

Grade Level: First Grade

Visual Arts Curriculum Framework

Artistic Process: Creating

National Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Enduring

Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential

Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



Drawing

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
<p>Create drawings that demonstrates:</p> <ol style="list-style-type: none"> 1. Experimentation with various drawing materials, such as oil pastels, colored pencils, and permanent marker. 2. Drawing a human figure. 3. Drawing an object that displays symmetry. 4. Use of vertical, horizontal, and diagonal lines. 5. Use of horizon line, foreground, and background. 6. Use of secondary colors. 7. Use pattern. 	<ul style="list-style-type: none"> • Create a landscape using horizon line, background, foreground, and details. • <i>Snowmen at Night</i>: by Caralyn Buehner, illustrated by Mark Bueher. • Keith Haring, <i>Dance Party</i> – create a collaborative mural drawing. • Create a Mondrian inspired work. • Create a drawing of a symmetrical butterfly inspired by Hiroshige. • Create a Frida Kahlo inspired self-portrait. 	<ol style="list-style-type: none"> 1. Identify and use safely and proficiently oil pastels, colored pencils and permanent markers. 2. Create a human body with head, torso, arms, and legs. 3. Create and identify a symmetrical object. 4. Create and identify directional and various line types. 5. Create and identify a horizon line, foreground and background. 6. Create and identify secondary colors in drawing. 7. Create a pattern. 		
<p>Vocabulary <i>Background</i> <i>Colored Pencil</i> <i>Detail</i></p>	<p><i>Diagonal</i> <i>Foreground</i> <i>Horizon Line</i></p>	<p><i>Horizontal</i> <i>Oil Pastel</i> <i>Pattern</i></p>	<p><i>Repetition</i> <i>Secondary Color</i> <i>Symmetry</i></p>	<p><i>Vertical</i></p>



Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
Create paintings that demonstrate: <ol style="list-style-type: none"> 1. Resist technique. 2. Use of watercolor paints. 3. Wet-on-dry technique. 4. Wet-on-wet technique. 5. Use of tempera paints. 6. Use of color mixing to create secondary colors 	<ul style="list-style-type: none"> • Jackson Pollock action painting. Literature: <i>Action Jackson</i> by Jan Greenberg and Sandra Jordon. • Wet on wet watercolor to create an animal skin. • Literature to inspire: <i>Giraffes Can't Dance</i> by Giles Andrea and Guy Parker-Rees • Create a paper batik resist inspired by the quilt makers of Gee's Bend (create a community/ classroom quilt). • Use tempera to mix secondary colors to create an Eric Carle inspired caterpillar. • Create a painting inspired by the book, <i>Mouse Paint</i> demonstrating the mixing of secondary colors. • Create a watercolor crayon resist painting inspired by the water lily paintings of Claude Monet. • Use watercolor crayon resist technique to create a landscape painting of a farm inspired by <i>Cows</i> by Vincent Van Gogh. • Edward Hicks: <i>The Peaceable Kingdom</i>. Create a painting of a lion using tempera paint. 	<ol style="list-style-type: none"> 1. Create a painting that displays a resist technique. 2. Create a painting that displays wet-on-wet/ wet-on-dry watercolor technique. 3. Create a painting using tempera paint. 4. Create a painting that uses color mixing for secondary colors. 	
Vocabulary <i>Primary color</i>	<i>Resist</i> <i>Secondary color</i>	<i>Tempera Paint</i> <i>Watercolor</i>	<i>Wet-on-dry</i> <i>Wet-on-wet</i>

Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a print that demonstrates: <ol style="list-style-type: none"> 1. Using various elements of art. 	<ul style="list-style-type: none"> • Mono-print inspired by Andy Warhol's <i>Flowers</i>. • Yarn Block printing. • Found Object Printing. • Cultural printmaking: example Gyo-taku fish print from Japan. • Star light/star bright poem. Students create a star mono print and write a wish on the border. 	<ol style="list-style-type: none"> 1. Create a print that displays at least two elements of art. 		
Vocabulary	<i>Brayer</i>	<i>Found object</i>	<i>Mono-print</i>	<i>Plate</i>



