

First Grade Art Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August November</p>	<p>Creating</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>Performance</p> <p>1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>Responding</p> <p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>Media Art</p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation.</p>	<ul style="list-style-type: none"> - Review art room rules and procedures. - Review safety in the classroom. - Analyze the formal aspects of a work of art by learning about the elements of art and principles of design that are used by artists working in various media. - Identify different types of lines in various works of art. - Identify different shapes in various works of art. - Create a composition using pattern and rhythm. - Analyze and critique artworks for balance and harmony. - Create organic and geometric designs within a defined area. - Explore the use of non-representational and representational designs. - Create artwork with the characteristics of: a period of time, a style, a method, or an artist 	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Identifying Lines and Shapes in art</p> <p>Graded projects that demonstrate understanding of creating patterns by repeating different types of lines and shapes- Kusama as inspiration</p> <p>Graded magazine and fabric collage- Bearden and Nzinga as inspiration</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Math 1.G.A.1 & 1.G.A.2 Students will identify shape as an element of art and be able to identify how shape is used in various works of art.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p>December - February</p>	<p>Creating</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Presenting</p> <p>1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>Responding</p> <p>1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Media Art</p> <p>1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.</p> <p>1.2.2.Cn11a: Discuss and demonstrate how</p>	<ul style="list-style-type: none"> - Critique artwork on its emotional and on its aesthetic qualities. - Analyze how artists use color and how it affects a work of art. - Understand that color can: <ul style="list-style-type: none"> Affect emotions Influence size and distance Express movement Gain attention - Compare one style of artwork with another style - Discuss and use color wheel to understand the qualities of color - Experience the qualities of color through mixing using a variety of media - Identify warm and cool colors - Understand difference between shapes vs. forms -understand difference between a portrait, landscape and a still-life -Learn about the artist Romero Britto 	<p>Formative Assessments:</p> <p>Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments:</p> <p>Graded color theory projects (Britto pet portraits or still-life)</p> <p><u>Accommodations and Modifications</u></p>	<p>Language Arts SL.2.1.A & SL.2.5</p> <p>Students will participate in class discussions on various types of artwork. Students will explain the meaning behind their art.</p> <p>Technology Standard:</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p>March</p>	<p>Creating</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>Responding</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Media Art</p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>1.2.2.Cr1c: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr1d: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr1e: Choose ideas to create plans for media art production.</p> <p>1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.</p>	<p>- Manipulate and create with clay to produce desired forms and understand its characteristics.</p> <p>- Form a clay project and apply surface decoration or ornamentation proficiently through: carving modeling piercing relief</p> <p>- Understand clay vocabulary, learn how to attach pieces of clay together and use tools correctly.</p> <p>-Introduce the artist Jeff Koons- balloon dog and Play Doh</p> <p>Instructional Resources: Teacher created Google slides</p> <p>Student Technology: iPads</p> <p>Teacher Technology: Google slide presentation YouTube video: https://www.youtube.com/watch?v=JwSO2JvNTyc https://www.youtube.com/w</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded Clay Creation</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:</p> <p>Language Arts SL.1.4 & SL.1.5 Students will have class discussions about sculpture</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p>April</p>	<p>Creating 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>Presenting 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p> <p>Responding 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Connecting 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times</p>	<p>- Discuss art history relative to social and cultural influences.</p> <p>-Explain what an art museum is and the purpose of an art collection.</p> <p>- Create artwork with the characteristics of: a period of time, a style, a method, or an artist.</p> <p>- Discuss why a piece of art might have appeared as it did at a given time in history.</p> <p>- Analyze and discuss icons, symbols and themes in art</p> <p>- Discuss visual rhythm as the repetition of line, shape, color, value and size.</p> <p>-Explore making an illustrated story through any art media.</p> <p>Instructional Resources: Australian Aboriginal Art Book: “ABC’s and 1,2,3’s of Australia” Aboriginal Art Prints https://www.barrierreef.org/the-reef/threats/climate-</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded sculpture</p> <p>Students will verbally explain symbols in their artwork</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Social Studies 6.1.2.Geo.HE.2 Students will study Aboriginal artwork, learn about the culture and symbolism in the art.</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p>May - June</p>	<p>Creating</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>Media Art</p> <p>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p> <p>1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.</p>	<ul style="list-style-type: none"> - Discuss the cultural significance of textiles. - Discuss the connection between weaving and mathematical patterns. - Discuss use of different types of looms and how they work. - Weave on a simple loom. - Demonstrate a variety of weaving techniques to create an original fabric design. - Use patterns as a design element. - Review vocabulary used in the weaving process. <p>Instructional Resources: Google slides Teacher created instructional video on weaving on a circle loom</p> <p>Student Technology: Ipads</p> <p>Teacher Technology: ActiView ActivPanel/Smartboard</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded Weaving Project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: Math 1.G.A.1 & 1.G.A.2 Students will create shapes and patterns when weaving</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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Alternate Assessments: Loom recreation project, Faith Ringgold Project:story quilt

21st Century Standards: 9.1.4.A.1, 9.1.4.F.2

21st Century Skills: Creativity, Collaboration, Communication

Career Ready Practices: CRP1, CRP2, CRP4, CRP6