

# First Grade: Art Curriculum

## Unit: Tinting a primary and secondary color

Time: 5 weeks

## Standards:

### Essential Questions

- What are the primary colors?
- What are the secondary colors and how do I make them?
- What happens to color if I add white.
- How does color affect the mood of a piece of art?
  
- What is abstract art?

### Enduring Understandings

- I can identify the primary and secondary colors.
- I can tell you how to mix the primary colors to make the secondary colors.
- I can tell you what happens when you add white to a color
- I have an understanding of how color creates a mood in a piece of artwork.
- I can compare and contrast artworks that use tints.
  
- I can identify an abstract piece of artwork
  
- I will become familiar with contrast.

- 1.1.1.D.1-- Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.1.D.2-- Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.4.2.A.2- Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning

### Benchmark Assessment(s)

- SWBAT mix and make secondary colors. They will also be able to understand that adding white will lighten all colors on the color wheel. They will create a composition which includes contrast between a hue and a tint. Students will be assessed on their understanding of how to lighten a color through a completed composition. We will discuss abstract art vs. realistic art. (1.1.1.D.2, 1.4.2.A.2)

### Other Assessments

- ✓ Complete works of art
- ✓ Teacher observation

### Materials

- Famous works references
- Color wheel
- Paint
- Oil pastel

# First Grade: Art Curriculum

- Paint brushes
- paper

## SUGGESTED ACTIVITIES

- Cut and egg out of white paper. Mix different tints. Sponge those colors onto the egg.
- Compare hues with tints on a color chart. Cut the hues of the rainbow out and tints. Have students work in groups to arrange them in ROYGBIV order and discuss the contrasts.
- Draw and cut out a mask using symmetry. Mix primary and secondary colors to decorate.
- Have students paint leaves textured side up using primary, secondary colors and tints. Print them on white paper.

### REINFORCEMENT

- Use the Principle of contrast to create an original piece of art in a future lesson.

### ENRICHMENT

- Have students look for works of art at home with tinted colors.
- Look at movies and tv to find when they use tinted colors. What mood are they trying to create? What season best goes with tinted colors.

### Suggested Websites

- [http://www.tigercolor.com/color-lab/color-theory/color-theory-in-tro.htm#warm\\_cool\\_colors](http://www.tigercolor.com/color-lab/color-theory/color-theory-in-tro.htm#warm_cool_colors)
- <https://youtu.be/w6Ko8wrl9dA>

### Suggested Materials

- *Color Theory: Learn Color Theory for Beginners* Kindle Edition by Maura Craig (Author)
- The Big Book of Colours*

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP6. Demonstrate creativity and innovation.

**Technology:** 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

**SEL:** Recognize one's feelings and thoughts.

**Language Arts or Math:** SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

# First Grade: Art Curriculum

## Unit: Vincent Van Gogh

Time: 5 weeks

## Standards:

### Essential Questions

- Who was Vincent Van Gogh?
- What are some of his famous works?
- What are some of the similarities that all of his works share?
- How does Vincent Van Gogh use the elements and principles of design in his compositions?
- What other artists look similar to Van Gogh's artwork?
- What is Impressionism?

### Enduring Understandings

- I can tell you about Vincent Van Gogh's life.
- I can pick out some of Vincent Van Gogh's paintings.
- I can talk about how Vincent Van Gogh uses line, color and texture in his paintings.
- I can explain what Impressionism is.

- 1.1.1.D.1-- Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.1.D.2-- Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2.2.A.2-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.3.2.D.3-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4.2.A.3-- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

### Benchmark Assessment(s)

- SWBAT identify the work of Vincent Van Gogh. Compare and contrast with other artworks to see the differences between styles. Students will then create a piece of art in the Impressionistic style with focus on the elements and principles of design. Students will be assessed on their use of line, color, shape and texture. We will critique our work and compare it to the work of Van Gogh. (1.4.2.A.3,1.1.1.D.1,1.4.2.B.1)

### Other Assessments

- ✓ Complete works of art
- ✓ Art criticism of famous works
- ✓ Teacher Observation

### Materials

- Van Gogh Prints
- Pencil
- Paper
- Oil Pastels

# First Grade: Art Curriculum

## SUGGESTED ACTIVITIES

- Look at Van Gogh's Sunflower paintings. Discuss the use of the elements and principles of design. What makes this picture have realism? What makes it expressive? Draw and paint a sunflower.
- Look at the work of K. Madison Moore. Discuss what images of Van Gogh's work are seen in these paintings. Have the class design their own work that includes elements from Vincent Van Gogh's paintings.

