

# Art Grade 1: Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture

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Content Area: **Art**  
Course(s): **Art Grade 1**  
Time Period: **Full Year**  
Length: **180**  
Status: **Published**

### NJSLS Visual & Performing Arts

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VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

### Rationale and Transfer Goals

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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**

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- 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.

## **Essential Questions**

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- 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?

## **Content - What will students know?**

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- Each art form and the artists who create them have distinct characteristics.
- Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- 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. (e.g., line, color, shape, form, texture, and space) (e.g., balance, harmony, unity, emphasis, proportion and rhythm/movement)
- Each art form and the artists who create them have distinct characteristics.
- Symbols convey meaning agreed upon by a group or culture.
- 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.
- 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.

### **Skills - What will students be able to do?**

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- 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. (e.g., paint, clay, charcoal, pastels, colored pencils)
- 1.2.3B(4).5 Create works of art in a variety of art mediums and disciplines, based on observations from the physical world, that illustrates how art is part of everyday life.
- 1.3.2A(4).1 Identify the basic art elements of art and principles of design in diverse types of artwork. (e.g., line, color, shape, form, texture, and space) (e.g., balance, harmony, unity, emphasis, proportion and rhythm/movement)
- 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. (e.g., family, friends, neighbors, sports, animals)
- 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.

### **Activities - How we teach content and skills.**

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- Ask the essential questions.
- Demonstrate/model techniques related to individual projects.
- Introduce examples of the elements of art and principles of design.
- Explanation and discussion.
- Create a performance task.
- Display and discuss performance tasks.
- Provide examples of artwork for critique.
- Explanation and discussion (emphasis on positive response).

- Participate in a performance task. Discuss performance tasks.
- Introduce examples of art that reflect themes from historical periods and world cultures. Explanation and discussion.

### **Assessments - How we know students have learned.**

- 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.
- 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.
- Identify themes in artwork.

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activities</b>
<p>Ask the essential questions.</p> <p>Introduce art terminology providing examples throughout the unit.</p> <p>Explanation and discussion.</p>	<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 appropriate to the subject. Considering a set of interrelated conditions in the visual arts that</p>	<p>Demonstrate/model techniques related to individual projects.</p> <p>Create a performance task.</p> <p>Display and discuss performance tasks.</p>

	<p>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 operations 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 processes, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.</p>	
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## **Career Awareness, Exploration, Preparation, and Training**

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WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

## **21st Century Skills**

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TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

## **Interdisciplinary Connections**

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LA.RL.1.7

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

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