

Grade 1 Art Curriculum Maps

Unit of Study: Color

Unit of Study: Color/Shape/Space

Unit of Study: Texture/Space

Unit of Study: Shape/Space

Unit of Study: Shape/Space

Unit of Study: Space/Color

Unit of Study: Line/Shape/Color

Unit of Study: Shape

Grade: 1 Subject: Art	Unit of Study: Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and use the secondary color family • SWBAT identify and create a realistic snail • SWBAT create a composition using color pattern • SWBAT identify colors used to mix Secondary group • SWBAT independently use coloring techniques
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review properties of secondary color family • Introduce process of creating a Realistic image of a snail • Introduce characteristics of snails • Discuss importance of creating color patterns • Review correct coloring techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the Primary color combinations used to create the Secondary colors? • What are characteristics of snails? • What are correct coloring techniques when using markers? • Why is pattern important in a composition?
Content (Subject Matter)	<ul style="list-style-type: none"> • Color/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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.

	<ul style="list-style-type: none"> • 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. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • White Paper • Pencils • Markers • Chalk, Paint Markers
Notes	

Grade: 1 Subject: Art	Unit of Study: Color/Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT independently trace hands in different directions • SWBAT overlap and repeat hand shape • SWBAT independently create color patterns in hand design • SWBAT identify and create abstract art • SWBAT use correct coloring techniques to add color
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce color families on the color wheel & properties of each • Introduce order/purpose/use of color wheel • Discuss use of line and color pattern • Review coloring and tracing techniques • Review tracing, cutting, painting, techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are 3 color families on the color wheel? • What are the properties of each color group? • What elements of art can create pattern? • What are the proper tracing and coloring techniques when using marker? • What is abstract art?
Content (Subject Matter)	<ul style="list-style-type: none"> • Color/Space/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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.

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Materials and Resources	<ul style="list-style-type: none"> • White paper • Markers • Crayons
Notes	

Grade: 1 Subject: Art	Unit of Study: Texture/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create different types of realistic leaves • SWBAT create resist wash painting • SWBAT identify and use Warm color family • SWBAT identify and use proportion • SWBAT create realistic texture
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce various types of leaves. Discuss similarities and differences • Review techniques to creating a wash painting • Review Warm color family • Introduce/Discuss proportion • Introduce/Discuss realistic texture in nature
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are four types of leaves? How do they look? • How is a wash painting created? • What is Realistic artwork? • What is proportion? • What is the texture of a leaf? How can we use realistic texture in our artwork?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Texture
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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

	<p>media.</p> <ul style="list-style-type: none"> • 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. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White Paper • Tempera Paint • Brushes • Visuals of leaves • Black Crayons
<p>Notes</p>	

Grade: 1 Subject: Art	Unit of Study: Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBA T create trees of different sizes • SWBA T identify and use cool color family • SWBAT create line pattern to create texture • SWBAT identify and create realistic landscape • SWBAT independently create wash painting
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review placement of sized objects in relation to space • Review use of Foreground, Middleground and background • Review line pattern/types • Review use of cool color family • Review properties of landscapes • Review techniques to create wash painting
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does space change shape in a landscape? • What are the three parts of a landscape? • What are the three cool colors? • What are three types of line design/pattern? • What are the characteristics of realistic art? • What is a horizon line? • What are the techniques used in wash painting?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools

	<p>that are appropriate to the production of works of art in a variety of art media.</p> <ul style="list-style-type: none"> • 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. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White Paper • Crayons • Markers • Paint/Brushes • Examples of landscapes
<p>Notes</p>	

Grade: 1 Subject: Art	Unit of Study: Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT create freeform germ creatures • SWBAT identify and use collage techniques • SWBAT create line pattern to create texture • SWBAT identify and create abstract germ • SWBAT independently create symmetrical/asymmetrical face
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review placement of abstract shape • Review use of Overlapping and repeated shape • Review line pattern/types • Review use of collage techniques • Review properties of germs
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do germs spread? how can we prevent this? • What are the techniques to creating collage? • What are different kinds of Freeform shape? • What are three types of line design/pattern? • What are the characteristics of abstract art? • What is symmetry/asymmetry?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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

	<p>media.</p> <ul style="list-style-type: none"> • 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. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Colored Paper • Glue/Scissors • Markers
Notes	

Grade: 1 Subject: Art	Unit of Study: Space/Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create a style/ font of a letter • SWBAT identify and discuss use of a border • SWBAT create a letter painting using tempera paint • SWBAT independently create bold font letters • SWBAT independently use color patterns • SWBAT use proportion effectively
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce various examples of fonts/ letter styles • Discuss properties of tempera paint • Review drawing and painting techniques • Discuss use of space in relation to proportion • Review creation of border and color pattern
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the techniques used to create bold font? • What types of colors can be used in the creation of a color pattern? • What are drawing and painting techniques in the creation of a tempera painting? • What art principles can be used in creating letter designs? (review proportion) • What are the characteristics of creating a unique font?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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.

	<ul style="list-style-type: none"> • 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. • 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. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White Paper • Paint • Brushes • Markers
<p>Notes</p>	

Grade: 1 Subject: Art	Unit of Study: Line/Shape/Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT independently create line pattern • SWBAT independently create shape pattern • SWBAT independently create color pattern • SWBAT trace and cut a freeform shape • SWBAT independently recognize color families
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce the story of Elmer and discuss colors • Review Primary and Secondary color families • Review Warm/Cool color families • Review creation of line, shape and color patterns • Introduce tracing/pattern techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who was Elmer and why was he special? • What are the Primary, Secondary and Warm/Cool colors? • What elements of art can be used to create pattern? • What is a Freeform shape?
Content (Subject Matter)	<ul style="list-style-type: none"> • Line/Color/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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.

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Materials and Resources	<ul style="list-style-type: none"> • White Paper • Elephant Patterns, Scissors • Elmer Book, Glue • Markers, Colored Paper
Notes	

Grade: 1 Subject: Art	Unit of Study: Shape
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT independently create line pattern • SWBAT independently create shape pattern • SWBAT independently create color pattern • SWBAT trace and cut a freeform shape • SWBAT independently recognize color families
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review properties of collage technique. • Introduce process of creating a Realistic frog • Review importance of Proportion/use of space • Review use and combination of simple, Geometric shapes
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is a collage and how is it created? • What are geometric Shapes? • What is Proportion and why is it important? • What are the characteristics of frogs? • What Geometric shapes can be combined to create a realistic image?
Content (Subject Matter)	Shape/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 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. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 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. • 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. • 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. • 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. • 1.3.2.D.5 Create works of art that are based on observations of the

	<p>physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <ul style="list-style-type: none"> • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 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 each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Colored Paper • Glue/Scissors • White Paper • Markers
<p>Notes</p>	