

# Clinton-Glen Gardner School District



## Curriculum Management System

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Visual Arts

Grades 1

October 18, 2017

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 23, 2011  
Revised: October 18, 2017**

# **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

## **ADMINISTRATION**

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Director of Special Services**

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## Acknowledgments

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**Writer's Name: Suzanne Lauricella**

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Barbara Shaffer**

# **Clinton-Glen Gardner School District**

## **Mission**

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

## **Philosophy**

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the visual art program is to contribute to students' regular, sequential arts instruction.

As with any language, artistic literacy provides the tools necessary to express one's self. The visual arts curriculum provides the tools with which students can become artistically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

**New Jersey State Department of Education  
New Jersey Student Learning Standards**

**A note about Visual and Performing Arts Standards and Cumulative Progress Indicators.**

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

**Grade 1  
Visual Art**

**Scope and Sequence**

<b>Quarter I</b>	
<b>Topic: Line</b> I. Line Exploration a. Six lines of art in the environment and in works of art b. Movement in design through line and line repetition c. Linear repetition to develop patterns and texture	<b>Topic: Shape</b> II. Introduction to shapes in art a. Organic and geometric shapes found in nature and in art b. Methods and materials to apply the element of shape to create works of art
<b>Topic: Color</b> III. Color in Art a. How artists express emotions and communicate ideas through color b. Primary and secondary colors	
<b>Quarter II</b>	
<b>Topic: Color</b> IV. Color Families a. Warm colors b. Cool colors c. Color wheel d. Tints e. Shades	<b>Topic: Art Elements</b> V. How artists express themselves a. Elements of art in diverse types of artwork b. Compare and contrast the ways artists have used the art elements, and use this knowledge to generate original works of art c. Create works of art using the basic elements of color, line, shape, form, texture, space and value d. Art mediums and application methods

### Quarter III

#### **Topic: Media and Techniques**

- VI. Exploring art and artists
  - a. Examine how artists have expressed themselves with media and techniques
  - b. Create works of art from their imagination, observations, and experiences
  - c. Media, mediums, and techniques in developing an understanding of the art elements and principles of design

#### **Topic: Form and Space**

- VII. Form exploration
  - a. Two-dimensional shapes and three-dimensional forms
  - b. How artists use space and form to express emotions and communicate ideas
  - c. Create abstract and realistic compositions using space and form and a variety of materials and techniques

### Quarter IV

#### **Topic: Art in Our World**

- VIII. Learning about cultures
  - a. Recognize the art of certain cultures by their unique colors, patterns, methods and materials
  - b. Make connections between visual art and daily life
  - c. Learn about functional art

#### **Topic: Principles of Art**

- IX. Balance and Symmetry
  - a. Design a symmetrical work of art
  - b. Radial Balance in a composition
  - c. Background, foreground and middle ground in different artworks and use this knowledge to design their own landscape

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Line</b>	
	<b>Subject/Grade Level:</b> <b>Grade 1</b> <b>Visual Art</b>	<b>Goal 1:</b> The student will be able to identify the 6 types of lines in a work of art and in nature, and develop an understanding of movement in design through line and line repetition.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions,</b> <b>Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-6	<p>1.1. Distinguish between the six different lines in art and understand that lines have many qualities such as thick and thin. (1.1.2.D.1 )</p> <p>1.2. Identify how artists are affected by past and present cultures. (1.2.2.A.2)</p> <p>1.3. Recognize the contributions of artists from diverse cultures throughout history. (1.2.5.A.3)</p> <p>1.4. Utilize a variety of methods and materials to apply the element of line to create works of art. (1.3.2.D.1)</p> <p>1.5. Discuss how the element of line is used in specific works of art using visual art vocabulary. (1.3.2.D.3)</p> <p>1.6. Recognize lines and linear</p>	<p><b>Essential Questions:</b> Where in our world do we see lines? How can we create art with lines? How does art talk with lines? How can we use line to create pattern and movement?</p> <p><b>Conceptual Understandings:</b> The basic elements of art and principles of design govern art creation and composition.</p> <p>Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p> <p>Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical applications.</p> <p>Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p>	<p><b>Learning Activities:</b> 1 – Linear paper sculptures</p> <p><b>Assessment Models:</b> Teacher observation Class critique Class participations Self-assessment Group/individual oral assessment</p> <p><b>Additional Resources:</b> Elements of Line Poster Fine Art Prints showing examples of how artists use line The Lines Are Coming Smart Board Presentations</p>



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Line</b>	
	<b>Subject/Grade Level:</b> <b>Grade 1</b> <b>Visual Art</b>	<b>Goal 1:</b> The student will be able to identify the 6 types of lines in a work of art and in nature, and develop an understanding of movement in design through line and line repetition.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>patterns in nature. (1.4.2.A.1, 1.4.2.A.4)</p> <p>1.7. Apply the principles of positive critique. (1.4.2.B.2)</p> <p>1.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.11. Express needs, wants, and feelings appropriately in</p>	<p>Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>	

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Line</b>	
	<b>Subject/Grade Level:</b> <b>Grade 1</b> <b>Visual Art</b>	<b>Goal 1:</b> The student will be able to identify the 6 types of lines in a work of art and in nature, and develop an understanding of movement in design through line and line repetition.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>various situations. (9.1.4.D.2)</p> <p>1.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Shape</b>	
		<b>Goal 2:</b> The student will be able to recognize organic and geometric shapes found in nature and in art, and will explore shape using a variety of mediums, techniques and materials and understand that shapes can be used to create many different styles of art including realistic and abstract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-4	<p>2.1. Identify the basic art element of shape. Distinguish between geometric and organic shapes in their environment and in works of art. (1.1.2.D.1)</p> <p>2.2. Discuss how the element of shape is used in specific works of art. (1.1.2.D.2)</p> <p>2.3. Utilize a variety of methods and materials to create works of art. Employ basic visual art vocabulary to discuss how artists used the element of shape. (1.3.2.D.3)</p> <p>2.4. Make decisions on how to use the element of shape to express emotions or communicate ideas based on cultural and historical art references. (1.4.2.A.2)</p> <p>2.5. Recognize shapes in nature.</p>	<p><b>Essential Questions:</b> Where in our world do we see shapes? How can we create art with shapes?</p> <p><b>Conceptual Understandings:</b> The basic elements of art and principles of design govern art creation and composition.  The elements of art and principles of design are universal.  Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.  Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>	<p><b>Learning Activities:</b> 1 – Picasso self-portraits using line and shape - Kandinsky shape and linear exploration</p> <p><b>Assessment Models:</b> Teacher observation Class critique Class participation Group/individual oral assessment Self-assessment.</p> <p><b>Additional Resources:</b> Art Elements visuals on shape and form Smart Board presentation Fine art reproductions</p>

Suggested days of Instruction	Curriculum Management System	<b>Topic: Shape</b>	
	<u>Subject/Grade Level:</u> <b>Grades 1</b> <b>Visual Art</b>	<u>Goal 2:</u> The student will be able to recognize organic and geometric shapes found in nature and in art, and will explore shape using a variety of mediums, techniques and materials and understand that shapes can be used to create many different styles of art including realistic and abstract.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(1.4.2.A.4)</p> <p>2.6. Recognize the theme or subject in an artwork. (1.4.2.B.3)</p> <p>2.7. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>2.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.10. Use effective oral and written communication in face-to-face and online interactions and when</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Shape</b>	
		<b>Goal 2:</b> The student will be able to recognize organic and geometric shapes found in nature and in art, and will explore shape using a variety of mediums, techniques and materials and understand that shapes can be used to create many different styles of art including realistic and abstract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>presenting to an audience. (9.1.4.D.1)</p> <p>2.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.12. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Color</b>	
		<b>Goal 3:</b> The student will be able to identify and effectively utilize primary and secondary colors to create works of art utilizing various media, art mediums, and techniques.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-5	<p>3.1. Improve their perception of color in art. (1.1.2.D.1)</p> <p>3.2. Explore the art element color through various media, tools, and techniques. (1.3.2.D.4)</p> <p>3.3. Discuss their thoughts and feelings of how artists used the element of color in various styles of art. (1.4.2.A.1)</p> <p>3.4. Distinguish between primary and secondary colors in their environment and in works of art. (1.3.2.D.3)</p> <p>3.5. Observe the basic element of color in visual artworks and formulate objective assessments. (1.4.2.B.1)</p> <p>3.6. Participate in brainstorming sessions to seek information, ideas, and</p>	<p><b>Essential Questions:</b> Where do we see colors? What are some ways that colors make you feel? How can we create art with color?</p> <p><b>Conceptual Understandings:</b> Color is an element of art and is part of the art vocabulary we need to know about in order to discuss the world of art.  Artists explore with the element of color to create works of art.  Artists throughout history have used colors to create art.  Colors can be used to express emotions and communicate ideas.</p>	<p><b>Learning Activities:</b> 1 – Portrait painting – primary and secondary colors</p> <p><b>Assessment Models:</b> Teacher observation Class critique Class participation Group/individual oral assessment Self-assessment.</p> <p><b>Additional Resources:</b> Color Wheel, Elements of Color Poster Fine Art prints, examples of how artists use color Smart Board presentations</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Color</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 3:</b> The student will be able to identify and effectively utilize primary and secondary colors to create works of art utilizing various media, art mediums, and techniques.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.10. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Color</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 3:</b> The student will be able to identify and effectively utilize primary and secondary colors to create works of art utilizing various media, art mediums, and techniques.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(9.1.4.F.1)  3.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)  3.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		



Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grades 1 Visual Art</b>	<b>Topic: Color</b>	
		<b>Goal 4:</b> The student will be able to expand knowledge of color theory by utilizing tints and shades, and warm and cool color applications to create contrast and emphasis in works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-5	<p>4.1. Identify the use of warm and cool colors, as well as tints and shades in diverse types of artwork. (1.1.2.D.1)</p> <p>4.2. Explore various media, tools and techniques to further understand and express themselves through color. (1.3.2.D.1)</p> <p>4.3. Utilize visual art vocabulary based in color theory to demonstrate knowledge of the color wheel and color families. (1.3.2.D.3)</p> <p>4.4. Demonstrate how color is all around us and in nature. (1.4.2.A.4)</p> <p>4.5. Utilize appropriate vocabulary in giving and receiving positive responses through critique. (1.4.2.B.2)</p> <p>4.6. Participate in brainstorming</p>	<p><b>Essential Questions:</b> How do artists use color to express an idea or emotion? How do artists choose color families to create emphasis or contrast?</p> <p><b>Conceptual Understandings:</b> Color is an element of art and is part of the art vocabulary we need to know about in order to discuss the world of art.</p> <p>Artists explore with the element of color to create works of art.</p> <p>Artists throughout history have used colors to create art.</p> <p>Colors can be used to express emotions and communicate ideas.</p> <p>A color wheel is a tool artists use to see the relationships of colors. It shows the colors of the rainbow (the color spectrum) in order</p> <p>An artist uses color to create in many different styles including realistic and abstract.</p>	<p><b>Learning Activities:</b> 1 – Frank Lloyd Wright tints and shades - Warm and cool still life drawing</p> <p><b>Assessment Models:</b> Teacher observation Class critique Class participation Group/individual oral assessment Self-assessment</p> <p><b>Additional Resources:</b> Smart board lessons on color Fine art prints showing examples of color Art element poster of color Color wheel</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Color</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 4:</b> The student will be able to expand knowledge of color theory by utilizing tints and shades, and warm and cool color applications to create contrast and emphasis in works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.10. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Color</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 4:</b> The student will be able to expand knowledge of color theory by utilizing tints and shades, and warm and cool color applications to create contrast and emphasis in works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>in the home, school, and community. (9.1.4.F.1)</p> <p>4.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>4.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Art Elements</b>	
		<b>Goal 5:</b> The student will be able to identify the art elements, compare and contrast the ways artists have used them in works of art, and use this knowledge to create their own works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2 – 5	<p>5.1. Identify the 7 elements of art in diverse types of artwork. (1.1.2.D.1)</p> <p>5.2. Compare and contrast how artists have used various mediums that use the same elements of art. (1.1.2.D.2)</p> <p>5.3. Utilize the basic elements of color, line, shape, form, texture and space to express ideas and create works of art. (1.3.2.D.1)</p> <p>5.4. Utilize basic visual art vocabulary to demonstrate knowledge of the elements of art. (1.3.2.D.3)</p> <p>5.5. Explore various mediums, tools and techniques to illustrate their understanding of the elements of art. (1.3.2.D.4)</p> <p>5.6. Identify characteristic</p>	<p><b>Essential Questions:</b> How do artists communicate with the elements of art? How do various cultures use the elements of art to convey a story or express ideas? How can learning about the elements of art make you a better artist?</p> <p><b>Conceptual Understandings:</b> There are many ways that artists use the elements of art to communicate ideas and express emotion.  Knowledge of art vocabulary is an essential tool for creating and discussing art.  We can find the elements of art in nature and in our environment.  Some artists and cultures focus on expressing</p>	<p><b>Learning Activities:</b> 1 – Coral Reef (shape, texture, line, tints and shades, color, and form)</p> <p><b>Assessment Models:</b> Teacher observation Self-assessment Class participation Group critique Group/individual oral assessment</p> <p><b>Additional Resources:</b> Fine art reproductions Art elements posters Smart board lessons on the elements of art Wilton Series on the Elements of Art Power point presentation on the elements of art</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Art Elements</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 5:</b> The student will be able to identify the art elements, compare and contrast the ways artists have used them in works of art, and use this knowledge to create their own works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>theme-based works of art, such as family and community, from various historical and cultural references. (1.2.2.A.1)</p> <p>5.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.10. Express needs, wants, and feelings appropriately in various situations.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Art Elements</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 5:</b> The student will be able to identify the art elements, compare and contrast the ways artists have used them in works of art, and use this knowledge to create their own works of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(9.1.4.D.2)</p> <p>5.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>5.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Artist Media and Techniques</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 6:</b> The student will be able to express themselves with media and techniques in learning about artists and art history.	
		<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-4	<p>6.1. Compare and contrast the use of art elements and principles of design in different media (including two and three dimensional works of art). (1.1.5.D.2)</p> <p>6.2. Utilize methods and media appropriate to a variety of art forms including painting, sculpting, drawing and printmaking. (1.3.5.D.4)</p> <p>6.3. Understand that artists use a variety of methods and media as a tool for self-expression. (1.3.5.D.2)</p> <p>6.4. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>6.5. Participate in brainstorming sessions to seek information, ideas, and</p>	<p><b>Essential Questions:</b> Why do people make art? How do artists express themselves? What types of decisions do artists make when creating art?</p> <p><b>Conceptual Understandings:</b> There are many connections between visual art and daily life.  Artists use their own experiences to create works of art.  Media are the materials used by an artist to create a work of art.  Artists use a variety of techniques and processes to manipulate media to achieve desired effects.  Artists use different media and tools to communicate.</p>	<p><b>Learning Activities:</b> 1 - Tissue paper and watercolor collage (Eric Carle's Mr. Seahorse) - Printmaking – Japanese printing Gyotkyu</p> <p><b>Assessment Models:</b> Teacher observation Class participation Self-assessment Group/individual oral assessment</p> <p><b>Additional Resources:</b> Smart Board presentations Fine art visuals</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Artist Media and Techniques</b>	
		<b>Goal 6:</b> The student will be able to express themselves with media and techniques in learning about artists and art history.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	strategies that foster creative thinking. (9.1.4.B.1)  6.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)  6.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  6.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)  6.9. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)		



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u><b>Subject/Grade Level:</b></u> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Artist Media and Techniques</b>	
		<b>Goal 6:</b> The student will be able to express themselves with media and techniques in learning about artists and art history.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	6.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)  6.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Form and Space</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 7:</b> The student will be able to utilize a variety of mediums, techniques and materials to further understand that space and form can be used to create many different styles of art including abstract and realistic.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-8	<p>7.1. Improve their perception of space and form in art. (1.1.2.D.1)</p> <p>7.2. Distinguish between two-dimensional shapes and three-dimensional forms. Identify areas of space around and within objects. (1.3.2.D.3)</p> <p>7.3. Express their understanding of the elements of space and form through the use of various media and techniques. (1.3.2.D.4)</p> <p>7.4. Compare and contrast culturally and historically diverse works of art that communicate emotion and meaning. (1.4.2.A.2)</p> <p>7.5. Apply the principles of positive critique in giving and receiving responses. (1.4.2.B.2)</p>	<p><b>Essential Questions:</b> Where in our environment do we see form and space? How do artist use different media and techniques to express themselves through space and form?</p> <p><b>Conceptual Understandings:</b> An artist uses form and space to create in many different styles including realistic and abstract.</p> <p>Artists throughout history have used space and form to create art.</p> <p>Artists experiment with the elements of space and form to create works of art.</p> <p>Artists use a variety of materials, tools, and techniques to express ideas and emotions through the elements of space and form.</p> <p>A form is a 3-dimensional object with height, width, and depth.</p> <p>Space is the area around and within an object.</p>	<p><b>Learning Activities:</b> 1 – Linear paper sculpture - Slab – relief sculpture</p> <p><b>Assessment Models:</b> Teacher observation Class participation Self-assessment Group/individual oral assessments</p> <p><b>Additional Resources:</b> Fine Art reproductions Smart Board presentations Art Element Visuals on Form and Space</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u><b>Subject/Grade Level:</b></u> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Form and Space</b>	
		<u><b>Goal 7:</b></u> The student will be able to utilize a variety of mediums, techniques and materials to further understand that space and form can be used to create many different styles of art including abstract and realistic.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>7.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.8. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>7.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Art in Our World</b>	
		<b>Goal 8:</b> The student will be able to develop an understanding of the function and purpose of art-making across cultures, and the reflection of societal values and beliefs.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-6	<p>8.1. Identify the elements of art and principles of design in artwork from various cultures. (1.1.2.D.1)</p> <p>8.2. Identify characteristics of theme-based artwork from various world cultures. (1.2.2.A.1)</p> <p>8.3. Employ basic visual art vocabulary to demonstrate knowledge of the materials, tools and techniques used by different cultures to tell stories and express ideas. (1.3.2.D.3)</p> <p>8.4. Create two- and three-dimensional works of art using the elements of color, line, shape, form, texture and space, as well as a variety of art mediums and applications. (1.3.2.D.1)</p> <p>8.5. Use symbols to create personal works of art based on age-appropriate themes.</p>	<p><b>Essential Questions:</b> How can art be functional? How do cultures differ in their purpose of art making? How do artists use elements of art and principles of design to express their ideas in different cultures?</p> <p><b>Conceptual Understandings:</b> People of all cultures have created art throughout history.  Many cultures have their own style and purpose for creating art.  Some cultures use symbols in their artwork to communicate ideas, tell stories, and share beliefs.  Many cultures' artwork is recognizable in their use of color, patterns, methods and materials.  There are connections between visual art and daily life.</p>	<p><b>Learning Activities:</b> 1 - Aboriginal paintings</p> <p><b>Assessment Models:</b> Teacher observation Class participation Self-assessment Group/individual oral assessment</p> <p><b>Additional Resources:</b> Smart Board presentations Fine Art reproductions National Museum of Art Cultural Art visuals both two-dimensional and three-dimensional artworks</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Art in Our World</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 8:</b> The student will be able to develop an understanding of the function and purpose of art-making across cultures, and the reflection of societal values and beliefs.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(1.3.2.D.2)  8.6. Create works of art based on observations of the physical world and that illustrate how art is a part of every day life. (1.3.2.D.5)  8.7. Identify aesthetic qualities of exemplary works of art. (1.4.2.A.1)  8.8. Use imagination to create a story based on an arts experience that communicated an emotion or feeling. (1.4.2.A.3)  8.9. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)  8.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Art in Our World</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 8:</b> The student will be able to develop an understanding of the function and purpose of art-making across cultures, and the reflection of societal values and beliefs.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(9.1.4.D.1)</p> <p>8.11. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>8.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>8.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Topic: Principles of Art</b>	
		<b>Goal 9:</b> The student will be able to identify and utilize the principles of pattern, balance, proportion and unity in creating their own artwork.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
2-5	<p>9.1. Identify and utilize the principles of Balance, Pattern, Proportion and Unity in diverse types of artwork. (1.1.2.D.1)</p> <p>9.2. Develop observation skills by reproducing the elements and principles they see in artworks and in objects from nature. (1.3.2.D.5)</p> <p>9.3. Recognize foreground, background, and middle ground in different works of art, and use this knowledge as well as the rules of perspective to create depth in their artwork. (1.3.2.D.1)</p> <p>9.4. Demonstrate the ability to apply symmetry to create a work of art. Utilize Radial Balance in creating a work of art. (1.3.2.D.5)</p> <p>9.5. Apply the principles of</p>	<p><b>Essential Questions:</b> Where do we see patterns in nature and in our environment? Where in nature do we see symmetry? How do artists use perspective to create an illusion?</p> <p><b>Conceptual Understandings:</b> The principles of design govern art creation and composition.  Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step towards visual literacy.  The principles of design can be applied in an infinite number of ways to express personal responses to creative problems.  The creation of art is driven by the principles of balance, unity, proportion, emphasis, movement, and pattern.</p>	<p><b>Learning Activities:</b> 1 – Matisse patterned still life</p> <p><b>Assessment Models:</b> Teacher observation Class participation Group/individual oral assessment Self-assessment</p> <p><b>Additional Resources:</b> Smart Board presentations Fine art reproductions demonstrating symmetry, pattern, balance, perspective, Principles of Design posters</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Principles of Art</b>	
	<b>Subject/Grade Level:</b> <b>Grades 1</b> <b>Visual Art</b>	<b>Goal 9:</b> The student will be able to identify and utilize the principles of pattern, balance, proportion and unity in creating their own artwork.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>proportion, balance, and unity to create a self-portrait. (1.4.2.A.2)</p> <p>9.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>9.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>9.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>9.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		