Ceramics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a ceramics piece that demonstrates: <ol style="list-style-type: none"> Using the pinch technique. Use of glaze. Use of texture. 	<ul style="list-style-type: none"> <i>Rhyming Dust Bunnies</i> by Jan Thomas. Create a pinch pot animal Culturally influenced/ pattern applied to pinch pot. 	1. Create a pinch pot that displays: <ul style="list-style-type: none"> Proper pinch technique. Glaze techniques. And applied design/ or texture.
Vocabulary <i>Ceramics</i>	<i>Clay</i> <i>Fire</i>	<i>Glaze</i> <i>Kiln</i>
		<i>Pinch</i>

Sculpture

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a 3 Dimensional sculpture that demonstrates: <ol style="list-style-type: none"> Use of different mediums such as paper, wood, and found objects. 	<ul style="list-style-type: none"> Xu Bing: <i>Phoenix</i>. Create an animal out of found/recycled objects. Alexander Calder – create a simple wire sculpture. Create a wood sculpture Create a paper sculpture Create Paul Klee inspired puppets. Create paper masks 	1. Create a 3-dimensional sculpture that demonstrates form and balance.
Vocabulary <i>3-Dimensional</i>	<i>Balance</i> <i>Form</i>	<i>Found object</i> <i>Sculpture</i>



Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a collage that demonstrates: <ol style="list-style-type: none"> 1. The use of collage method. 2. Use of a variety of mixed media. 	<ul style="list-style-type: none"> • Eric Carle- Create a torn paper Collage based on "Spilt Milk" "Very Hungry Caterpillar" "The Grouchy Lady Bug" • Wayne Thiebaud- paper ice cream cone. • Kadinsky- stacked circle collage. • Picasso- Create cubist snowmen. 	<ol style="list-style-type: none"> 1. Create a collage using mixed media. 2. Create a collage using tearing, cutting, folding and gluing.
Vocabulary 2-D 3-D	<i>Abstract</i> <i>Collage</i> <i>Cut</i>	<i>Fold</i> <i>Glue</i> <i>Mixed media</i>
		<i>Realistic</i> <i>Tear</i>

Technology/Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> 1. Identify how technology is used in art. 2. Be exposed to art videos. 3. Interact with a smart board or ENO board. 	<ul style="list-style-type: none"> • Watch an art video. • Draw on a smart board or ENO board. • Power point animations for viewing. • <i>Moon Girl</i> – animated short produced in 2005 by Laika. Students watch short and illustrate themselves with a chosen companion as a moon child. • Visit a library with a 3-D printer or see a 3-D printer used on YouTube. 	<ol style="list-style-type: none"> 1. Use technology to watch videos. 2. Interact with technology in an art setting. 3. See how technology can make art.
Vocabulary Computer	<i>Digital technology</i>	<i>Technology</i>
		<i>3D Printer</i>



Artistic Process: Presenting

National Core Arts Standards:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understandings	<ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions	<ul style="list-style-type: none"> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Identify what a portfolio is and explain why some objects or artifacts might be valued over others in a portfolio collection. Identify where, when, why and how artwork should be prepared for preservation. Prepare a work of art for display. 	<ul style="list-style-type: none"> View professional portfolios and discuss the meaning/function/value of it. Students create a personal portfolio. View museum and gallery artworks and look at what was done to them before they were displayed. 	<ol style="list-style-type: none"> Select art objects for a personal portfolio and explain why there were chosen. Verbally describe what needs to happen to artworks before they are hung up for display. Prepare a work of art for display.
Vocabulary <i>Artists Label</i>	<i>Collection</i> <i>Mat</i>	<i>Portfolio</i> <i>Value</i>



Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify roles and responsibilities of people who work in and visit museums and other art venues.	<ul style="list-style-type: none"> Discuss places where art can be found. "Where do we see art?" Discuss who takes care of art in a museum, art gallery, school, museum, etc. 	1. Verbally describe the functions of people who work in an art museum or gallery.
Vocabulary Art Gallery	<i>Curator</i> <i>Display</i>	<i>Docent</i> <i>Museum</i> <i>Gallery owner</i> <i>Venue</i>

Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify where in school and out of school artwork can be seen.	<ul style="list-style-type: none"> View in school displays. Community venues that displays student artwork. Discuss where in a home artworks can be displayed. Explore on line museums in whole group and pair share. 	1. Verbally express where artwork can be seen in school, as well as out of school. 2. Verbally express where their artworks have been displayed previously.
Vocabulary Art Gallery	<i>Home</i> <i>Library</i>	<i>Museum</i> <i>School</i>



Artistic Process: Responding

National Core Arts Standards:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Essential Questions

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Select and describe artwork that illustrates daily life experiences of themselves and others.	• Student driven presentation of artwork to a whole group, a small group, or a pair share setting. Student who is presenting should use correct art vocabulary and descriptive details.	1. Student verbally presents their preferred artwork to the class and explains why they chose it and how it relates to their life.
<u>Vocabulary</u>	<i>Presentation</i>	<i>Respectful</i>



Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Compare and contrast images of the same subject.	<ul style="list-style-type: none"> Show the same subject created by different artists and have students describe compare and contrast them. -Pablo Picasso - "Still Life With Guitar" (cubist sculpture) vs. Juan Gris cubist guitar paints. Pair share thinking map with report out to large group. V.T.S. (Visual Thinking Strategies) Visit VUE.ORG for techniques and images. 	1. Student identifies subject matter in chosen works of art and compares and contrasts them.
<u>Vocabulary</u>	<i>Presentation</i>	<i>Respectful</i>

Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Interpret art by categorizing subject matter and identifying characteristics of form. Identify uses of art within one's personal environment. 	<ul style="list-style-type: none"> Provide students with a selection of images and have them group similar subject matter, style, or artist. Provide flowers painted by Georgia O'Keeffe and Vincent Van Gough and have the students visually sort them by artist as a pair share activity then present to large group their reasoning. Create a graphic organizer displaying where art is found in the students life. Pair share findings and report out to large group. Explore a personnel art collection on line. 	<ol style="list-style-type: none"> Student will verbally describe similarities in images and what those images mean or represent using correct vocabulary. Student will explain where they see art in their personal environment.
<u>Vocabulary</u> <i>Differences</i>	<i>Environment/ Setting</i>	<i>Graphic Organizer Image</i> <i>Personal Similarities</i>



Artistic Process: Connecting

National Core Arts Standards:

Anchor Standard 10: Synthesize and relate all knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- Enduring Understandings**
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Essential Questions**
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
 - How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Personal Connections/Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will create an artwork that tells a story about a life experience.	<ul style="list-style-type: none"> • Create a work of art that describes a personal experience, about the student, the student's family, or event in their life. • View/create a narrative artworks that tell a story. • View/create sequencing artworks that have time progressions. • Discuss illustrations (book or narrative). 	1. Student will create a personal work of art about a life experience and share it with a peer or teacher.
Vocabulary <i>Personal</i>	<i>Share Artwork</i>	<i>Narrative Story</i>
		<i>Illustrations</i>



Societal, Cultural and Historical Significance

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will examine artwork from other cultures and times.	<ul style="list-style-type: none"> • V.T.S. • Presentation of a chosen culture or time in history and their artwork. • Create an artwork inspired by a particular culture. 	1. Student will create or describe an artwork based on a chosen culture, society or historical time period.
<u>Vocabulary</u>	<i>Culture</i>	<i>Society</i>
		<i>History</i>

Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Understand that people from different places and times made art for a variety of reasons.	<ul style="list-style-type: none"> • Class discussion as to why people make artwork. • Function vs. Decoration. 	1. Identify purpose in art making (verbal) from people of different times and places.
<u>Vocabulary</u>	<i>Function</i>	<i>Emotion</i>
<i>Purpose</i>	<i>Feeling</i>	<i>Culture</i>
		<i>History</i>

