

Teacher: Core Art Grade 1
Course: Art Grade 1

Year: 2016-17
Month: All Months

S Art and Social Change

e

Essential Questions

Content

p Can Art be an agent for Social Change?

symbols for peace

t What Symbols do Artists Use?

how to combine text with imagery

e

how to use oil pastels

m

Boy with Dove by Picasso

b

e

r

O Anti-Bullying

c

Essential Questions

Content

t Can art be used as an agent for social change?

Bullying

o

How to make an effective poster

b

e

r

Collage

Essential Questions

Can you use a variety of materials?

Content

hand painted paper

texture in painting

cutting

gluing

representation of a pumpkin

N Woodland Landscapes

o

Essential Questions

v

What is a landscape

Content

Definition of a landscape

e

background, middle, and foreground

m

horizon line

b

forest habitat

e

paint masking technique

r

D Austrailian Dot Painting

e

Essential Questions

Content

c	What is Aboriginal painting of Australia?	Australian Aboriginies
e		Dream Time
m		Australian Aboriginal symbols
b		Animals of the outback
e		Dot painting
r		

Paper Snowflakes

Essential Questions	Content
How can we use math in art?	Dividing a paper into quarters
	How to effectively cut shapes with scissors
	Watercolor technique

J	printmaking
a	Essential Questions
	Content

n What is a print?

Collagraphs

u

texture

a

visual planning

r

printmaking technique

y

F Map of the Heart

e Essential Questions

Content

b What can art tell us about ourselves?

Map making

r

language arts

u

watercolor painting

a

r

y

M Illuminated Letters

a	Essential Questions	Content
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r	What is an illuminated letter?	Medieval art
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c		History of books
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h		The book of Kells
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Illuminated manuscripts

A paper weaving

p	Essential Questions	Content
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r	How is cloth made?	African kente cloth
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i		paper weaving
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I

geometric design

watercolor painting

pattern

Nature and symmetry

Essential Questions

What is symmetry?

Content

Symmetry

patterns in nature

chalk pastel technique

transfer process

M

a

y

Essential Questions

Content

Book Arts

Essential Questions

Can art tell a story?

Content

popsicle stick and rubber band book structure

art elements color, line, shape, value

following directions

J Pop up Card

u Essential Questions

n Can you use a variety of materials?

Content

pop up card structures

e

combining text and imagery

cutting and gluing

Skills	Assessments	Lessons	Resources
students will be able to generate imagery in response to the question "What does a peaceful world look like?"	Formative View for Understanding Summative completed drawing		oil pastelsdove remplate picasso print
Students will be able to combine text and imagery in their art work			
Students will be able to use oil pastels in a safe an effective manner			
Students with incorporate the dove into a pesonal work of art			

Skills	Assessments	Lessons	Resources
Students will be able to define bullying	Formative View for Understanding Summative Completed poster		paper art supplies of choice
Students will be able to visually represent a bullying situation			
Students will visually represent the results of bullying			

Students will use a variety of art materials that best display their message

Students will use art elements and design principles to create an effective poster on anti-bullying

Skills	Assessments	Lessons	Resources
Students will be able to paint a collage paper using colors found in natural objects(a variety of pumpkins)	Formative View for Understanding		paper glue
Students will be able to use scissors to cut shapes without the use of a template	Summative Completed collage		art supplies of choice
Students will demonstrate correct use of glue stick.			
Students will use crayon to complete a collage of pumpkins.			

Skills	Assessments	Lessons	Resources
Students will be able to identify a landscape painting	Formative View for Understanding		paper tape
Students will be able to describe background, middle ground, and foreground	Summative: Completed painting		paint
Students will be able to draw a horizon line			
Students will use masking tape to place "trees" in their landscape			
Students will use watercolor paint to color the background, middle ground and foreground.			
Students will use oil pastel and color pencils to add forest animals.			

