

## Grade 1

1. Color
2. Form
3. Line
4. Shape
5. Texture

<b>COURSE: Art</b>	<b>GRADE(S): ONE</b>
<b>UNIT: Color</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>STATE STANDARDS:</b></p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Response to the arts</p> <p>7.5 Connection to other subject areas.</p>	<p><b>UNIT OBJECTIVES: The Student Will:</b></p> <ol style="list-style-type: none"> <li>(A) Point out and name colors and color families (warm, cool, neutrals).</li> <li>(B) Observe and name a variety of colors in their environment, indoors and out</li> <li>(C) Learn how the primary colors can be mixed to make secondary colors.</li> <li>(D) Perceive differences in the mood created by warm and cool colors.</li> </ol>
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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <ol style="list-style-type: none"> <li>(A) Introduce the three primary colors explaining why they're so special</li> <li>(B) Demonstrate color mixing and the creation of secondary colors.</li> <li>(C) Identify and explain the difference between warm and cool colors.</li> </ol> <p><b>HAVE STUDENTS:</b></p> <ol style="list-style-type: none"> <li>(A) Explore primary and secondary colors using various media and techniques.</li> <li>(B) Differentiate between warm and cool colors.</li> <li>(C) Observe and identify colors in their environment.</li> <li>(D) Use warm and cool colors to create artwork that suggests a time of day, season, or mood.</li> </ol> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. 19<sup>th</sup> &amp; 20<sup>th</sup> Century artists, slides, art prints...</li> <li>2. Color Wheels</li> <li>3. Advertising Design</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE BASED</b></p> <ol style="list-style-type: none"> <li>(1) Teacher observation and questioning</li> <li>(2) Self or group critique.</li> </ol> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Peer tutoring.</li> <li>-Teacher one-on- one assistance.</li> <li>-The use of color transparencies to demonstrate color mixing.</li> <li>-Personalize the activity by asking students who are wearing a certain color to stand. Point out the variety of lights and darks. Repeat this with other colors.</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Obtain post card reproductions of various works of art. Have the class sort them into groups according to color families.</li> <li>-Opportunity to look at art books or to draw more limited color choice composition: moods, effects</li> <li>-color collage</li> <li>-color mixing with various materials</li> </ul>
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<b>UNIT: Form</b>	

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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <ol style="list-style-type: none"> <li>(A) Introduce the class to the concept of sculpture: art that can be seen from all sides; it is 3-dimensional because it has depth, the 3<sup>rd</sup> dimension; it must have <i>balance</i>.</li> <li>(B) Demonstrate how clay can be pinched, pressed, rolled, and joined to create a sculpture.</li> <li>(C) Show how to transform wire or paper to become 3-D objects.</li> </ol> <p>HAVE STUDENTS :</p> <ol style="list-style-type: none"> <li>(A) Differentiate between shape (2D) and form (3D).</li> <li>(B) Use pinched, pressed, or rolled clay to create various works in clay.</li> <li>(C) View and discuss examples of sculpture created by various artists.</li> <li>(D) Create Easy Origami projects</li> <li>(E) Bend pipe cleaners, wire to make 3-D linear sculptures.</li> </ol> <p><b>RESOURCES:</b></p> <p><b>Sculptural work from artists that can include:</b></p> <ol style="list-style-type: none"> <li>1.19<sup>th</sup> &amp; 20<sup>th</sup> Century sculpture examples</li> <li>2. Cultural carvings and 3-D pieces: totems, African stools...</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE BASED</b></p> <ol style="list-style-type: none"> <li>(1) Teacher observation and questioning</li> <li>(2) Self or group critique.</li> </ol> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Teacher one-on-one assistance.</li> <li>-Peer tutoring.</li> <li>-Finger exercise through manipulation of clay or similar materials.</li> <li>-Guided instruction.</li> <li>-paper folding, tearing, modeling</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Learning center for individual activities in clay.</li> <li>-Have students invent stories based on their sculptural creations.</li> <li>-Make mini versions of the larger sculptures already completed</li> <li>-draw and/or paint your sculpture</li> </ul>
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<b>UNIT: Line</b>	

