

Summit Public Schools
Summit, New Jersey
Grade Level 1 / Content Area: Visual Arts

Curriculum

Course Description: The first grade visual art curriculum provides experiences for students to explore their faculty as visual communicators. Visual messages have power to inform, educate or persuade. The success of visual communication is determined by the artist’s ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception.

Standard 1.1	
The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation and composition of visual art.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What are the compositional building blocks of visual art?	Students will use the elements of art and principles of design to communicate ideas.
What are line, color, shape, form, texture and space?	Students will identify the different ways the elements and principles are used to convey ideas.
How can these compositional building blocks of visual art be used effectively?	The success of visual communication is determined by the artist’s ability to command the tools of visual art.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify the basic elements of art and principles of design in diverse types of artwork. • Identify elements of art and principles of design in specific works of art and explain how they are used. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Create a drawing of a tree using many different kinds of lines • Use red, yellow, and blue paint to create an abstract composition using various different shapes • Mix secondary colors from primary colors/still life. • Model a pinch pot head form in clay and apply texture to its surface. • Mix tints of primary and secondary colors and create paintings of daffodils • Leaf shaped collage <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Science - Adopt a tree • Reading – illustrate a myth, beginning, middle, end • Library animal research - Eric Carle collage animals • Read Across America –Dr. Seuss illustrations mural • Scenery for first grade play <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists’ work • PowerPoint slide shows of student artwork from previous years or from other sources • Video: “I Can Fly: Kids and Creativity” series by Faith Ringgold • www.mnh.si.edu/africanvoices/mudcloth/ <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Compare Eric Carle illustrations with other first grade author illustrations. • Why do students like some illustrations better than others? Color, line, form, etc... <p>Global Perspectives</p> <ul style="list-style-type: none"> • Chinese New Year dragons • African printed cloth
1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.	
1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.	

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Standard 1.2	
All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
All students will understand and analyze the role, development, and influence of the arts in relation to world history cultures, history and society.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do cultures distinguish themselves through their artwork?</p> <p>How do we recognize specific cultures through their art?</p> <p>What are some themes that are distinct and common to world art?</p> <p>How do societies view the value of the artist?</p>	<p>Students will understand that...</p> <p>Visual artwork from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art making across cultures is a reflection of societal values and beliefs.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify works of visual art based on common themes such as family. • Identify works of visual art based on common themes such as community. • Identify works of visual art based on various world cultures. • Recognize how an artist has been influenced by history. • Recognize how an artist has been influenced by contemporary culture. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Identify the themes such of family in the artwork of Faith Ringgold. • Make a map of their neighborhood • Discuss the characteristics of an Asian and European dragon. • Recognize how an artist has been influenced by history. • Identify how contemporary culture influenced the artwork of Faith Ringgold.

	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social studies and map making • Storytelling/story quilts of Faith Ringgold • Social studies: recognition of the European and Asian continents <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists' work • PowerPoint slide shows of student artwork from previous years or from other sources • Video: "I Can Fly: Kids and Creativity" series by Faith Ringgold <p>Global Perspectives</p> <ul style="list-style-type: none"> • Chinese New Year dragons • African printed cloth • African American contemporary art
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating and/or presenting works in visual art.

Big Ideas: *Course Objectives / Content Statement(s)*

Actively creating one’s own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How can the visual arts be used as a tool for expressing one’s ideas?</p> <p>What makes a work of art more easily understood by the viewer?</p>	<p>Students will understand that...</p> <p>Strong skills and control of art materials help to make the visual message clear.</p> <p>Many possibilities of media, methods, and technologies are available to the visual artist.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>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. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify two and three-dimensional art forms. • Use a variety of two and three dimensional media (paint, chalk, collage, papier mache, blocks) • Use a variety of traditional and nontraditional tools (brushes, scissors, pencil, crayon,) • Use visual art to illustrate personal stories • Gradually incorporate the visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • Observe the effects of different materials, tools, and methodologies <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Identify two and three-dimensional forms of portraits: painting of George Washington and a bust of him. (See: Metropolitan Museum of Art website: “Gilbert Stuart, Making Faces”. (www.metmuseum.org)) • Draw a person’s head and then make a clay sculpture of that same head. • Use a variety of traditional and nontraditional tools to create textured papers

<p>Students will:</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>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. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>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.</p>	<p>Instructional Focus:</p>
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Standard 1.4	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.	
Strand A. Aesthetic Responses	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What leads a person to be an artist?</p> <p>What are the life stories of some of the world's great artists?</p> <p>How is the beauty of nature translated into works of art?</p>	<p>Students will understand that...</p> <p>A person is inspired to be an artist by the world around her.</p> <p>The life stories of artists give insight into their work.</p> <p>Nature inspires art.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>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 the discipline of visual art.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of visual art.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> Identify exemplary works of visual art and the artists who created them. Recognize the culture and historical period of some examples of visual art. Use visual art to express an imaginative idea. Recognize patterns in nature that are also found in works of visual art. <p>Sample Assessments:</p> <ul style="list-style-type: none"> Identify works of art by Faith Ringgold through characteristic, subject matter, media, and technique. View the video "Cezanne's Astonishing Apples" (http://www.metmuseum.org). Paint an apple in the style of Paul Cezanne. Recognize Egyptian art through characteristic, subject matter, media, and technique. Illustrate a poem. Examine the patterns found on the markings of animals. <p>Instructional Strategies:</p>

<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>	
<p>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 the discipline of visual art.</p>	
<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p>	
<p>1.4.2.A.4 Distinguish patterns in nature found in works of visual art.</p>	

Standard 1.4	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.	
Strand B. Critique Methodologies	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do you know good art when you see it?</p> <p>How can we be “fair” and objective when talking about artwork?</p> <p>How can we try to understand the artist’s intent behind a work of art?</p> <p>How can we understand visual art as an object of expression?</p>	<p>Students will understand that...</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Contextual clues are embedded in works of art and provide insight into artistic intent.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.5.B.Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in visual art.</p> <p>1.4.5.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Works of art may be evaluated by using objective criteria. • Employing rubrics may ensure objectivity. • Use specific visual arts vocabulary when assessing works of art. • Evaluate proficiency in the arts by observing the principles of art and design. • Recognize the artist’s theme or purpose by analyzing embedded clues. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Make judgments about why a work is “museum worthy.” • Analyze how formal elements create emphasis, interest or pleasure in the eye of the viewer.

<p>1.4.5.B.3 Recognize the subject or theme in works of visual art.</p>	<p>eye of the viewer.</p> <ul style="list-style-type: none"> • Interpret the emotional qualities/artist's intent <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Explore influences for visual rhythm in art (music, nature, dance, etc.) • Compare/contrast varied artworks having similar themes <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists' work • PowerPoint slide shows of student artwork from previous years or from other sources <p>Global Perspectives</p>
<p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	<ul style="list-style-type: none"> • The international influence of artists upon one another, despite country of origin • Art work from around the world and throughout history involves use of principles of art and design.
<p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

- Video: “I Can Fly: Kids and Creativity” series by Faith Ringgold
- British Museum and Metropolitan Museum of Art websites focusing on ancient Egyptian collections.
- “Please Don’t Eat the Pictures” video re: The Temple of Dendur and the Metropolitan Museum of Art
- www.mnh.si.edu/africanvoices/mudcloth/
- Metropolitan Museum of Art website: “Cezanne’s Astonishing Apples”.
http://www.metmuseum.org/explore/cezannes_apples/splash.html
- Metropolitan Museum of Art website: “Gilbert Stuart, Making Faces”.
http://www.metmuseum.org/explore/gilbert_stuart/index.html