

Art Scope and Sequence: 1st Grade

Unit 1: The Little Red Hen

Objectives

Students will be able to:

- Understand and identify geometric/organic shapes.
- How to combine shapes to create an image.
- Understand the use of a horizon line
- Use of letters to create details in the artwork.

Big Idea

- Using combined shapes to create an image.

Essential Questions:

- What are geometric shapes?
- What are organic shapes?
- What is a horizon line and where would you place one?
- What is the meaning of the story?

District References:

- The Little Red Hen by Jerry Pinkney

Cross Curricular:

- Math & LA

Technology:

- PowerPoint of the story of the Little Red Hen on Smartboard shows students how to use shapes to make the Hen.

Teaching Activities:

- Students will listen to the story, The Little Red Hen.
- Teacher will lead a group discuss about the difference between geometric and organic shapes.
- Students will discuss organic shapes found in nature.
- Students will discuss geometric shapes found in the classroom.
- Students will follow step by step directions on drawing/painting the hen.
- Students will use the letters V and W to create the grass and hen patterns.
- Students will draw a horizon line showing where the sky and land meet.

Differentiation:

Teaching Time: 2-4 classes; 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: geometric/organic shape, horizon line

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- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs

Expansion/ Enrichment:

- Critical Thinking Skills: What factors are necessary for a seed to grow?

Sample Assessment Item:

- Students (by tables) will be able to categorize shapes into two groups, organic or geometric.

Unit 2: Planning Artwork Using Shapes Found in Nature

Objectives

Students will be able to:

- Understand that art involves planning and making choices prior to creating the project.
- Understand that artists often experiment with paint, colors, line, shapes and placement.
- Review use of an horizon line.
- Review shape families (geometric and organic).
- Review how to put shapes together to make objects.

Big Idea

- Creating Art requires planning.

Essential Questions:

- What are the steps of the art process?
- Where would you use paint, color, lines and shapes in your artwork?
- Where do you find a horizon line?
- Can anyone name organic shapes found in nature?

Teaching Time: 3-4 classes-40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: overlap, line, texture, organic shapes,

District References:

- Dandelion by Ron Freedman

Cross Curricular:

- Math, Science, Literature

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Technology:

- Smart Board demonstrate showing step by step directions on how to draw using organic shapes, lines, the horizon line, overlapping and texture.

Teaching Activities:

- Students will listen and discuss the story.
- Students will follow step by step instructions on how to draw organic shapes found in nature.
- Students will draw/paint a horizon line.
- Students will complete their project by adding color.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Group activity: create a list of successful steps for creating an art project.

Sample Assessment Item:

- Small groups will present their art process lists.

Unit 3: Discovery of Texture

Objectives:

Students will be able to

- Understand and name the five senses
- Understand and identify texture, real vs. implied texture.
- Identify texture in artwork
- Understand the concept of collage

Big Idea:

- Understanding Texture, Real and Implied

Essential Questions:

- What are the five senses?
- What is texture?
- Where do you feel or see textures?

Teaching Time: 3-4 class periods-40 minutes

Assessment: Listening skills, following the directions, completing project, verbal knowledge.

Standards: 9.1.1A, 9.1.1B, 9.3.1A

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: senses, texture, collage

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District References:

- Olive the Other Reindeer
- Snow Bear Surprise by Piers Harper
- All you Need For a Snowman by Alice Schertle

Cross Curricular:

- Science, Health

Technology:

- Power Point of art works that show texture.
- Smart Board Demonstration.

Teaching Activities:

- Read the story aloud/discuss.
- Go over essential questions.
- The teacher will ask the class what are the five senses.
- Teacher led discussion about real and implied texture with examples.
- Students will use descriptive words to describe textural objects (different textures).
- Teacher will make a list comparing and contrasting two objects with different textures.
- Students will discuss how artists use texture in their artwork and students will create texture in their own work of art.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Take a walk outside and have students identify and analyze textures found in nature.

Sample Assessment Item:

- The students will be shown a work of art and describe the textures you see.

Unit 4: Primary Color Mixing

Objectives

Students will be able to:

- Understand that artists mix colors for their artworks.

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- Identify the primary colors.
- Mix/identify which primary colors are used to create secondary colors.
- Identify the secondary colors.

Big Idea:

- Color mixing process.

Essential Questions:

- What are the three primary/secondary colors?
- What two primary colors will make green?
- What two primary colors will make orange?
- What two primary colors will make purple?

District Reference:

- Mouse Paint, Ellen Stoll Walsh
- Red Wagon Books
- Harcourt, Inc.
- White Rabbit's Color Book, Alan Baker
- Kingfisher Books
- Grisewood & Dempsey Inc.
- Cross Curricular:
- Science, Literature

Technology

- Power point

Teaching Activities:

- As a class we will predict what the story is about by looking at the cover of the book.
- Students will listen to the story and make a guess in between pages to find out what color will be mixed next and view the pictures.
- Go over the essential questions.
- Students will discuss the importance of primary colors.
- Students will learn to create secondary colors by mixing two primary colors.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Teaching Time: 3-4 class periods- 40 minutes each

Assessment: Evidence of understanding the mixing of colors. Teacher observation

Standards: 9.1A, 9.1H, 9.3B

Bloom's Level: Knowledge, Comprehensive, Application and Analysis

Vocabulary: primary colors, secondary colors, mixing.

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Expansion/ Enrichment:

- Students will experiment with color mixing on their own and make a picture with the new colors they have made.