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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <ol style="list-style-type: none"> <li>(A) <b>Lead questioning and search for many kinds of lines, mentioning patterns or connections creating shapes.</b></li> <li>(B) <b>Show examples of art and architecture where line is stressed.</b></li> <li>(C) <b>Explain how lines are used as symbols and form languages</b></li> </ol> <p><b>ACTIVITIES: HAVE STUDENTS:</b></p> <ol style="list-style-type: none"> <li>(A) Point out and describe lines they see in the classroom or out the window.</li> <li>(B) Discuss the qualities of line ( thick, thin, curved, etc.) found in examples of artwork.</li> <li>(C) Create projects (2-D and 3-D) using different types and styles of line; give attention to patterns and/or shapes that may occur.</li> <li>(D) Observe and recall symbols which use simple linear designs: alphabets, glyphs...</li> </ol> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. <b>20th Century artists e.g., Mondrian...</b></li> <li>2. Photographs and slides from the environment which could include: highway lines, fences,...</li> <li>3. Architectural works in which line is emphasized. (Ludwig Mies Van Der Rohe), stained glass windows, F.L. Wright...</li> <li>4. The Native arts of Australia</li> <li>5. Calligraphic alphabets, numbers, symbols...</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE-BASED:</b></p> <ol style="list-style-type: none"> <li>(A) Teacher observation and listening</li> <li>(B) Oral questioning</li> <li>(C) Self or group critique</li> <li>(D) Student demonstration</li> </ol> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Guided practice</li> <li>-Teacher one-on-one assistance</li> <li>-Computer-assisted instruction</li> <li>-Tracing lines from pictures</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Cutting examples of lines from magazines or artwork to create 2-D or 3-D artwork.</li> <li>-Learning centers offering various materials or guided lessons.</li> <li>-Walk outside of the classroom to have students identify different types of lines they notice.</li> <li>-body movement to music identifying lines (and use of fingers, objects like ribbons)</li> </ul>
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<b>UNIT: Shape</b>	

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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <ol style="list-style-type: none"> <li>(A) Question and discover many shapes, naming them and classifying as geometric or free-form.</li> <li>(B) Explain and demonstrate that, when lines meet and cross, 2-dimensional shapes are formed.</li> <li>(C) Recall the creation of patterns.</li> </ol> <p><b>HAVE STUDENTS:</b></p> <ol style="list-style-type: none"> <li>(A) Name different geometric shapes: (circle, square, triangle, etc.).</li> <li>(B) Identify examples of shapes in the room.</li> <li>(C) Differentiate between free form (clouds, stones, etc.) and geometric shapes.</li> <li>(D) Use various media to create artwork involving shape: drawings, collage, mobiles...</li> <li>(E) Include patterns and/or texture in a project.</li> </ol> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1.Cultural themes: (African, Folk art...) create features on masks, etc.</li> <li>2. Mondrian: pure line/ shape compositions.</li> <li>3. Abstract Expressionism</li> <li>4. Matisse: Cut paper shapes</li> <li>5. Crayola.com</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE BASED</b></p> <ol style="list-style-type: none"> <li>(1) Teacher observation and questioning.</li> <li>(2) Self or group critique.</li> </ol> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Teacher one-on-one assistance.</li> <li>-Learning center.</li> <li>-Peer tutoring.</li> <li>-Guided practice.</li> <li>-Independent practice.</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Encourage the class to search for shapes in abstract art that resemble real or imaginary things.</li> <li>-Encourage students to make drawings based on these observations.</li> <li><b>-compare 2-D with 3-D shape to form</b></li> <li><b>-make shape puzzles</b></li> </ul>
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<b>UNIT: Texture</b>	

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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <p>(A) Define texture as the way something feels when you touch it.</p> <p>(B) Explain that textures can also look rough or smooth even if we can't touch them: <i>Visual</i> texture.</p> <p>(C) Relate texture information to other art projects, as sculpture, surface treatment of clay, etc.</p> <p><b>HAVE STUDENTS:</b></p> <p>(A) Volunteer adjectives to describe textures such as (hard, soft, rough, or smooth) by touching various objects.</p> <p>(D) Identify other textured surfaces in things that are a part of the natural world, e.g., tree bark, stones...</p> <p>(E) Move around the room to find various textured surfaces, and use rubbings to make a record of the textures.</p> <p>(F) Create art work (collage ,etc.) using collected textures.</p> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. Natural and man made objects having definite and unique textures.</li> <li>2. Two-dimensional works of art that simulate texture; artists' examples such as Faith Ringgold, visual textures on fabric ...</li> <li>3. 20<sup>th</sup> Century Artists' works, especially collage &amp; impasto artists.</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE BASED</b></p> <p>(1) Oral questioning</p> <p>(2) Teacher observation</p> <p>(3) Self or group critiques</p> <p><b>REMEDIATION:</b></p> <p>-Guided practice</p> <p>-Teacher one on one assistance</p> <p>-Peer tutoring.</p> <p>-compare textures of objects in a box</p> <p><b>ENRICHMENT:</b></p> <p>-Have students cut or tear examples of interesting textures from magazines or newspapers and make a collage. Remember; these are <i>Visual</i> textures.</p> <p>-Use fabric and textured found-objects to create artworks.</p> <p><b>-make texture stamps from clay and print with them</b></p> <p><b>-press clay onto textural surfaces for designs</b></p>
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