### REINFORCEMENT

- Reference Van Gogh later in the year while studying Claude Monet. Review concepts of Expressionism and compare them to Impressionism.

### ENRICHMENT

- Have students find Vincent Van Gogh's work in stores, TV or the internet at home. Report back to class.

### Suggested Websites

- <http://www.vangoghgallery.com/>
- [http://www.ducksters.com/biography/artists/vincent\\_van\\_gogh.php](http://www.ducksters.com/biography/artists/vincent_van_gogh.php)
- <http://www.ducksters.com/history/art/postimpressionism.php>

### Suggested Materials

- *Vincent Van Gogh the Starry Night* by the Museum of Modern Art

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP6. Demonstrate creativity and innovation.

**Technology:** 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

**SEL:** Utilize positive communication and social skills to interact effectively with others.

**Language Arts or Math:** SL1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

# First Grade: Art Curriculum

## Unit: 3D Form

Time: 5 weeks

## Standards:

### Essential Questions

- What is sculpture?
- What is representational sculpture?
- What is non-representational sculpture?
- What is 2D vs 3D?
- How can we use something 2D to create something 3D?

### Enduring Understandings

- I can tell you what a sculpture is.
- I can identify a sculpture that is representational and one that is non-representational or abstract.
- I can take something that is flat and turn it into something that has dimension.

1.1.1.D.2-- Identify elements of art and principles of design in specific works of art and explain how they are used.  
1.2.2.A.2-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  
1.3.2.D.3-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.  
1.3.2.D.5- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.  
1.4.2.A.4-- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

### Benchmark Assessment(s)

- SWBAT identify what a sculpture is. Using an oak tag base and paper strips, student will be able to bend and cut flat pieces of paper to create 3D non-representational pieces of artwork. . They will be assessed on their ability to make their pieces of paper stand how well they make use of their space. (1.3.2.D.1)

### Other Assessments

- ✓ Completed 3D piece
- ✓ Teacher observation

### Materials

- Paper
- Glue
- oak tag

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## SUGGESTED ACTIVITIES

- Create a turtle sculpture using clay(representational). Glaze the turtle with colors of the artist's choice.
- Use found objects from the room to make a non-representational sculpture with a friend. Set a timer. When time is up have students observe and critique each other's work.

### REINFORCEMENT

- In the years following students will be exposed to sculptures that are representational and non-representational.

### ENRICHMENT

- Have students find examples of sculpture online. Report back to class what they have found.

### Suggested Websites

- <http://nativeamerican-art.com/pottery-overview.htm>
- <https://youtu.be/5UL5fQtO6qk>

### Suggested Materials

- *Hopi Tewa Pottery* by Gregory Schaaf

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP6. Demonstrate creativity and innovation.

**Technology:** 8.2.2.C.5. Describe how the parts of a common toy or tool interact and work as part of a system.

**SEL:** Utilize positive communication and social skills to interact effectively with others.

**Language Arts or Math:** SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

# First Grade: Art Curriculum

Unit: Surrealism: Dali

Time: 5 weeks

Standards:

## Essential Questions

- What is surrealism?
- Who is Salvador Dali?
- How do water and wax react to each other?
- What is an art style?

