

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Art**

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Curriculum Writing Committee:

**Jessica Johanson**

**Danielle Zito**

**Grade Level: One**

**Date of Board Approval: \_\_\_\_\_2024\_\_\_\_\_**

## Course Weighting: Art K-5

<b>Projects (3 - 4 per Marking Period)</b>	<b>80%</b>
<b>Class Participation (Weekly)</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

This course is designed to provide an enriching, purposeful, and meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley School District elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

### Time/Credit for the Course: 1 hour per week, 180 Days

#### Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

### FIRST GRADE

#### Understanding of:

- Informational Writing: Children will write pertinent vocabulary on each project to reinforce concepts learned
- Represent real objects using shapes
- Ground line, background, and foreground
- Use a painting medium to create a landscape
- Watercolor wash and crayon resist
- Paint alternate techniques, such as blottos, stamped, or sponged designs

- Mix colors, including neutrals
- Use paint to decorate a three dimensional object.
- Modeling recognizable representation of an animal or figure
- Clay slabs
- Clay slab impressions
- Slab drapery
- Apply glaze
- Children will create a hand puppet from paper
- Paper tabby weave
- Mixed media collage
- Manipulate paper 3-dimensionally
- Children will follow directions to complete an origami form
- Texture rubbing (frottage)
- Simple printing plate or stamp
- Monoprint
- Border or pattern stamping with found objects

## **Unit: First Grade Drawing**

**Time/Days: 8 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities

9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.E; 9.1.3.F; 9.1.3.G, 9.3.3.A, 9.2.3. A

### **Anchors**

M03.A-F.1.1 .1.4 ,M03.B-O.3.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2, M3.C.2.1, M03.D-M.1.2.3

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1

S4.C.1.1.1

**Eligible Content:** Line, shape, pattern, repetition, detail , texture, scale, dimension, depth, dimension

### **Objectives:**

1. Students will recognize and use a variety of lines to create shapes and patterns. (DOK 1)
2. Students will understand and demonstrate that a line has direction and weight. (DOK1)
3. Students will be able to combine shapes to represent subject matter. (DOK2)
4. Students will be able to use a variety of different drawing media to create art. (DOK 1)
5. Students will distinguish the differences between materials and techniques. (DOK2)
6. Students will explain how personal experiences can influence art. (DOK 3)
7. Students will be able to establish a ground line and explain its purpose. (DOK 2)
8. Students will incorporate logical scale relationships within their artwork. (DOK 3)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: line, shape, organic shape, texture, composition, proportion, ground line, depth, distance, scale, background, foreground, overlap. (DOK 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Build background knowledge on Drawing techniques and skills.
  - a. Group and individual discussion
  - b. Demonstration
  - c. Discovery learning
2. Combine lines and shapes to make patterns, textures and recognizable subject matter in a composition.
  - a. Observation from life
  - b. Guided practice
  - c. Teacher demonstration
  - d. Modeling
  - e. Hands on project

### ***Suggested Projects:***

#### Symmetrical drawings

Name Aliens - Demonstrate how to create a unique symmetrical shape utilizing paper folding, writing a name, and cutting around the perimeter. Afterwards, have students decorate and enhance their unique shape into a silly alien.

### Landscape drawings

Have students create landscape drawings that show depth through the use of foreground, middleground, and background. Special attention will be paid to size and detail differences in each section to indicate dimension.

### Portraits

Engage students in a discussion about portraits vs self-portraits will occur, referencing examples and non-examples. Through teacher led demonstrations on facial proportions, students will create a winter-time self-portrait wearing a hat and scarf. An additional emphasis on pattern and repetition will be applied for finishing details on the clothing.

### Abstract

Introduce students to Mondrian's Composition series paintings. Have students create their own interpretations of his art style using horizontal and vertical lines and primary colors.

### **Assessments:**

**Diagnostic:** Questioning

**Formative:** Teacher observation

**Summative:** Completed project

**Extensions:** Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

**Correctives:** Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

### **Materials and Resources:**

#### Materials

Media: Pencils- graphite and colored; crayons of various types; markers; chalk and oil pastels.

Supplies: Erasers, glue, assorted art papers

Equipment: Computer, iPad

#### Resources:

World map or globe

Teacher and student made examples

Photographs

Art prints and posters

Teacher made Powerpoint presentations

Internet resources

Crystal Publications: Elements of Art posters

## **Unit: First Grade Painting**

**Time/Days: 7 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.3.3.D 9.4.3.A, 9.4.3.B, 9.4.3.D

### **Anchors**

M03.A-F.1.1 .1.4 ,M03.B-0.3.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3

