



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Art
Grade 1

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Approved by the Midland Park Board of Education on
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Art Grade 1

Course Description:

The First grade students will have art for one full period each week in the art room. They are requested to bring a smock to protect their clothing during messier projects. They will have an opportunity to look at the work of a variety of artists and to try out different materials during the course of the school year as they work on both 2 and 3 dimensional art projects. While the skills are covered during the year, the artists and cultures change to provide variety.

Suggested Course Sequence:

Unit 1: *What Artists Do*: 6 classes

Unit 2: *Prints*: 6 classes

Unit 3: *Many Things*: 3 classes

Unit 4: *Around the World*: 5 classes

Unit 5: *Series*: 4 classes

Unit 6: *Different Cultures*: 5 classes

Unit 7: *Mixed Media*: 6 classes

Unit 8: *Drawing from Nature*: 5 classes

Pre-Requisite: Student will have completed Kindergarten Art.

Unit Overview

Content Area:	Art
Unit Title:	Unit 1: What do artists do?
Target Course/Grade Level:	Art / Grade 1

Unit Summary

This unit will focus on types of art made by artists: portraits, self-portraits, still life, and landscape. The students will look at work by one artist to see the style and variety of work done by the artist.

21st century themes: Creativity, Collaboration, Communication

Learning Targets

Standards**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process:**

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**1.2: History of the Arts and Culture:**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**D. Visual Art**

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.
1.3.2.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.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.

Unit Essential Questions

- What kinds of paintings do artists create?
- Where do artists get their ideas?

Unit Enduring Understandings

- There are different kinds of paints and drawings that artists can make.
- Some artists use paint and other art materials to interpret what they see.

Unit Learning Targets

Students will...

- differentiate between portrait and self portrait
- use basic art words to describe work
- compare use of color in different paintings
- describe style of van Gogh; short strokes of color
- draw using realistic colors
- draw using some proportion

- define and make a landscape
- define and make a still life
- work as a team member on a IWB activity
-

Evidence of Learning

Summative Assessment (2 days)

Completed projects, Discussion

Equipment Needed: IWB, Projector, Computer**Teacher Resources:** Books and Prints by artist**Formative Assessments**

- Guessing Game - portrait or self portrait
- IWB activities
- Class participation
-

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Self Portrait	1 Class
2	Introduction of Artist	1 Class
3	Landscape	2 Classes
4	Still Life	2 Classes

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Martini, Alberto. Van Gogh. New York: Avenel Books, 1978.

Venezia, Mike.

Van Gogh / written and illustrated by Mike Venezia.

Chicago : Childrens Press, c1988.

Gogh, Vincent van. Vincent's Colors. NY: Metropolitan Museum of Art; San Francisco, CA: Chronicle Books, 2005

<http://www.metmuseum.org/explore/>

Unit Overview			
Content Area:	Art		
Unit Title:	Unit 2 Printing		
Target Course/Grade Level:	Art / Grade 1		
Unit Summary In this unit the students will understand that the same word can be used in different ways. They will be introduced to early forms of printing and artists that made prints as well as seeing the tools used in the process. They will understand how technologies change over time. They will use the computer and traditional art materials as they move through the unit.			
21st century themes: Creative thinking, collaboration, critical thinking, problem solving, use media			
Learning Targets			
Standards 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance D. Visual Art All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
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.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.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 physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> What is printing? How can words be used to mean different things? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Printing is a term that has multiple meanings even within the art room Vocabulary changes and grows with new inventions and technologies. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What is printing? How can words be used to mean different things? 	Unit Enduring Understandings <ul style="list-style-type: none"> Printing is a term that has multiple meanings even within the art room Vocabulary changes and grows with new inventions and technologies.
Unit Essential Questions <ul style="list-style-type: none"> What is printing? How can words be used to mean different things? 	Unit Enduring Understandings <ul style="list-style-type: none"> Printing is a term that has multiple meanings even within the art room Vocabulary changes and grows with new inventions and technologies. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Type name on computer Use shift key to make an upper case letter 			

- Use mouse
- Send document to print
- Use stamper correctly to make repeated stamps
- Create an object or scene using repeated stamps
- Use up and down movement to print with sponges
- Use shaped sponges to make prints with tempera paint
-

Evidence of Learning

Summative Assessment (2 days)

Completed projects

Equipment Needed: Computer, projector, IWB, copier

Teacher Resources: Durer "Rhinoceros"
Teacher Made Power Point on Johann Gutenberg

Formative Assessments

- Computer use
- Discussion
- Participation
- Observation
-

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce Printing	1 Class
2	Computer/ Notepaper	2 Classes
3	Stamping	1 Class
4	Sponge Painting	1 Class
5	Rubbing	1 Class

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Teacher made power point Johann Gutenberg

<http://www.hrc.utexas.edu/exhibitions/permanent/> The Gutenberg Bible at the Ransom Center at the University of Texas

