical periods and world cultures. 	<p>Ask the essential questions. Introduce examples of art that reflect themes from historical periods and world cultures. Explanation and discussion.</p> <p>Demonstrate/model techniques related to individual projects. Create a performance task.</p> <p>Display and discuss performance tasks.</p>	<ul style="list-style-type: none"> • Identify themes in artwork.
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<ul style="list-style-type: none"> •Ask the essential questions. •Introduce art terminology providing examples throughout the unit. •Explanation and discussion. 	<p>An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means and appropriate to the subject. Considering a set of interrelated conditions in the visual arts that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis-, generate unique, complex, or elaborate ideas. Express elements evoking affects or verbal form. Express underlying characteristics in the visual art, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operation involving a number of methods or techniques such as the addition and subtraction processes in sculpture. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger process, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve</p>	<p>Ask the essential questions. Introduce examples of art that reflect themes from historical periods and world cultures. Explanation and discussion.</p> <p>Demonstrate/model techniques related to individual projects. Create performance task. Display and discuss performance task.</p>

	specific challenges based in thinking about and using visual arts components.	
<p><u>21st Century Life and Career Standards:</u></p> <ol style="list-style-type: none"> 1. 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it. 2. 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. 3. 9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. 4. 9.3.12.AR-PRF.4 Demonstrate knowledge of music theory. 5. 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. 6. 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats. 7. 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions. 8. 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management. 		
<p><u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?</p> <ul style="list-style-type: none"> ● Piet Mondrian lesson: teaching primary colors, cutting, gluing, painting ● Pattern lessons: using drawn shapes, beads, or other materials ● Texture rubbings ● Lessons based on literature: books by Eric Carle and other authors ● Symmetry: Germs, Monarch Butterflies, etc. ● Landscape lessons: poppy fields, Autumn trees, Van Gogh or Monet inspired landscapes ● Positive and negative space lesson: ghosts, shapes, colors, etc. ● Color mixing lessons: Ice Cream Cones 		

- Still Life drawings: referencing Cezanne or other artists
- Basic paper sculpture

<http://www.incredibleart.org/>

<http://www.deepspacesparkle.com/>

<https://www.theartofed.com/>

<https://www.artsonia.com/>

<http://www.crayola.com/>

<http://www.metmuseum.org/>

<http://www.philamuseum.org/>

Interdisciplinary Connections

ELA: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Math: 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.

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.4

Science: 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.