S4.A.2.1, S4.C.1.1.1

**Eligible Content: Color mixing, line, shape, pattern, repetition, detail , texture**

### **Objectives:**

1. Students will name the primary colors. (DOK 1)
2. Students will explain/demonstrate how the secondary colors are mixed. (DOK1)
3. Students will understand the need for keeping a clean brush and tidy workspace. (DOK 2)
4. Students will further define and enhance their color mixing skills. (DOK1)
5. Students will form an opinion about the meaning of a work of art. (DOK 3)
6. Students will recognize the initial process used to examine works of art (compare/contrast and interpret) (DOK 1)
4. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: primary colors, secondary colors, horizon line, resist technique, foreground, background, portrait, self-portrait, landscape, still life. (DOK 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Expand and build color awareness
  - a. Observe environment/ art reproductions
  - b. Discussion/dialog
  - c. Discovery learning
  - d. Group and individual discussion
  - e. Demonstration
2. Use a variety of paint media and subject matter
  - a. Teacher demonstration
  - b. Guided practice
  - c. Independent technique development
  - d. Demonstration
3. Experiment with compositional design
  - a. Guided practice
  - b. Discovery learning
  - c. Teacher demonstration
  - d. Observation of art reproductions

***Suggested Projects:***Landscapes

Have students paint a lake scene that includes two sailboats, indicating depth and dimension.

Animals

Introduce students to Foxes and their habitats (or other animals). Afterwards, have students paint a representation of a Fox in an outdoor environment.

Seasonal themes

Have students create an Autumn image featuring a self-portrait drawing placed among Fall foliage. Students may experiment with mixing warm colors to create tree leaves in the background of their artwork.

**Assessments:**

**Diagnostic:** Questioning

**Formative:** Teacher observation

**Summative:** Completed project

**Extensions:**

1. Student creates their own “tool” using found objects in the classroom
2. Create two paintings using contrasting color schemes and compare their outcomes
3. Use Brushes application on chromebook or similar program for digital tools

**Correctives:**

1. Wall charts or personal color wheels with “How to” for tool painting

**Materials and Resources:**Materials:

Paint media: Watercolors, block and liquid tempera, finger paint

Tools: Paintbrushes appropriate to media, found objects, pipettes, dabbers, crayons, oil pastels

Supplies: Varied art papers and painting surfaces, still-life objects

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

Suggested artists:

Van Gogh, *Self Portrait*

Grandma Moses, *It Snows, Oh It Snows*

Mondrian

Matisse

Monet

Picasso

## **Unit: First Grade Ceramics**

**Time/Days: 7 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.E, 9.1.3.G, 9.1.3.H

### **Anchors**

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3

S4.A.2.1.3.3, S4.C.1.1.1

**Eligible Content: Sculpting, slab, drape mold, reductive carving, additive building, form vs. function**

### **Objectives:**

1. Students will roll a clay slab with reasonable accuracy and uniform thickness. (DOK 2)
2. Students will create a clay container by draping. (DOK 2)
3. Students will manipulate a clay ball into a sculptural form. (DOK 2)
4. Students will understand the clay process of building, firing, glazing. (DOK 1)
5. Students will recognize the 3-dimensional potential of the clay medium. (DOK 3)
6. Students will recognize that artworks made from clay can be functional as well as decorative. (DOK 3)
7. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: drape, model, slab, sculpture, three-dimensional, fire, glaze (DOK 1)

### **Core Activities and Corresponding Instructional Methods:**

1. Design and create a draped slab container.
  - a. Demonstration
  - b. Teacher modeling
  - c. Discovery learning
  - d. Individual work session
  - e. Diagrams, posters, reproductions illustrating the clay process
2. Model an animal sculpture from a ball of clay.
  - a. Demonstration
  - b. Teacher modeling
  - c. Teacher made examples
  - d. Discovery learning
  - e. Individual work session
  - f. Diagrams, posters, reproductions illustrating the clay process

### ***Suggested Projects:***

#### **Hand-built construction**

Demonstrate constructing a three-dimensional snowman by rolling and combining spherical pieces and utilizing the score and slip method to attach them together. Have the students enhance their artwork with other defining features using additive and reductive techniques.



### Reductive and additive carving methods

Demonstrate and have students create owl or butterfly clay figures using a slab of clay that is manipulated with additive and reductive techniques.

### Pinch pot

Have students create a pinch pot and sculpt into an apple-like shape. Using additive techniques to attach a stem and leaf to complete the clay apple.

### **Assessments:**

**Diagnostic:** Questioning

**Formative:** Teacher observation, pinch test for proper clay thickness

**Summative:** Completed project

**Extensions:** 1. Create a coiled pot with both open and closed shapes.

2. Use underglaze for enhanced glaze decoration technique

**Correctives:** 1. Use spiral printed template for coil shaping

2. Use smaller forms for draped pieces

### **Materials and Resources:**

#### Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes

Supplies: Paper towels; water containers; tempera paint; varied art papers

#### Resources:

Native American coil pottery

Nativetech.org/pottery/chrono.htm - Chronology of pottery forms of Native Americans in southern New England.

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists. Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist. New York: Lark Books, 2002.