## Enduring Understandings

- I can tell you what a surrealism is.
- I can tell you that Salvador Dali was an artist who made surreal artwork.
- I will have an understanding that crayon and watercolor create a resist.
- I can identify some works of Salvador Dali and surrealism artwork.
- I can tell the difference between something that is surreal and real

1.1.1.D.2-- Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2.2.A.2-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.3-- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.5- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.4-- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

## Benchmark Assessment(s)

- SWBAT identify surrealism by comparing artworks in class that are real to surreal. We will read Dali and the Path of Dreams to support these comparisons. Using a rectangular piece of oak tag, we will draw some surreal birds on paper with long legs emphasizing that fact that our birds will be surreal. We will add shapes, patterns and designs. Then will outline our bird in black crayon and paint over it with watercolor to create a resist. They will be assessed on their ability to make their pieces look surreal. (1.3.2.D.1)

## Other Assessments

- Completed artwork
- Teacher observation

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## Materials

- Paper
- Watercolor
- Black crayon
- Pencils

## SUGGESTED ACTIVITIES

- Have students cut out magazine clippings and paste them on paper. Using colored pencil or marker, add surreal aspects to each clipping.
- Take a portrait picture of each student. Have them cut it out and paste it on black paper. Use white pencil and have them draw elements of Surrealism to the background.

## REINFORCEMENT

- In the years following students will be identifying different art styles yearly. Be sure to compare surrealism to at least three other art styles.

## ENRICHMENT

- Have students look up examples of something surreal at home. Report back to class what they have found.



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## Suggested Websites

- <http://www.salvador dali.com/biography/>
- <https://www.tate.org.uk/kids/explore/what-is/surrealism>

## Suggested Materials

- *The Persistence of Memory*
- *Dali and The Path of Dreams* by Anna Obiols

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP6. Demonstrate creativity and innovation.

**Technology:** 8.2.2.C.5. Describe how the parts of a common toy or tool interact and work as part of a system.

**SEL:** Utilize positive communication and social skills to interact effectively with others.

**Language Arts or Math:** SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

# First Grade: Art Curriculum

**Unit: Drawing with Value: Snow People**

**Time: 8 weeks**

**Standards:**

1.3.2.D.3- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.5- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

## Essential Questions

- How do I draw something realistically?
- How do you shade an object?
- Why does the position of the light matter when drawing an object?
- How is shape important to our drawing?

## Enduring Understandings

- I can tell you why shading are important to creating realistic works of art.
- I can draw shadows on a surface to make the object appear three dimensional.
- I can determine where my shadows will be based on my light source.
- I have an understanding that shapes can help create objects on a 2D surface.

## Benchmark Assessment(s)

- SWBAT have and understanding of value and cast shadows to create realistic looking drawing of a snow person. Students will be assessed on their use of shading, neatness and simple shapes. (1.3.2.D.3,1.3.2.D.5)

## Other Assessments

- Teacher observation.

## Materials

- Pencils
- Erasers
- Chalk pastels

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## SUGGESTED ACTIVITIES

- Draw a self-portrait step-by-step. Explain proportions and placement of the features. Color with color pencil.
- Look at various drawing books that map out objects using shapes. Practice simple objects to recreate on paper.

## REINFORCEMENT

- Have students look at pictures of objects in foreshortening. Point out the differences in shape to give the illusion of depth.

## ENRICHMENT

- Encourage students to sketch objects at home using value and cast shadow.

## Suggested Websites

- <https://www.youtube.com/watch?v=dXEgGSQuuOE>
- <https://www.youtube.com/watch?v=GDdgpBCjKGo>
- <http://artcuratorforkids.com/proportion-and-scale-artwork-examples/>

## Suggested Materials

- Perspective (Artist's Library series #13) Paperback – January 1, 1989 by William F Powell

## Cross-Curricular Connections

21<sup>st</sup> Century Skills (CRP6) Demonstrate creativity and innovation.

Technology (8.2.2.E.5) Use appropriate terms in conversation (e.g. basic vocabulary words) \*including foreshortening, depth, realistic, etc.

SEL (Self-Management) Recognize the skills needed to establish and achieve personal and educational goals.

Language Arts or Math (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will use their knowledge of speaking and listening when engaging in discussion about drawing self-portraits.

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