Skills	Assessments	Lessons	Resources
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Students will be able to identify dot painting from Australia	Formative View for Understanding	paper paint
	Summative: Completed painting	cotton
Students will be able to describe Dreamtime as an important subject for Aboriginal painting		swabs
		symbol
Students will be able to identify symbols in Australian art		resource sheet
Students will be able to identify and draw symbols for native Australian animals		
Students will use paint in a unique technique		
Students will create a painting inspired by aboriginal dot paintings in Australia		

Skills	Assessments	Lessons	Resources
Students will be able to fold a coffee filter into quarters	Formative View for Understanding		coffee
	Summative Completed snowflake		filters
Students will be able to cut shapes into the coded coffee filter			scissors
Students will be able to define symmetry			
Students will demonstrate watercolor technique			
Students will create a cut paper snowflake.			

Skills	Assessments	Lessons	Resources
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Students will be able to create a printing plate from foam pieces	Formative View for Understanding Summative Completed print	foam ink paper
Students will add texture to their foam shapes		
Students will plan a visual design using art elements		
Students will be able to roll out ink using a brayer		
Students will create a print		

Skills	Assessments	Lessons	Resources
Students will be able to define "noun"	Formative View for Understanding Summative Completed painting		sharpie markers paper watercolor paint
Students will use nouns to describe what is important in their lives.			
Students will draw a large heart and divide it into regions			
Students will use both words and drawings to map out what is important in their lives.			

Students will use watercolor to complete their "map"

Skills	Assessments	Lessons	Resources
Students will be able to identify illuminated letters	Formative View for Understanding Summative: Completed drawing		foil paper paper crayons color pencil
Students will be able define the medieval period as the dark ages			
Students will be able to describe the Book of kells			
Students will use language arts and visual arts to create a drawing with an illuminated letter			

Skills	Assessments	Lessons	Resources
Students will be able to demonstrate line, shape and pattern	Formative View for Understanding		watercolor paint paper scissors
Students will be able to identify African Kente cloth			

Students will demonstrate geometric patterning

Students will be able to describe weaving process

Students will create a paper weaving using handpainted watercolor paper.

Summative Completed paper weaving

Skills	Assessments	Lessons	Resources
Students will be able to describe symmetry	Formative View for Understanding Summative; completed drawing		oil pastel chalk pastel

Students will demonstrate transfer technique

Students will demonstrate use of line ,color and shape in a butterfly pattern

Students will demonstrate chalk pastel blending

Students will create a chalk pastel butterfly drawing

Skills	Assessments	Lessons	Resources
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Skills	Assessments	Lessons	Resources
<p>Students will be able to follow directions to make a simple book using a popsicle stick and a rubber band.</p> <p>Students will add content illustrating the art elements.</p>	<p>Formative View for Understanding</p> <p>Summative Completed book</p>		<p>popcicle sticks</p> <p>rubber bands</p> <p>paper</p>

Skills	Assessments	Lessons	Resources
<p>Students will be a able to follow directions to make a pop up card structure</p>	<p>Formative View forunderstanding</p> <p>Summative completed card</p>		<p>paper art supplies of choice</p>

Students will add cut outs to enhance their card.

Students will use text and imagery to create a pop up card.

Standards	Special Education Differentiation (for all units)	ELL (for all units)
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.	Modify and accommodate as listed in student's IEP or 504 plan	Provide English/Spanish dictionary for use
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.	Communicate directions clearly and concisely and repeat, reword, modify as necessary	Learn/Utilize/Display some words in the students' native language
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.	Utilize open-ended questioning techniques	Utilize formative assessments to drive student instruction
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.	Chunk tasks into smaller components	Establish a consistent and daily routine
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.	Provide step-by-step instructions	
1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	Model and use visuals as often as possible	
1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.	Create rubrics/allow students to assist with task, so that all are aware of expectations Create modified assessments	
Standards	Provide individualized assistance as necessary	
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.	Allow for group work (strategically selected) and collaboration as necessary Utilize assistive technology as appropriate	
	Provide meaningful feedback and utilize teachable moments	

Utilize auditory reminders as deemed necessary
Establish a consistent and daily routine

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

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

Standards

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.

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.

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.

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.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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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.

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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.

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.

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.

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.

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.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

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.

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.

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.

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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.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

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1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

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.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.

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.

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At Risk (for all units)

Make modifications to instructional plans based on I&RS plans

Develop a record system to encourage good behavior and completion of work

Establish a consistent and daily routine

Gifted and Talented (for all units)

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