Crystal Publications Ceramics series

World map or globe

Teacher and student made examples

Teacher made presentations

Photographs

Art prints and posters

Internet resources

## **Unit: First Grade Sculpture and Crafts**

**Time/Days: 7 sessions +/-**

**Standards:** PA Academic Standards for Arts and Humanities

9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.H, 9.1.3.K, 9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.E, 9.3.3.G, 9.2.3.L

### **Anchors**

M03.A-F.1.1.1, 1.4, M03.B-03.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2, M3.C.2.1

E03.A-K.1.1.2, E03.A-C.2.1.1, E03.B-K.1.1.3

S4.C.1.1.1

**Eligible Content: Paper folding, collage, mosaic, weaving**

### **Objectives:**

1. Students will make connections between crafted items and other cultures. (DOK 3)
2. Students will understand that there are different opinions about meanings in works of art. (DOK 2)
3. Students will recognize that cultural/ historical perspectives are represented by works in the arts. (DOK 1)
4. Students will categorize works of art based on the materials they are made from and based on the process used in their creation. (DOK 2)
5. Students will be able to do a simple weaving using an over/under tabby pattern. (DOK 2)
6. Students will demonstrate simple paper manipulation skills: folding, curling, rolling, fringing. (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

1. Create a work of art which is based on the art of another culture
  - a. observation of actual artifacts
  - b. demonstration
  - c. reproductions
  - d. discussion
  - e. discovery learning
2. Describe the historical and cultural context of a work of art
  - a. Teacher provides resources to help student make connections between artwork discussed and artwork created
  - b. Group reading; Discussion.
  - c. Direct instruction
  - d. observation of artifacts

### **Suggested Projects:**

#### Puppets

Demonstrate how to create a butterfly puppet utilizing a paper bag, and cut paper pieces that have been symmetrically designed and cut.

#### Weaving

Read the book "The Watermelon Seed" by Greg Pizzoli. Demonstrate how to create a basic woven design and introduce the concepts of warp and weft. Have students create a woven watermelon using strips of paper.

### Paper sculptures

Have students use their creativity to experiment with cutting, folding, and gluing various strips of paper to create a playground sculpture.

#### **Assessments:**

**Diagnostic:** Questioning

**Formative:** Teacher observation, Pinch test for proper clay thickness

**Summative:** Completed project

**Extensions:** Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

**Correctives:** Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

#### **Materials and Resources:**

##### Materials:

Media: Burlap, fabric, felt, assorted papers, pipe cleaners, yarn, craft sticks.

Supplies: Glue, wheat paste, papier mache, paint; polyfill/cotton batting, beads, sequins, feathers, buttons, origami paper, sandpaper, wallpaper.

##### Suggested Resources:

World map or globe  
Teacher and student made sample projects.  
Authentic multi-cultural artifacts  
Native American prints  
Picture File  
Eric Carle children's books  
Teacher made presentations  
Photographs  
Art prints and posters  
Internet resources

##### Suggested Reproductions:

Crystal Publications 3-Dimensional art series  
Crystal Publications Masks series

## Unit: First Grade Printmaking

Time/Days: 7 sessions +/-

**Standards:** PA Academic Standards for Arts and Humanities

9.1.3.B, 9.1.3.C, 9.1.3.E, 9.1.3.H, 9.1.3.J, 9.1.3.k, 9.1.3.F, 9.2.3.F, 9.2.3.L, 9.3.3.C

### **Anchors**

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3, E03.D.1.2.1, E03.D.1.2.5

S4.C.1.1.1

**Eligible Content:** Stamping, line, shape, pattern, repetition, detail, texture

### **Objectives:**

1. Students can formulate and share responses to classmates' artwork. (DOK 2)
2. Students will develop a deeper sense of the historical roots and purposes behind printmaking. (DOK Level 3)
3. Students can successfully execute the steps in a relief printmaking technique. (DOK2)
4. Students will successfully demonstrate the monoprint technique. (DOK 1)
5. Students can compare and contrast the different techniques of printmaking (DOK 3)
6. Students can execute a print by stamping multiple images from a single object. (DOK3)

### **Core Activities and Corresponding Instructional Methods:**

1. Understand the process of creating multiple images.
  - a. Relate the printmaking process to everyday life: understand the communicative aspect of printmaking.
  - b. View examples of printed media: greeting cards, newspapers, magazines.
  - c. Discussion.
2. Explore various printmaking techniques

### ***Suggested Projects:***

#### Monoprints

Have students paint on a designated table surface and draw an image into the paint using a q-tip. Once complete, demonstrate how to create a monoprint from the design created.

#### Blotto prints

Introduce students to the work of Jim Dine. Have students create blotto hearts using inspiration from Dine's heart series, with an emphasis placed on warm vs. cool color placement.

#### Object printing

Have students create prints from natural objects such as leaves collected from outside.

**Assessments:**

**Diagnostic:** Questioning

**Formative:** Teacher observation

**Summative:** Completed project

**Extensions:** Students will engage in independent study/discovery learning that includes:

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2. Studying art prints that are available in the art room
3. Reading art related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

**Correctives:** Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

**Materials and Resources:**Resources:

World Map or Globe

Teacher and student made project samples

Crystal Publications Elements of Art posters