

# ART

LENGTH OF TIME: one year, thirty 55 minute periods

GRADE LEVEL: 1<sup>st</sup>

## COURSE STANDARDS:

Students will:

1. Study the many properties and relationships of color. **NVAS1, 9.1.3.A.C.H, 9.3.3.B**
2. Investigate design elements such as symmetry, line, shape, pattern, and repetition. **NVAS1, 9.1.3.A-C, 9.3.3.A**
3. Discover art from various countries such as Australia; Aboriginal Art, Africa; African Masks, and the Native American Indians; Weaving. **NVAS1, 9.1.3.C.H.J, 9.2.3.A-L, 9.3.3.B.C.F, NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.4.3.B-D**
4. Discover the use of materials to create a balanced three-dimensional work of art. **NVAS1, 9.1.3.A-C.H.J, 9.2.3.D.E.G**
5. Explore how artists use proportion and scale to create the human form including portraits. **NVAS4, 9.1.3.A-E.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
6. Demonstrate an understanding of showing distance, dimension and perspective by use of overlapping, diminishing size, and color difference. **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
7. Trace the development of the forms of art expression by ancient people (such as Stone Age people, Egyptians). **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
8. Use the natural environment for observation and rendering art works, emphasizing art elements and principles. **NVAS4, 9.1.3.A-E.H.J, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
9. Respond to their own artwork, plus that of their classmates and artists from other times and the present. **NVAS5, 9.3**

## RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
  - A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form
  - D. Styles in Production, Performance and Exhibition
  - E. Themes in Art Forms
  - H. Safety Issues in the Arts
  - J. Technologies in the Arts
- 9.2 Historical and Cultural Contexts
  - A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - F. Vocabulary for Historical and Cultural Context

- G. Geographic regions in the arts
  - H. Pennsylvania artists
  - I. Philosophical context of works in the arts
  - J. Historical differences of works in the arts
  - K. Traditions within works in the arts
  - L. Common themes in works in the arts
- 9.3 Critical Response
- A. Critical Processes
  - B. Criteria
  - C. Classifications
  - D. Vocabulary for Criticism
  - E. Types of Analysis
  - F. Comparisons
  - G. Critics in the Arts
- 9.4 Aesthetic Response
- B. Aesthetic Interpretation
  - C. Environmental Influences
  - D. Artistic Choices

#### NATIONAL VISUAL ARTS STANDARDS

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrating their ability to identify color and color families; beginning to experiment with color mixing. (Course Standard 1)
2. Recognizing and using in art projects: symmetry, line, shape, pattern, and repetition. (Course Standard 2)
3. Showing an understanding of the contributions to our world by ancient artists. (Course Standard 3 and 7)
4. Experimenting with and showing skill in handling craft materials traditionally used in the home (such as fibers, clay and the like). (Course Standard 4)
5. Creating a human form (portrait, full body) using proper proportion and placement of features; analyzing the way a body bends and moves and drawing stick figures to represent various actions. (Course Standard 5)
6. Creating a scene using geometric shapes (square, triangle) to represent houses; recognizing and using the device of overlapping and size change to show objects diminishing into the distance. (Course Standard 6)

7. Creating projects which represent objects from the natural world, illustrating knowledge of the basic art elements. (Course Standard8)
8. Discussing artwork of self and other students and artists. (Course Standard 9)

**DESCRIPTION OF COURSE:**

The course will begin with art room procedures and classroom rules plus a tour of the art room. The students will discover the first types of art created; Cave Art. The students will use primitive tools and learn the techniques, purposes and symbols of this ancient art. Students will then experiment with design and color. Color experiments will identify and work with warm (hot), cool (cold) and neutral color families. Primary and secondary color families will also be introduced at their level. Other art elements will be presented, such as line, shape, and texture. Students will experiment with design principles such as symmetry in the study of African Masks, space and perspective with shapes when they design a still life and balance when they build a clay sculpture. The students are introduced to architecture when we study the contemporary artist, Beverly Buchanan. The students will show evidence of proportions by drawing a self portrait. Early art and people will be a focus throughout the study of ancient Egypt (picture writing, pyramids, desert life) Students will create works from imaginary and real life sources using different types of media and techniques, plus different brushes, paints, papers, and drawing materials.

**TITLES OF UNITS:**

Classroom procedure and introduction to first lesson	1 period
1. Cave Art	1 period
2. Color Study: Color Mixing	4 periods
3. Weaving	3 periods
4. Positive/Negative Space & Complementary Colors	2 periods
5. Architecture:	3 periods
6. Clay Sculpture: Coil Pots (Native American Indian and Egyptian Art Study),	4 periods
7. Aboriginal Art	2 periods
8. African Art	4 periods
9. Portraits: Self Portraits and Portraits	3 periods
10. Crayon Resist: Flowers	1 period
11. Still Life Study: Found objects	1 period
12. Nature Study	1 period

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Student experimentation and exploration, individually and/or in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration
5. Audio visual resources for idea stimulation and/or technique explanation

**MATERIALS:**

1. Books, reproductions, films, videos, worksheets and power point presentations

2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints, and crayons
3. Clay, Glue, masking tape, yarn, fabric, inks, cardboard scrap (shoe boxes), wood scraps

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Extra teacher assistance as needed
4. Reworking of an alternative task and/or extra credit individualized projects
5. Use of print and electronic media
6. Use of computer software
7. Use of audio and video tapes to augment lessons

#### PORTFOLIO DEVELOPMENT:

Periodically throughout the year, classroom teachers will be notified that artwork should be kept to be considered for addition to the student's portfolio. At the end of the year, each child will select at least one piece of artwork to be included in the district art show.

#### METHODS OF EVALUATION:

1. Two and three dimensional projects demonstrating an understanding of the unit and an ability to handle the art materials
2. Self-evaluation of student's own work, written and/or oral
3. Peer evaluation, small groups and whole class
4. Teacher evaluation of student work

#### INTEGRATED ACTIVITIES:

1. Concepts
  - understand element and principles of design such as:
    - color (warm, cool, neutral; primary, secondary)
    - line (straight, curved, angle)
    - shape (circle, oval, ellipse, square, rectangle, triangle)
  - understand media and process, such as:
    - methods and materials for drawing
    - methods and materials for painting
    - methods and materials for working with fibers
  - make connections among recurring motifs in art history
  - place various art forms and artists in an art historical context
  - appreciate each individual's place in a diverse world
2. Communication
  - exchange information about works of art
  - produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
  - describe meaning of work of art (one's own or others)

3. Thinking/Problem Solving

- analyze and make critical judgments about artwork
- evaluate and respond critically to works of art
- solve problems using appropriate tools, materials, technology, etc.
- show relationships between culture, historical period, and artwork produced during that time

4. Application of Knowledge

- use and master a variety of materials, tools, and art processes
- student artwork exhibits learned skills
- artwork will display the historical and multi-cultural content of the units studied

5. Interpersonal Skills

- work cooperatively
- solve problems in groups
- students help other students (peer tutoring)
- communicate appropriately with teachers and others