Unit Overview			
Content Area:	Art		
Unit Title:	Unit 3 Many Things		
Target Course/Grade Level:	Art – Grade 1		
Unit Summary In this unit, the students will explore how the artist gets ideas and how the page is used to convey these ideas. They will see how detail is used in painting as well as how the artist fills his page.			
21st century themes: creative, critical thinking, collaboration, and problem-solving, brain storming			
Learning Targets			
Standards 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture 1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.			
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance D. Visual Art 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
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.		
1.3.2.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.5	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.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.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> What topics do artists like to paint? How do artists show details? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Artists paint many different things. Some artists like to paint places that they have been. Artists apply paint and draw in different ways. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What topics do artists like to paint? How do artists show details? 	Unit Enduring Understandings <ul style="list-style-type: none"> Artists paint many different things. Some artists like to paint places that they have been. Artists apply paint and draw in different ways.
Unit Essential Questions <ul style="list-style-type: none"> What topics do artists like to paint? How do artists show details? 	Unit Enduring Understandings <ul style="list-style-type: none"> Artists paint many different things. Some artists like to paint places that they have been. Artists apply paint and draw in different ways. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Recognize 4 paintings by Childe Hassam Follow the paths set on the web site Take turns with classmates 			

- Use electronic pen carefully and correctly
- Make a picture that has a path
- Use an art technique that the artist Hassam uses
- Use cray pas as a coloring material
-

Evidence of Learning

Summative Assessment (2 days)

Completed projects, Discussion, Observation

Equipment Needed: Projector, IWB**Teacher Resources:** Use Metropolitan museum Explore and Learn sitehttp://www.metmuseum.org/explore/childe_hassam/index.html*Coast Scene, Isles of Shoals**Celia Thaxter's Garden**Winter in Union Square**Avenue of the Allies***Formative Assessments**

- Artist, Timeline, and What do you hear? IWB Activities •
- from Metropolitan Museum of Art site •
- Discussion

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Artist through museum site	1 Class
2	Many Things drawing	2 Classes

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Use Metropolitan museum Explore and Learn site

http://www.metmuseum.org/explore/childe_hassam/index.html

Unit Overview

Content Area: Art**Unit Title:** Unit 4 Around the World**Target Course/Grade Level:** Art – Grade 1**Unit Summary**

We focus on one country each year, primarily on the ancient art work of that culture. It might be Chinese, Scandinavian or Ancient Greek. The children have an opportunity to use clay and/or modeling compounds as they look at 3 dimensional objects, relief sculpture, and jewelry.

21st century themes: Critical Thinking and Problem Solving, Creativity and Innovation, Cross-Cultural Understanding and Interpersonal Communication

Learning Targets

Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art 1.3 Performance:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.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.
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Unit Essential Questions

- How do people of different cultures express themselves through art?

Unit Enduring Understandings

- Many cultures around the world use similar materials and techniques but with different designs and stories attached.

Unit Learning Targets

Students will...

- Use appropriate vocabulary

- Participate in class discussion
- Understand terra cotta as a type of clay
- Use Modeling Compound
- Make a Relief Sculpture
- Pose as the figures they see
- Relate verbally what they see to what they know of other cultures.
- Make a choice of a figure they wish to make
- Manipulate a modeling compound to make a figure
- Paint the figure
- Mount the figure on cardboard
- Create a frame using ribbon
- Draw a dragon using pencil and crayon

Evidence of Learning

Summative Assessment (2 days)

Discussion, Finished Projects

Equipment Needed: IWB, projector, computer

Teacher Resources: Teacher Made Website, photos, Spode plate

Formative Assessments

- IWB activities
- Discussion
- Participation
-

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Discussion / Website	1 Class
2	Relief Sculpture	3 Classes
3	Dragons	1 Class

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Smith, Bradley. China: A History in Art. NY: Doubleday and Company.

Johnson Brothers dish based on Spode design: Willow pattern.

http://www.wackykids.org/Dragon_robeintro.htm

<http://midlandparkschools.schoolwires.com/Page/2020>

Cotterell, Arthur. Eyewitness Books: Ancient China, NY: Dorling Kindersley Publishing.

Unit Overview			
Content Area:	Art		
Unit Title:	Unit 5 Series		
Target Course/Grade Level:	Art – Grade 1		
Unit Summary The children have an opportunity to look at artwork that tells a story. The story can be historical, biographical, or telling about everyday life. They will have an opportunity to work together to tell a story of their own choosing through their artwork.			
21st century themes: Teamwork, Collaboration, Creative thinking, Brainstorming			
Learning Targets			
Standards 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.			
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance D. Visual Art: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
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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		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How does art tell us about our everyday life? What does art tell us about History? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Artists use their work to tell about events, people, and time periods that are important to them. Historians use artwork to help understand events and time periods. People have different strengths and work the way that is best for themselves. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How does art tell us about our everyday life? What does art tell us about History? 	Unit Enduring Understandings <ul style="list-style-type: none"> Artists use their work to tell about events, people, and time periods that are important to them. Historians use artwork to help understand events and time periods. People have different strengths and work the way that is best for themselves.
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify Jacob Lawrence as a Black American painter Work together Design a series of pictures that tell a story Use materials appropriately to tell a story Tell the story in sentence form to be displayed with the finished pictures. 			

