

Elementary Visual Arts--First Grade

Overview - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. First graders focus on exploring imagination.

Rationale - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

Grades: Kindergarten - 5th

Units of Study:

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Texture	4-5 weeks
Value	4-5 weeks

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Color”

Length of Unit: 4 weeks

Page 1 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of understanding	Resources
<p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.I.1.4 Use revision strategies to enhance personal artwork.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.</p> <p>ART.VA.II.1.4 Plan and create artwork using subject matter selected from personal experiences.</p> <p>ART. VA.III.1.4 Describe the artwork of classmates using art terminology.</p> <p>ART.VA.V.1.3 Identify similarities between the visual arts and other arts disciplines.</p> <p>ART.VA.V.1.4 Discover connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p> <p>Blending</p> <p>Mixing</p> <p>Color Wheel</p>	<ul style="list-style-type: none"> ● Students will explore the element of color with a variety of materials and tools.. ● Students will be able to explain how artists use color to create art. ● Students will produce artwork that uses color. ● Students will discuss and describe visual qualities of color in art. ● Students can mix secondary colors. ● Color mixing ● Illustrating ● Bookmaking ● Painting techniques ● Dr. Seuss ● Color wheel rainbows ● Rainbow scratch art 	<ul style="list-style-type: none"> ● Artists of interest: Monet, Kandinsky, Chagall, Impressionism ● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas “My Many Colored Days” Dr. Seuss ● YouTube videos: claymation, Primary/secondary colors, Complementary colors ● Supplies: Tempera paints, brushes, 80lb paper, 8.5 x 11 copy paper, construction paper, yarn, paper plates 9”, scratch art paper, stylus tools

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Form”

Length of Unit: 4 weeks

Page 2 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.1 Identify and experiment with a variety of materials to communicate ideas related to the student’s world.</p> <p>ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.</p> <p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART.VA.III.1.2 Identify the purpose of community art.</p> <p>ART.VA.III.1.3 Demonstrate respect for the value of other opinions in discussion.</p> <p>ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created.</p> <p>ART.VA.V.1.2 Identify artist in the community.</p> <p>ART.VA.V.1.3 Identify similarities between the visual arts and other arts disciplines.</p>	<p>I can talk about form and use it in my artwork.</p> <p>I can find examples of form in art.</p> <p>I can see form in my environment.</p> <p>I can create form in my artwork.</p> <p>I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional</p> <p>Cubes (boxes)</p> <p>Spheres (balls)</p> <p>Cylinder (cups, cans)</p> <p>Modelling</p> <p>Building</p> <p>Sculpting</p> <p>Shading</p>	<ul style="list-style-type: none"> ● Students will explore the element of form with a variety of materials and tools. ● Students will be able to explain how artists create art using form. ● Students will produce artwork that shows form. ● Students will discuss and describe sensory qualities using form in art. ● Students will recognize and be able to name examples of 3-D shapes. ● Clay and dough ● Clay snowmen spheres ● Shapes vs. Forms ● Sculpture exploration ● Drawing 3-D shapes with shading/shadows 	<ul style="list-style-type: none"> ● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt ● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia ● Foam shapes, building blocks, modeling clay, paper pattern forms, spotlight ● Supplies: Air dry clay, model magic, chalk pastels, construction paper, white drawing paper, colored pencils

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art Unit Title: “Art of Line” Length of Unit: 4 weeks

Page 3 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.1 Identify and experiment with a variety of materials to communicate ideas related to the student’s world.</p> <p>ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.</p> <p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART.VA.II.1.4 Plan and create artwork using subject matter selected from personal experiences.</p> <p>ART.VA.III.1.1 Explore and discuss reasons behind personal artwork.</p>	<p>I can name types of lines and draw them in my artwork.</p> <p>I can create patterns using lines.</p> <p>I can add details to my drawing using lines.</p> <p>I can create lines with a variety of media.</p> <p>I can make lines to show design.</p> <p>I can make lines to show movement or feeling in my artwork.</p> <p>I can use lines to show direction or quality in my artwork.</p> <p>I can look at and discuss how artists use line in their artwork.</p>	<p>Thick/thin short/long zigzag straight/curved Vertical Diagonal Horizontal Pattern Painting Drawing</p>	<ul style="list-style-type: none"> ● Students will identify and explore a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios. ● Students will explore the element of line with a variety of materials. ● Drawing self-portraits ● Decorating and labeling portfolios ● Creating patterns ● Painting lines ● Drawing and painting lines to show directions ● Drawing and painting lines to show movement or feeling ● Drawing and painting lines to show physical quality 	<ul style="list-style-type: none"> ● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood ● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R Gowler Greene, “Beautiful Oops” B. Saltzberg, ● YouTube Learn about lines ● Supplies: Pencils, erasers, drawing paper (white 12x18, 9x12) Portfolio paper (white 18x24), markers (thin, broad tips), paint (tempera, watercolor), brushes, rulers.

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Shape” Length of Unit: 4 weeks

Page 4 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.1 Identify and experiment with a variety of materials to communicate ideas related to the student’s world. ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness. ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. ART.VA.II.1.5 Understand how artists use images to tell stories. ART.VA.III.1.5 Discuss why people use art as a creative outlet. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.</p>	<p>I can name types of geometric shapes and draw them in my artwork. I can identify and make organic shapes. I can create patterns using shapes. I can create shapes with a variety of media. I can combine shapes to make new things. I can use shapes to create a still life. I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes Rectangle, square, triangle, circle, oval, heart, star, rhombus/diamond Organic shapes Two-Dimensional Abstract Create Drawing Cutting Folding Tearing Assembling</p>	<ul style="list-style-type: none"> ● Students will identify and explore a variety of materials to communicate personal experiences with shape through still life design, mask making, and assembling. ● Students will explore the element of shape with a variety of materials. ● Students will recognize masks can be used for functional purposes or as a creative outlet. ● Geometric and organic shape exploration ● Shape monsters with geometric shapes ● Still life with organic shapes ● Mask making 	<ul style="list-style-type: none"> ● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse ● Shape puzzles ● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehlert, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books, ● Geometric shape printable resources ● Supplies: Construction paper various colors (12x18 and 9x12), scissors, glue, white drawing paper (12x18 and 9x12), mask patterns, stencils, embellishments (collage materials, feathers, stickers, foam shapes, etc)

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Space” Length of Unit: 4 weeks

Page 5 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.1 Identify and experiment with a variety of materials to communicate ideas related to the student’s world.</p> <p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART.VA.II.1.5 Understand how illustrators use images to tell stories.</p> <p>ART.VA.II.1.6 Explore the computer as another tool for creating art.</p> <p>ART.VA.III.1.4 Describe the artwork of classmates using art terminology.</p> <p>ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.</p> <p>ART.VA.V.1.4 Discover connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about space and use it in my artwork.</p> <p>I can find examples of space in art.</p> <p>I can see space in my environment.</p> <p>I can create space in my artwork.</p> <p>I can look at and discuss how artists use space in their artwork.</p>	<p>Overlapping</p> <p>Position</p> <p>Close up</p> <p>Far away</p> <p>Size: Small, Medium, Large</p> <p>Two dimensional</p> <p>Three dimensional</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Positive space</p> <p>Negative space</p>	<ul style="list-style-type: none"> ● Students will explore the element of space with a variety of material and tools. ● Students will be able to explain how artists create art using space. ● Students will produce artwork that shows use of space. ● Students will discuss and describe visual qualities using space in art. ● Gingerbread boy ● Positive and negative space design ● Clay/dough exploration ● landscape ● Digital drawing with iPad 	<ul style="list-style-type: none"> ● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe ● Books: “Perspective Drawing for kids” L. Yanconsky, “Art for Kids: Drawing in Perspective” M. Story, “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard, “The Gingerbread man”, “Gingerbread baby” J. Brett, “The Gingerbread Girl” L. Campbell Ernst ● Supplies: Brown 12x18 construction paper, metallic paint, tempera paint, salt, flour, construction paper various, drawing paper, oil pastels, tempera crayons, sequins, glitter glue

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Texture”

Length of Unit: 4 weeks

Page 6 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.1 Identify and experiment with a variety of materials to communicate ideas related to the student’s world.</p> <p>ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.</p> <p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.I.1.4 Use revision strategies to enhance personal artwork.</p> <p>ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART.VA.IV.1.1 Identify symbols, trademarks, icons, emblems, and other visual motifs in student’s culture.</p> <p>ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created.</p> <p>ART.VA.IV.1.3 Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created.</p> <p>ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.</p>	<p>I can talk about texture and use it in my artwork.</p> <p>I can find examples of texture in my environment.</p> <p>I can find examples of texture in art.</p> <p>I can create texture with a variety of media.</p> <p>I can use tools to make texture.</p> <p>I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture</p> <p>Bumpy</p> <p>Smooth</p> <p>Soft</p> <p>Rough</p> <p>Rubbing</p> <p>Printing</p> <p>Stamping</p> <p>Create</p> <p>Pattern</p> <p>Stripes</p> <p>Polka dots</p>	<ul style="list-style-type: none"> ● Students will explore the element of texture with a variety of material and tools. ● Students will be able to explain how artists from other cultures create art using texture.. ● Students will produce artwork that shows texture. ● Students will discuss and describe sensory qualities using texture in art. ● Texture leaf rubbing ● Rubbing plates ● Texture books ● Painting with texture tools ● Texture landscapes ● Native American arts ● Folk arts 	<ul style="list-style-type: none"> ● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold, Native American arts, Folk Arts ● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L.Carlson, “Raven” G.McDermott, ● Reading Rainbow episodes ● YouTube videos on weavers and Native American arts ● Supplies: crayons, paraffin wax, tempera cake paint, copy paper, construction paper, feathers, beads, yarn, drawing paper various, construction paper various

ELEMENTARY ART CURRICULUM

Course Title: 1st Grade Art

Unit Title: “Art of Value” Length of Unit: 4 weeks

Page 7 of 7

Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.1.3 Recognize and illustrate the elements of art to communicate personal experiences.</p> <p>ART.VA.I.1.4 Use revision strategies to enhance personal artwork.</p> <p>ART.VA.II.1.2 Explore the use of knowledge of the elements of art.</p> <p>ART. VA.III.1.1 Explore and discuss reasons behind personal artwork.</p> <p>ART.VA.III.1.5 Discuss why people use art as a creative outlet.</p> <p>ART. VA.IV.1.1 Identify symbols, trademarks, icons, emblems, and other visual motifs in student’s culture.</p> <p>ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.</p> <p>ART.VA.V.1.4 Discover connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about value and use it in my artwork.</p> <p>I can find examples of value in art.</p> <p>I can see value in the colors of my environment.</p> <p>I can create value through painting and use of color in my artwork.</p> <p>I can look at and discuss how artists use value in their artwork.</p>	<p>Value</p> <p>Light</p> <p>Dark</p> <p>Color</p> <p>Bright</p> <p>Dull</p> <p>Tint</p> <p>Shade</p>	<ul style="list-style-type: none"> ● Students will explore the element of value with a variety of materials and tools. ● Students will be able to explain how artists use value to create art. ● Students will be able to explain how artists use value in their artwork. ● Students will produce artwork that demonstrates value. ● Students will discuss and describe visual qualities of value in art. ● Painting with tints and shades ● Color mixing ● Using pattern to show value 	<ul style="list-style-type: none"> ● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan ● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Llang and the Magic Paintbrush” Demi ● Supplies: Tempera paint supplies, black and white paints, mixing trays, markers, chalk pastels, white drawing paper various