Sample Assessment Item:

- Students will be given colored squares of the primary and secondary colors and will have to make color math problems with them. (Red + Blue = Purple)

Unit 5: Portraits

Objectives

Students will be able to:

- Identify a portrait.
- Observe and discuss how artists show expression and emotions in special moments and human relationships.
- Observe and compare features in portraits.
- Understand how symmetry is used in a portrait.

Big Idea:

- Intro to portraits

Essential Questions:

- What is a portrait?
- What are the parts of the face that make up a portrait?
- How can you use symmetry/patterns in a portrait?
- What is the foreground/background in a portrait?

Teaching Time: 3-4 classes-40 minutes each

Assessment: Performance observation, descriptive self-assessment and teacher observation.

Standards: 9.1A, 9.1B: 9.1C, 9.2D, 9.3A

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: portrait, self-portrait, expression, symmetry, pattern, imagination, foreground, background

District References:

- Grandpa's Teeth by Rod Clement
- Various portraits by famous people
- Portraits/photographs
- Cross Curricular:
- Math

Technology:

- PowerPoint of portraits.

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Teaching Activities:

- Students will view a power point of portraits.
- Students will discuss the similarities and differences of the portraits.
- Students will list the various parts of a portrait.
- Teacher demonstrates the step by step process of drawing a portrait.
- Students will begin to draw their portrait by using their imagination or from life.
- Students will complete a portrait including a background.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- The students will look at famous artists' portraits and discuss the differences.

Sample Assessment Item:

- They will discuss the use of symmetry and pattern used in their portrait.

Unit 6: Intro to 3-D Art with Puppets

Objectives

Students will be able to:

- Understand that puppetry is an art form.
- Consider expressive qualities and features in puppet characters.
- Appreciate the different types of puppets.
- Create a puppet.

Big Idea:

- 3-D Art

Essential Questions:

- Where have you seen puppets before?
- What is the purpose of a puppet?
- How do you know what the puppet is feeling in the story?

Teaching Time: 4 classes; 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1.1A, 9.3.1B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: puppetry, puppet, collage, expression

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District Resources:

- Francis the Scaredy Cat by Ed Boxall
- The Paper Bag Princess by Robert N. Munsch & Michael Martchenko
- Cross Curricular:
- Literature, Drama

Technology:

- PowerPoint of different types of puppets
- Smart Board- demonstration

Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Teacher demonstrates the puppet making process (paper bag, sock or finger puppet).
- Students create a puppet with expression.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs

Expansion/ Enrichment:

- Give the puppet a name and write down some of his or her favorite things to do.

Sample Assessment Item:

- The students will present their puppet to the class and explain what they like the best about their puppet.

Unit 7: The Use of Lines, Shapes and Patterns

Objectives:

Students will be able to:

- Recognize that artists get ideas by observing shapes and patterns found in nature.
- Understand and use symmetry in their artwork.
- Construct a butterfly using symmetry.
- Describe lines, shapes and patterns in artworks.
- Understand that when they trace and cut on the fold, it results in a symmetrical shape.

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Big Idea:

- Creating symmetry.

Essential Questions:

- Explain symmetry?
- Where do you see lines, shapes and patterns on a butterfly?
- Describe a butterfly's symmetry?
- Can you name an object that has symmetry?

District References:

- Waiting for Wings by Lois Ehlert
- Harcourt, 2001
- Butterflies by Karen Schapiro
- Scholastic 2001

Cross curricular:

- Science, Math

Technology:

- PowerPoint: Wing designs of butterflies.
- Smart Board demonstration

Teaching Activities:

- Read story aloud/discuss.
- Go over essential questions.
- Students will discuss the lines, shapes and patterns on a butterfly wing.
- Class discussion on symmetry.
- Teacher will demonstrate how to trace on the fold of the paper.
- Students will create a symmetrical butterfly.
- Students will discuss where they used lines, shapes and pattern on their butterfly.

Differentiation:

- Individual hands on demonstration, both oral and written directions, student examples, extended time as needed, preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge.

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: symmetry/symmetrical, life cycle, line, shape, pattern, mono-print.

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- In groups, students will create a community butterfly with each student's designs incorporated.

Sample Assessment Item:

- Each student will discuss the use of line, pattern, and shape on their symmetrical butterfly in front of their classmates.

Unit 8: Collage

Objectives:

Students will be able to:

- Listen and recall the story by Dr. Seuss, There's a Wocket in My Pocket.
- Create a wocket creature of their own using their imagination.
- Use shapes to create their wocket.
- Assess and present their creation to the class.

Big Idea:

- Imagination and collage.

Essential Questions:

- What is this imaginary story about?
- Can you use your imagination to create your creature in your head?
- What exactly is a wocket?

Teaching Time: 3-4 weeks -40 minutes each

Assessment: Performance observation and teacher observation.

Standards:

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: Dr. Seuss, Pocket, Wocket, collage

District References,

- There's a Wocket in my Pocket by Dr. Seuss

Cross Curricular Connections:

- Math, Reading

Technology:

- PowerPoint of the story There's a Wocket in my Pocket

Teaching Activities:

- Teacher will ask for predictions about the story by looking at the illustration on the cover.
- Read the story to the class and class will recall the story.

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- Go over the essential questions.
- Teacher will demonstrate how to make the wocket in the pocket collage.
- Students will use their creativity when creating their imaginary wocket.

Differentiation:

- Hands on Demonstrations, both oral and written directions, student examples displayed in room, artist examples displayed in room, repetition of all instructions, one on one instruction as needed.
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Students will write a story about where their wocket would go if they went on a field trip. They must explain the destination and activities.

Sample Assessment Item:

- Write whether they are happy with their final artwork?
- What do they like the most or least about their artwork?