Evidence of Learning**Summative Assessment (2 days)**

Finished projects

Equipment Needed: IWB, projector**Teacher Resources:** Books, websites**Formative Assessments**

- Discussion
- Questions
- IWB activity
- Vocabulary

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Artist presentation	1 Class
2	Series Plan	1 Class
3	Series Project	2 Classes

Teacher Notes:

This unit is usually done in January so that Jacob Lawrence can be presented and a tie in to Martin Luther King can be made.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

http://www.phillipscollection.org/migration_series/index.cfm

Power Point from Whitney Museum web site

Venezia, Mike.

Jacob Lawrence / written and illustrated by Mike Venezia.

New York : Children's Press, c1999.

Duggleby, John.

Story painter : the life of Jacob Lawrence / by John Duggleby.

San Francisco : Chronicle Books, c1998

Unit Overview	
Content Area:	Art
Unit Title:	Unit 6 Different Cultures
Target Course/Grade Level:	Art – Grade 1
Unit Summary This unit explores how people learn about time periods and history through art. It gives the students an opportunity to use a variety of art materials as well.	
21st century themes: Collaboration, Creative thinking, Communication, Cross-Cultural Understanding and Interpersonal Communication	
Learning Targets	
Standards 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture 1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
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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.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> How is history documented? How does art tell us about history? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> Art can be used to show how people dressed and lived in time periods before the invention of cameras. Art can be used to record interpretations of historical events. </div> </div>	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Describe the difference between European clothing and Native American clothing based on observation of paintings Make a necklace / jewelry based on information from art work Make a pinch pot 	

- Paint a pinch pot using tempera paint

Evidence of Learning

Summative Assessment (2 days)

Completed projects

Equipment Needed: IWB, projector, computer

Teacher Resources: Rubens and his First Wife, Isabella Brandt, in the Honeysuckle Bower by Peter Paul Rubens
Teacher Made Power Point

Formative Assessments

- Worksheets
- IWB activities
- Discussion

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Discussion / Power point	1 class
2	Necklace / Jewelry	2 classes
3	Pinch Pot	2 classes

Teacher Notes:

Projects might vary.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area:	Art
Unit Title:	Unit 7 Mixed Media
Target Course/Grade Level:	Art – Grade 1

Unit Summary

Students will use a variety of materials to explore Illustration. They will look at how illustrators work and how it differs from other art forms.

21st century themes: Creativity, critical thinking, collaboration, problem-solving

Learning Targets

Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2

1.3 Performance 1.3 Performance:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.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.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.

Unit Essential Questions

- Where do artists get their ideas?
- What is illustration?

Unit Enduring Understandings

- Illustrators give visual representations of the written word.
- Many artists do a wide variety of art work.

Unit Learning Targets

Students will...

- Understand illustrators sometimes use real locations as backgrounds
- Recognize that an illustration is a picture that explains words visually
- Make a paper loom
- Weave on a paper loom
- Recognize proportion as size relationships
- Take part in a class discussion
- Draw animals

Evidence of Learning

Summative Assessment (2 days)

Completed projects, discussion

Equipment Needed: IWB, projector, computer

Teacher Resources: Websites, pictures

Formative Assessments

- IWB activities from websites
- Discussion
- Participation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Illustrator presentation	1 Class
2	Illustration	2 classes
3	Weaving	3 Classes

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Calendar

Articles

Pictures

<http://www.peterrabbit.com/us/index.asp>

Unit Overview			
Content Area:	Art		
Unit Title:	Unit 8-- Drawing from Nature		
Target Course/Grade Level:	Art / Grade 1		
Unit Summary This unit will look at the work and interests of an artist and focus on self-portrait and drawing from nature. The students will draw from direct observation and use art terms correctly to describe their work.			
21st century themes: Creativity, Critical Thinking, Communication			
Learning Targets			
Standards 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process D. Visual Art 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance D. Visual Art 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
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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.		
1.4.2.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.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).		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> Why do some artists draw from nature? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Observation allows the artist to include details that might otherwise be overlooked. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> Why do some artists draw from nature? 	Unit Enduring Understandings <ul style="list-style-type: none"> Observation allows the artist to include details that might otherwise be overlooked.
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Look at and recognize artwork of a specific artist Understand drawing from life means looking at something as you draw Draw an object in front of them. Attempt to include details in work Look for color, line, shape, and texture in work Make a self portrait 			

- Make people in various poses using paper and tape.

Evidence of Learning

Summative Assessment (2 days)

Completed projects

Equipment Needed: IWB, projector, computer

Teacher Resources: Prints by artist, Teacher made power point

Formative Assessments

- Classroom activity
- IWB Activity
- Participation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction of artist	1 Class
2	Self-portrait	1 Class
3	Nature drawing	2 Classes
4	People	1 Class

Teacher Notes:

Leonardo DaVinci is usually used for this unit.

Curriculum Development Resources

Click links below to access additional resources used to design this unit: