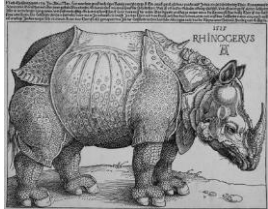
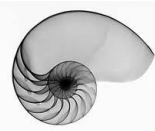


Unit of Study Elements of Art - Line	1 st GRADE	Quarter 1	VISUAL ART 2013
Key Concepts:		Skills:	
<ul style="list-style-type: none"> The student can create art by using a variety of line types and qualities and understand how arts use line to create images 		<ul style="list-style-type: none"> Use pencil/pens, scissors, glue and rulers Can group objects and have them touch Can repeat patterns 	
Standards:			
<ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. 			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can combine organic and geometric lines I can show correct size relationships 	line organic line curved geometric line straight zigzag solid broken dotted repetition patterns horizontal vertical diagonal rhythm	<ul style="list-style-type: none"> Recognize the difference between organic lines and geometric line. Experiment with spiral, curve, zigzag lines forming patterns. Read <i>Ish</i> by Peter H. Reynolds Practice making lines that are horizontal, vertical, and diagonal. Recognize objects that form a line and arrange objects into a line. Draw a picture of your house using as different types of line with your family in front showing correct size relationships. 	
Visual Art / Common Core Language Objectives		Additional Resources	
<ul style="list-style-type: none"> Describe the picture of your house. Speak audibly and express thoughts, feelings, and ideas clearly. Use the drawing of your house and family to describe each family member. 	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 1 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Visual Artists: Albrecht Dürer, Wassily Kandinsky Websites www.guggenheimcollection.org www.moma.org www.jasperjohns.com 		
Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Class Assessment Spiral B&W PreK-2nd Grade Art			

Key Concepts:	Skills:
<ul style="list-style-type: none"> The student understands that objects are represented by shapes (organic or geometric) which are defined by outlines. 	<ul style="list-style-type: none"> Understand that all objects consist of shapes. Recognize the 3 basic shapes Identify organic shapes Overlap shapes


Standards:

Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.

➤ **Perceiving** –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.

➤ **Expressing** – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.

➤ **Contextualizing** –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.

Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> I can combine and overlap shapes I can repeat shapes making patterns I can make basic shapes in clay 	shape geometric shapes organic shapes overlap outline position still life	<ul style="list-style-type: none"> Identify geometric shapes in the classroom Show organic shapes found in nature. Have students draw geometric and organic shapes. Have students choose one of their organic shapes and draw it several more times to create a pattern. Next cut out the shapes and arrange the shapes on paper. Overlap some of the shapes then glue to paper. Mold and sculpt 3-D geometric and organic shapes using clay.
Visual Art / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> Engage in collaborative discussions about clay objects. 	 <p>“The Equatorial Jungle” by Henri Rousseau</p>	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 1 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Visual Artists: Henri Rosseau, Jacob Lawrence, Pablo Picasso, Paul Cézanne www.nga.gov/education/classroom/ GSD Warehouse – air dry clay 171640 CLAY CONTAINER, 5 GALLON BUCKET WITH LID

Assessment Options:

The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map [Class Assessment Spiral B&W PreK-2nd Grade Art](#)

Unit of Study Elements of Art - Texture	1 st GRADE	Quarter 3	VISUAL ART 2013
--	-----------------------	-----------	-----------------


Key Concepts:	Skills:
<ul style="list-style-type: none"> The student can identify texture, pattern and rhythm in works of art. 	<ul style="list-style-type: none"> Understand that all objects have texture Recognize smooth and rough textures

Standards:
<ul style="list-style-type: none"> ➤ Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. ➤ Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. ➤ Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. ➤ Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills.


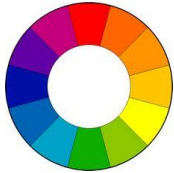
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
-------------------------------	--------------------------------	----------------------

<ul style="list-style-type: none"> I can recognize all objects have texture I can recognize smooth and rough textures I can stamp impressions into clay I can make texture “rubbings” 	<p>texture rubbing</p> 	<ul style="list-style-type: none"> Locate actual textures in classroom. Identify their characteristics and classify them in categories of rough or smooth. Press items found in the environment and in nature, into clay (<i>air dry clay available in our warehouse</i>) to make texture impressions. Read <i>Is it Rough? Is it Smooth? Is it Shiny?</i> By Tana Hoban Texture Rubbings
---	---	---

Visual Art / Common Core Language Objectives	Additional Resources
--	----------------------

<ul style="list-style-type: none"> Use information gained from textures in the classroom to identify their characteristics and classify them in categories of rough or smooth. Describe the relationship between rough and smooth objects. 	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 1 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center GSD Warehouse – air dry clay 171640 CLAY CONTAINER, 5 GALLON BUCKET WITH LID
--	--

<p>Assessment Options:</p> <p>The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Class Assessment Spiral B&W PreK-2nd Grade Art</p>
--

<p align="center">Unit of Study Elements of Art - Color</p>	<p align="center">1st GRADE</p>	<p align="center">Quarter 4</p>	<p align="center">VISUAL ART 2013</p>
<p>Concepts:</p>		<p>Skills:</p>	
<p>The student can understand the color wheel and the 3 primary and the 3 secondary colors. The student understands how secondary colors are created.</p>		<ul style="list-style-type: none"> Identify colors on the color wheel Understand which colors are warm ad cool Understand how to mix primary colors producing secondary colors 	
<p>Standards:</p>			
<ul style="list-style-type: none"> ➤ Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. ➤ Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. ➤ Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. ➤ Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. 			
<p align="center">Visual Art Content Objectives</p>	<p align="center">Vocabulary students should use</p>	<p align="center">Lessons (Activities)</p>	
<ul style="list-style-type: none"> I can make secondary colors I can use color to express my feelings <p align="center">Jackson Pollock "Mural"</p> 	<p>color wheel primary color secondary color abstract unity</p>	<ul style="list-style-type: none"> Match primary colors to a color wheel. Begin with pasting colored construction paper to correct site. Later use paint, crayons or markers to identify colors and their placement within a color wheel. Mix primary colored play dough to get secondary colors. Use primary colors to make an abstract painting with unity 	
<p align="center">Visual Art / Common Core Language Objectives</p>		<p align="center">Additional Resources</p>	
<ul style="list-style-type: none"> Describe how different colors make you feel. Conduct short research projects that build knowledge about how colors make other people feel. Engage in a collaborative discussion about your research 		<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 1 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center Color Theory 	
<p>Assessment Options:</p>			
<p>The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Class Assessment Spiral B&W PreK-2nd Grade Art</p>			