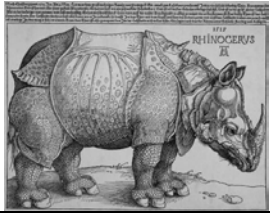








Key Concepts:	Skills:
<ul style="list-style-type: none"> □ The student can create art by using a variety of line types and qualities and understand how arts use line to create images. 	<ul style="list-style-type: none"> ● Use pencil/pens, scissors, glue and rulers ● Can group objects and have them touch ● Can repeat patterns

Standards:
<ul style="list-style-type: none"> ➤ CREATE (1.V.CR.2) Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, scul-ptures, or other visual means. ➤ PRESENT (1.V.P.1) Demonstrate why some objects, artifacts, and artworks are valued over others. ➤ RESPOND (1.V.R.1) Select works of art that illustrate daily life experiences of one’s self and others, and compare images that represent the same subject. ➤ CONNECT (V.CO.2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

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. <p>For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.</p>		<ul style="list-style-type: none"> ● *Springville Art Posters; each school has a set in their Media Center ● Visual Artists: Albrecht Dürer, Wassily Kandinsky ● Artprojectsforkids.org ● Arttoremember.com ● Dick Blick Art Supplies ● Mrs. Brown’s 1st Grade Art Lesson Plans ● Websites <ul style="list-style-type: none"> Guggenheim Collection www.moma.org www.smofa.org/lesson-plans.php Jasper Johns MOMA collection

Unit of Study Elements of Art - Shape		1 st GRADE	Quarter 2	VISUAL ART 2018
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:				
<ul style="list-style-type: none"> CREATE (1.V.CR.2) Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. PRESENT (1.V.P.1) Demonstrate why some objects, artifacts, and artworks are valued over others. RESPOND (1.V.R.1) Select works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject. CONNECT (V.CO.2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons. 				
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 I can make basic shapes with paper 		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. For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		 <p>"The Equatorial Jungle" by Henri Rousseau</p>	<ul style="list-style-type: none"> *Springville Art Posters; each school has a set in their Media Center Visual Artists: Henri Rousseau, Jacob Lawrence, Pablo Picasso, Paul Cézanne Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies Mrs. Brown's 1st Grade Art Lesson Plans www.nga.gov/education/ GSD Warehouse – air dry clay 171640 CLAY CONTAINER, 5 GALLON BUCKET WITH LID 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study Elements of Art - Texture	1 st GRADE	Quarter 3	VISUAL ART 2018
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"> ➤ CREATE (1.V.CR.2) Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. ➤ PRESENT (1.V.P.1) Demonstrate why some objects, artifacts, and artworks are valued over others. ➤ RESPOND (1.V.R.1) Select works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject. ➤ CONNECT (V.CO.2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons. 			
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" 	texture rubbing 	<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 	
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. • For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 	<ul style="list-style-type: none"> • *Springville Art Posters; each school has a set in their Media Center • Artprojectsforkids.org • Arttoremember.com • Dick Blick Art Supplies • Mrs. Brown's 1st Grade Art Lesson Plans • GSD Warehouse – air dry clay 171640 CLAY CONTAINER, 5 GALLON BUCKET WITH LID 		
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.			

<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 2018</p>
<p>Concepts:</p>		<p>Skills:</p>	
<ul style="list-style-type: none"> The student can understand the color wheel and the 3 primary and the 3 secondary colors. The student understands how secondary colors are created. 		<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"> ➤ CREATE (1.V.CR.2) Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculp-tures, or other visual means. ➤ PRESENT (1.V.P.1) Demonstrate why some objects, artifacts, and artworks are valued over others. ➤ RESPOND (1.V.R.1) Select works of art that illustrate daily life experiences of one’s self and others, and compare images that represent the same subject. ➤ CONNECT (V.CO.2) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons. 			
<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 For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		<ul style="list-style-type: none"> *Springville Art Posters; each school has a set in their Media Center Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies Mrs. Brown’s 1st Grade Art Lesson Plans Color Theory 	
<p>Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.</p>			