

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Visual Arts**  
**Grade 1**

<b>Marking Period 1:</b>	<b>Marking Period 2:</b>	<b>Marking Period 3:</b>	<b>Marking Period 4:</b>
<p><b>Unit 1:</b>  <u><b>Intensity, Texture, Emphasis and Balance</b></u></p>	<p><b>Unit 2:</b>  <u><b>Line, Shape, Repetition, Rhythm and Pattern</b></u></p>	<p><b>Unit 3:</b>  <u><b>Color, Value, Movement, Harmony and Unity</b></u></p>	<p><b>Unit 4:</b>  <u><b>Texture, Form, Space and Proportion</b></u></p>
<p><b>“What I Did This Summer”            (Self-portrait in action)</b></p>	<p><b>“Modern Art”</b></p>	<p><b>“Landscape Batik”</b></p>	<p><b>“Slithering Snakes”</b></p>
<p><b>Objectives:</b></p>	<p><b>Objectives:</b></p>	<p><b>Objectives:</b></p>	<p><b>Objectives:</b></p>
<p>Understand that paintings can tell a story.</p>	<p>Identify patterns in nature through shape and color.</p>	<p>Observe the natural formation of land.</p>	<p>Observe animals in their natural environment.</p>
<p>Observe some samples of children at play.</p>	<p>Recognize patterns and rhythm in famous works of art.</p>	<p>Identify the differences in the landscapes of Indonesia.</p>	<p>Identify the different geometric forms needed to create different animals.</p>
<p>Identify the events in the picture.</p>	<p>Analyze how the work is organized.</p>	<p>Identify the differences in their lifestyles and habits.</p>	<p>Identify different materials you can use to create a sculpture.</p>
<p>Create a self-portrait in action.</p>	<p>Create a work of art inspired by Modern Art that emphasizes pattern and rhythm using lines, shapes and color.</p>	<p>Observe the process of batik.</p>	<p>Observe different sculptures from a variety of mediums.</p>
<p><b>Lessons, Activities &amp; Student Products:</b></p>	<p><b>Lessons, Activities &amp; Student Products:</b></p>	<p>Create a landscape inspired by the Indonesian landscape and culture that emphasizes color, value, movement, harmony and unity.</p>	<p>Create a snake and its environment.</p>
<p>Recall a memory from summer.</p> <p>Share stories with each other.</p>	<p>Students will observe the work of Mondrian.</p>		<p><b>Lessons, Activities &amp; Student Products:</b></p>
<p>Observe some samples of children at play.</p>	<p>Students will identify the lines,</p>		<p>Students will look at animals made from wood, from paper,</p>

<p>Create a self-portrait in action.</p> <p><b>“Green Goblins”</b></p> <p><b>Objectives:</b></p> <p>Recognize balance and symmetry in objects and nature/people’s faces.</p> <p>Identify color, shapes, size and amount from diagram.</p> <p>Create painting/collage from a diagram that represents balance, emphasis and texture.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will identify the items on a diagram.</p> <p>Students will create the items according to the diagram.</p> <p>Students will complete work by using fluorescent green paint folded between the two halves and placing the pieces in the appropriate place to create a goblin.</p>	<p>shapes and colors in the work of art.</p> <p>Students will create a work of art inspired by Mondrian and the Modern Art movement.</p> <p>Students will cut strips of black paper and paste them to create the squares and rectangles.</p> <p>Students will complete the work by painting primary colors into some of the spaces.</p> <p><b>Essential Questions:</b></p> <p>What do you see in this work of Modern Art painted by Mondrian?</p> <p>What kind of lines, shapes and colors do you see?</p> <p>What do think the subject of the painting is?</p>	<p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe the natural formation of the islands of Indonesia.</p> <p>Draw a landscape with repeated mountains and islands, with huts, palm trees, and boats.</p> <p>Outline the drawing using glue.</p> <p>Students will complete the imitated batik process using water colors.</p> <p><b>“Doodle-4-Google”</b></p> <p><b>Objectives:</b></p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p>	<p>from clay, and from mixed media.</p> <p>Students will model clay into a snake.</p> <p>Students will color the snake using glaze.</p> <p>Students will create the environment for their snake from nature.</p> <p><b>Essential Questions:</b></p> <p>What are some of your favorite animals?</p> <p>Where do they live?</p> <p>How do you think you could make your favorite animal?</p>
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<p><b>Essential Questions:</b></p> <p>Do you think paintings and pictures can tell a story?</p> <p>What story can you tell from the picture of children at play?</p> <p>What do you think the artist is trying to express?</p> <p>What do you think of the work of art?</p> <p>What is your personal point of view?</p> <p>What is a diagram?</p> <p>What important information does a diagram give you?</p> <p>Do you think you can create a picture from a diagram?</p>		<p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p><b>Essential Questions:</b></p> <p>Have you ever been on an island?</p> <p>How is life in Indonesia different from life in New Jersey? Consider landscape, temperature, habitat, lifestyles, etc.</p> <p>Have you ever seen batiks?</p> <p>How do you think you can make batiks?</p> <p>Do you know what a Logo is? Have you ever visited the website “Google?”</p> <p>Why do you think a logo is important?</p>	
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<p><b>Materials:</b></p> <p>Sample of works of art that tell a story, heavy white paper, pencil, permanent marker, oil pastels</p> <p>A diagram that includes shape, color, size and amount, colored construction paper red, orange, yellow, green, blue, purple, pencil, scissors, white drawing paper, fluorescent green paint, glue</p>	<p><b>Materials:</b></p> <p>Samples of Mondrian’s art, heavy white paper, pre-cut strips of black construction paper, glue, blue, red and yellow tempera paint, brush</p>	<p><b>Materials:</b></p> <p>Pictures of Indonesia, samples of batiks, watercolor paper, pencil, glue, watercolors, brush</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed “Google” sheet, pencil, permanent marker, colored pencils</p>	<p><b>Materials:</b></p> <p>Samples of sculpted animals, Images of animals in their environment, clay, toothpicks, kiln, glaze, brush, shoebox, green tissue paper, leaves, grass, branches</p>
<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>	<p><b>Assessment:</b></p> <p>Students will present work of art for exhibition and critique.</p>

<p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork,</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used,</p> <p>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,</p> <p>1.2.2.A.2: 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,</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</p>	<p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>1.2.2.A.2: 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.</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</p>	<p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>1.2.2.A.2: 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.</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</p>	<p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>1.2.2.A.2: 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.</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</p>
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<p>methods,</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,</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,</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>,</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 <u>art mediums</u> and <u>art media</u>,</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or</p>	<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style,</p>	<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style,</p>	<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style,</p>
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<p>presence of training, style, etc.),</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning,</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 each of the four arts disciplines (dance, music, theatre, and visual art),</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art,</p> <p>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,</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances,</p> <p>1.4.2.B.3: Recognize the</p>	<p>etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>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.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in</p>	<p>etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>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.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performance.</p> <p>1.4.2.B.3: Recognize the making subject or theme in</p>	<p>etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>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.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in</p>
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