## Key Concepts:
- The student can create art by using a variety of line types and qualities and understand how arts use line to create images.

## Skills:
- Use pencil/pens, scissors, glue and rulers
- Can group objects and have them touch
- Can repeat patterns

## Standards:
- **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
- I can combine organic and geometric lines
- I can show correct size relationships

## Vocabulary
- **organic line**
- **geometric line**
- **curved line**
- **straight line**
- **zigzag line**
- **solid line**
- **broken line**
- **dotted line**
- **repetition**
- **patterns**
- **horizontal line**
- **vertical line**
- **diagonal line**
- **rhythm**

## Lessons (Activities)
- Recognize the difference between **organic lines** and **geometric line**.
- Experiment with **spiral**, **curve**, **zigzag** lines forming **patterns**.
- Read *Ish* 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
- 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.

## Additional Resources
- *Springville Art Posters; each school has a set in their Media Center
- Visual Artists: Albrecht Dürer, Wassily Kandinsky
- [Artprojectsforkids.org](http://artprojectsforkids.org)
- [Arttoremember.com](http://arttoremember.com)
- [Dick Blick Art Supplies](http://dickblick.com)
- [Mrs. Brown’s 1st Grade Art Lesson Plans](http://www.mrsbrown1stgradart.com)
- Websites
  - [Guggenheim Collection](http://www.guggenheim.org)
  - [www.moma.org](http://www.moma.org)
  - [www.smofa.org/lesson-plans.php](http://www.smofa.org/lesson-plans.php)
  - [Jasper Johns MOMA collection](http://www.moma.org)

## 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 - Shape**

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## Key Concepts:

- The student understands that objects are represented by shapes (organic or geometric) which are defined by outlines.

## Skills:

- Understand that all objects consist of shapes
- Recognize the 3 basic shapes
- Identify organic shapes
- Overlap shapes

## Standards:

- **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.

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## Visual Art Content Objectives

- 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

## Vocabulary students should use

- shape
- geometric shapes
- organic shapes
- overlap
- outline
- position
- still life

## Lessons (Activities)

- 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.

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## Visual Art / Common Core Language Objectives

- 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.

## Additional Resources

- *Springville Art Posters; each school has a set in their Media Center*
- Visual Artists: Henri Rosseau, Jacob Lawrence, Pablo Picasso, Paul Cézanne
- [Artprojectsforkids.org](http://Artprojectsforkids.org)
- [Arttoremember.com](http://Arttoremember.com)
- [Dick Blick Art Supplies](http://DickBlick.com)
- [Mrs. Brown’s 1st Grade Art Lesson Plans](http://MrsBrown.com)
- [www.nga.gov/education/](http://www.nga.gov/education/)
- GSD Warehouse – air dry clay 171640 CLAY CONTAINER, 5 GALLON BUCKET WITH LID

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## 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**

#### Key Concepts:

- The student can identify texture, pattern and rhythm in works of art.

#### Standards:

- **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

- 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”

#### Vocabulary students should use

- texture
- rubbing

#### Lessons (Activities)

- 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 (*)air dry clay available in our warehouse* to make texture impressions.
- Read *Is it Rough? Is it Smooth? Is it Shiny?* By Tana Hoban

#### Visual Art / Common Core Language Objectives

- 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.

#### Additional Resources

- *Springville Art Posters; each school has a set in their Media Center*
- [Artprojectsforkids.org](http://Artprojectsforkids.org)
- [Arttoremember.com](http://Arttoremember.com)
- [Dick Blick Art Supplies](http://DickBlickArtSupplies.com)
- [Mrs. Brown’s 1st Grade Art Lesson Plans](http://MrsBrown1stGradeArtLessonPlans.com)
- 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.
### Visual Art Content Objectives

- I can make secondary colors
- I can use color to express my feelings

#### Vocabulary students should use
- color wheel
- primary color
- secondary color
- abstract
- unity

#### Lessons (Activities)
- 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

### Visual Art / Common Core Language Objectives

- 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.

### Additional Resources

- 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

### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.