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| FIRST GRADE | UNIT 1: ART IS A LANGUAGE | | | | PACING: 1st Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Drawing and Painting)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Creates sketches for planning and self-reflections.  VA1.CR.2 Create works of art based on selected themes.  a. Create works of art emphasizing one or more elements of art and/or principles of design.  VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion). | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  a. Generate visual images in response to open-ended prompts, themes, and narratives.  VA1.CR.2 Create works of art based on selected themes.  b. Uses pictures to tell a story.  VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.  b. Create drawings and paintings with a variety of media.  e. Identify primary, secondary, and neutral colors. | | | | | |
| PRESENTING | | | | | |
| VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Complete works of art.  b. Sign a finished work of art. | | | | | |
| RESPONDING | | | | | |
| VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  b. Explain how selected elements of art are used in works of art to convey meaning. | | | | | |
| CONNECTING | | | | | |
| VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.  c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).  VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.  VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * [Tiny Seed Color Wheel Flowers](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=m%2fisaz%2bcoJgpPnXx60jDgDF4I40FqJjSBHTm8tqbNzE%3d&docid=2_150191fc2f76543d989987572f4d09524&rev=1) | | | * Color: [**All about Color, basic color theory**](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/Documents/Basic%20color%20wheel%20and%20mixing.pptx?d=we9b84de62e474b71a41d09c928ab0447) and [**Eric Carle**](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/Documents/Eric%20Carle.ppt?d=w15968d5f9f9e4249a13b98554e315bc5) * Shape: All about Shape and Henri Matisse * Line: All about Lines and Digital portraits with hot air balloons | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic Example – [Pre-test](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=mkg63y6KNhbmoYyJVTL0cVQxyETsorxxwV2D%2bYl1SLo%3d&docid=2_100df2d522cc14211a67ffa59d0374e98&rev=1) on color/ line/ or shape; group word splash of key vocab “line,” “shape”, and “color” on the white board or as a table group * Informal Formative Example – point to organic shapes in the room; get into groups of primary and secondary colors based on your shirt color; four corners assessment of color theory * Formal Formative Example – thumbs up or thumbs down about line types; write the colors of the proposed mixed colors on the back of the to-be-painted paper * Summative Example – [Color mixing quiz](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=Faou2580FGKxbBB95p2%2bzX8tnGqn6mcA%2b8tAVqRlf40%3d&docid=2_195a166ef1243485cb83dc2f7f38513d4&rev=1); [Post-test](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=mkg63y6KNhbmoYyJVTL0cVQxyETsorxxwV2D%2bYl1SLo%3d&docid=2_100df2d522cc14211a67ffa59d0374e98&rev=1) | | | * R/ELA – compare elements of visual images to those of written stories; sequencing of images from stories; life and history of Eric Carle * Math – shapes; shapes from math (geometric) and shapes from all around us (organic) * Science – mixing colors; life cycle of a plant; dynamics of a hot air balloon; physical change of water when drop of color is added * Social Studies – history of colors; history of first artists; history of hot air balloons | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | **MULTIMEDIA** | | **WEB-BASED** | |
| * *Lines that Wiggle*, Candace Whitman * *Mix it Up!,* Herve Tullet * *When a Line Bends, a Shape Begins,* Rhonda Gowler Green * *Composition IIV,* Vasily Kandinsky * *Pop Shop VI,* Keith Haring   *Les Codomas,* Henri Matisse | | * [**The Color Wheel**](https://www.youtube.com/watch?v=eGrGkJtSLsk) * [**OK Go - Color**](https://www.youtube.com/watch?v=yu44JRTIxSQ) * [**The Line Song**](https://www.youtube.com/watch?v=DQEVllmeWH4) * [**Art as a Language**](https://www.youtube.com/watch?v=0-NimlXW36w) * [**The Shapes Song**](https://www.youtube.com/watch?v=pfRuLS-Vnjs) | | * Line: (Must enable Flash) [**Jackson Pollock Splatter Painting**](https://scratch.mit.edu/projects/359758/) * Shape: [**Elements of Art: Shape**](https://www.sophia.org/tutorials/elements-of-art-shape) * Shape: [**Shapes and Geometry**](http://www.abcya.com/shapes_geometry_game.htm) * Color: (Must have Flash) [**Interactive Colorwheel**](http://www.colorwithleo.com/art_colorwheel.php) | |

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| FIRST GRADE | UNIT 2: CREATIVE COMMUNICATION | | | PACING: 2nd Nine Weeks | |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Clay and Depth)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Creates sketches for planning and self-reflections.  VA1.CR.2 Create works of art based on selected themes.  a. Create works of art emphasizing one or more elements of art and/or principles of design.  VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion).  VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  a. Use a variety of strategies for art criticism.  VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  b. Explore the influence of artists and their work in a variety of cultures. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  b. Generate visual images in response to open-ended prompts, themes, and narratives.  VA1.CR.2 Create works of art based on selected themes.  c. Creates works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.  VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.  a. Create works of art that attempt to fill the space in an art composition.  f. Explore spatial relationships (horizon line, overlapping).  VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.  b. Create works of art using clay techniques to create forms (e.g. modeling, rolling, pinching). | | | | | |
| PRESENTING | | | | | |
| VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Complete works of art.  b. Sign a finished work of art. | | | | | |
| RESPONDING | | | | | |
| VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. | | | | | |
| CONNECTING | | | | | |
| VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.  VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.  VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * [Clay Cupcakes](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=eMPfEwBsBvQT1UZEEKDCLseO5DcNiukbop34NK20PN8%3d&docid=2_1353034ea53bb46ee9353c2f6789d11dc&rev=1) | | | * [**Clay Cupcakes PowerPoint**](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=K%2b%2bsdT%2fuXAHo4JcTrZ1pi5nRAuQHFvL%2bjfSVvgLQ7pQ%3d&docid=2_19f9fadcd27794fd389ed0b603bcf87be&rev=1) | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * **Diagnostic**-Class Discussion * **Formative-**   Teacher feedback  Teacher observation  [Observations worksheet](https://fultonk12-my.sharepoint.com/personal/eldera1_fultonschools_org/_layouts/15/guestaccess.aspx?guestaccesstoken=p1fHe5EgXWMRSiXG%2bjqLwT79ClAG4lmCbzzBx705xGI%3d&docid=2_1d589526b13494a5cad2841fc07100d8a&rev=1)  Turn and share: How do I attach clay pieces?  Ticket out the door: What is the difference between real and implied texture   * Summative- [Summative Example 1](https://fultonk12.sharepoint.com/sites/FAST/_layouts/15/guestaccess.aspx?guestaccesstoken=CzZB87gboBvSXXMR%2ba%2bOcLvRxDkk2MGdOMyluA2PN4M%3d&docid=2_18e3df98435784818ab8fba8655520cb0&rev=1) | | | * R/ELA – Venn Diagram * Math – Fractions * Science – Physical and Chemical changes * Technology – cake maker website and Let’s Create! Pottery app | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | **MULTIMEDIA** | | | **WEB-BASED** |
| * Reproductions   Wayne Thiebaud, *Four Cupcakes*  Claes Oldenburg, *Muffin (Cupcake)*   * Book   [Peanut Butter and Cupcake](https://www.amazon.com/Peanut-Butter-Cupcake-Terry-Border/dp/0399167730)   * Book   [My Special Cupcake](https://www.amazon.com/Special-Cupcake-Julie-Lyn-Klingel/dp/1480823023) | | * YouTube Video   [**Making a Pinch Pot**](https://www.youtube.com/watch?v=Vmg0Ghqg3fE&feature=related)   * YouTube Video   [**Wayne Thiebaud interview**](https://www.youtube.com/watch?feature=player_embedded&v=vI_QJ5D9Qm8) | | |  |

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| FIRST GRADE | UNIT 3: PERSONAL EXPERIENCE | | | | PACING: 3rd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (Printmaking and Collage / Mixed Media)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Creates sketches for planning and self-reflections.  VA1.CR.2 Create works of art based on selected themes.  a. Create works of art emphasizing one or more elements of art and/or principles of design.  VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion). | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  a. Generate individual and group ideas in response to visual images and personal experiences.  VA1.CR.2 Create works of art based on selected themes.  b. Uses pictures to tell a story.  c. Creates works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.  VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.  c. Experiment printmaking processes (stamping).  d. Develop manual dexterity through collage, and/or mixed media. | | | | | |
| PRESENTING | | | | | |
| VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Complete works of art.  b. Sign a finished work of art. | | | | | |
| RESPONDING | | | | | |
| VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  b. Explain how selected elements of art are used in works of art to convey meaning.  c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. | | | | | |
| CONNECTING | | | | | |
| VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.  VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * Example 1 * Example 2 * Example 3 | | | * Example 1 * Example 2 * Example 3 | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic Example 1 * Informal Formative Example 2 * Formal Formative Example 3 * Summative Example 4 | | | * R/ELA * Math * Science * Social Studies | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | **MULTIMEDIA** | | **WEB-BASED** | |
| * Book * Reproductions | | * YouTube Video | |  | |

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| FIRST GRADE | UNIT 4: ART IS UNIVERSAL | | | | PACING: 4th Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. (World Crafts and Non-clay Sculpture)* | | | | | |
| PRIORITY STANDARDS | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  c. Creates sketches for planning and self-reflections.  VA1.CR.2 Create works of art based on selected themes.  a. Create works of art emphasizing one or more elements of art and/or principles of design.  VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.  a. Take care in craftsmanship (e.g. pays attention to detail, uses time wisely, takes pride in work, sees work through to completion).  VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  a. Use a variety of strategies for art criticism.  VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  b. Explore the influence of artists and their work in a variety of cultures. | | | | | |
| SUPPORTIVE STANDARDS | | | | | |
| CREATING | | | | | |
| VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.  a. Generate individual and group ideas in response to visual images and personal experiences.  VA1.CR.2 Create works of art based on selected themes.  c. Creates works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.  VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.  a. Explore sculpture using a variety of media and techniques (non-clay).  c. Create compositions using traditional and/or contemporary craft materials and methods (e.g. paper sculpture, found object assemblage, jewelry, stitchery, weaving). | | | | | |
| PRESENTING | | | | | |
| VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.  a. Complete works of art.  b. Sign a finished work of art. | | | | | |
| RESPONDING | | | | | |
| VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. | | | | | |
| CONNECTING | | | | | |
| VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.  VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.  a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.  VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). | | | | | |
| INSTRUCTIONAL RESOURCES | | | | | |
| *The following resources correspond to the focus standards of this unit.* | | | | | |
| LESSON PLANS | | | **PRESENTATIONS** | | |
| * Example 1 * Example 2 * Example 3 | | | * Example 1 * Example 2 * Example 3 | | |
| ASSESSMENTS | | | **INTERISCIPLINARY CONNECTIONS** | | |
| * Diagnostic Example 1 * Informal Formative Example 2 * Formal Formative Example 3 * Summative Example 4 | | | * R/ELA * Math * Science * Social Studies | | |
| ADDITIONAL RESOURCES | | | | | |
| PRINT | | **MULTIMEDIA** | | **WEB-BASED** | |
| * Book * Reproductions | | * YouTube Video | | * Interactive Website | |