

Shrewsbury Borough School District
ART Curriculum Guide
Grade 1
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

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Course Description:

The first grade art curriculum expands on the elements of art for art making and recognition of primary, secondary, and neutral colors, warm and cool colors, expressive line and texture and emotive color. Students will be introduced to different subject matters such as self portraits, still life and landscape where they will use a variety of medias to create their work. Master artists will be a source of inspiration and a connection to the student's knowledge of the elements of art. Students will continue to build on their art vocabulary and experience with various mediums including drawing and painting, printmaking, collage, digital art, and sculpture. At the first grade level, students will experience art once during a six-week cycle. Each art class is 46 minutes in duration.

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Unit 1 Overview
Unit Title/Marking Period: Repetition and Pattern: Line, Shape, Repetition - - MP1
Grade Level: 1 st Grade - Art
Recommended Pacing: Marking period
Unit Summary: This unit emphasizes the principles of design: repetition and pattern. Students will review the element of art, line and the creation of a pattern. Students will apply these principles to a still life, abstract art in a traditional and digital study, and in a collaborative painting project.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

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8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5
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<p>Unit Essential Questions:</p> <p>What is a pattern? What is Repetition? Where can you find a pattern or repeated design? Identify the various lines used in Matisse’s cut outs What is a collage? What is abstract art?</p>	<p>Unit Enduring Understandings:</p> <p>This unit explores the element of art line, and the principles repetition and pattern. Students will review Line and Shape and use these elements to create a pattern. Students will apply these principles to various project that explore digital media, traditional collage, and an observational drawing still life.</p>
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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- Students will know how to use line to create pattern.
- Students will know how to identify repetition and pattern in the works of Jasper Johns, Matisse and Cezanne.
- Students will know how to recognize and define a still life and landscape, abstract art and collage.
- Students will know how to create a still life and landscape using lines and shapes.
- Students will know how to use art vocabulary when describing their work and the work of others.

- Students will analyze the work of Jasper Johns for use of line, pattern and repetition.
- Students will differentiate between abstract art and art with a clear subject matter.
- Students will view a short film on select artists for their use of line and pattern.
- Students will create a still life, landscape and abstract art using the element of line and principles repetition and pattern.
- Students will use art vocabulary to describe their work and the work of others.

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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Oral assessment on art vocabulary including elements of art, artist's work, art subject matter and techniques● Repetition exercise
Equipment Needed: Art examples of select artists, short films on Johns, Matisse, Cezanne, White heavy weight paper, pencils, erasers, scissors, construction paper, glue, finger paint, oil pastels, watercolor, brushes, tempera paint
Summative Assessments: <ul style="list-style-type: none">● Final Art works

Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques

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Teacher Notes:

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Unit 2 Overview
Unit Title/Marking Period: Color (warm & cool): Proportion, Movement, Unity – MP 2
Grade Level: 1 st grade - Art
Recommended Pacing: Marking period
Unit Summary: After reviewing the basic color schemes, students are introduced to warm and cool colors. The two new schemes are defined and identified in several master artist’s works across art genres. Students will use warm and cool colors in a pop art self portrait project, a landscape perspective drawing and a printmaking project.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

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8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2,
8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5

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<p>Unit Essential Questions:</p> <p>List warm and cool colors. How do warm colors make you feel? Cool colors? How does color help us understand what the artist is communicating?</p> <p>What is an element of perspective?</p>	<p>Unit Enduring Understandings:</p> <p>This unit focuses on color, specifically warm and cool color schemes. Students will learn about emotive color and its contribution to an artist’s subject matter. Students will apply the same principles to a drawing, painting, and printmaking project. Simultaneous to using color, students will further their understanding of proportion in landscapes and in a self portrait.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<ul style="list-style-type: none"> ● Students will know how to list and identify warm and cool colors. ● Students will know how to observe and define feeling or concept in artist’s work through use of warm and cool colors. ● Students will know how to define and create a still life and a landscape. 	<ul style="list-style-type: none"> ● Students will observe select artist’s work for use of warm and cool colors. ● Students will watch a short film on warm and cool colors. ● Students will apply perspective technique to create a landscape drawing.

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<ul style="list-style-type: none">● Students will know how to define and create a perspective landscape.● Students will know how to create a print of their artwork.	<ul style="list-style-type: none">● Students will use repetition and unity to complete their landscape.● Students will watch a video and demonstration on printmaking.● Students will create prints using warm or cool colors according to the feeling of their subject matter.● Students will analyze their work and the work of others for their use of warm or cool colors.
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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none">● Oral assessment on art vocabulary including elements of art, artist's work, art subject matter and techniques● Warm and cool color exercise● Print exercise
<p>Equipment Needed:</p> <p>Art examples of select artists, short films on printmaking, perspective and color, White heavy weight paper, pencils, erasers, oil pastels, watercolor, brushes, scissors glue, snow templates, Styrofoam board, printmaking ink</p>

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Summative Assessments: <ul style="list-style-type: none">● Final Art works
Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques
Teacher Notes:

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Unit 3 Overview
<p>Unit Title/Marking Period: Perspective: Shape, form, space -- MP 3</p>
<p>Grade Level: 1st grade - Art</p>
<p>Recommended Pacing: Marking period</p>
<p>Unit Summary: This unit is centered on perspective. Students will review elements of drawing a landscape and will further their understanding of perspective by applying the principles to a 2d and 3d project.</p>
<p>NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>
<p>21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6</p>
<p>Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5</p>

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<p>Unit Essential Questions:</p> <p>What is an element of perspective? What is a horizon line? What happens to objects as they get further away from you? Closer to you?</p>	<p>Unit Enduring Understandings:</p> <p>This unit focuses on perspective and building on art vocabulary. Using landscape artist examples, students will identify the key art terms and perspective elements in each work. Students will review the difference between a shape and a form. Students will create a 2d drawing and painting as well as a 3d clay sculpture that illustrates perspective.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<ul style="list-style-type: none"> ● Students will know how identify a landscape artwork. ● Students will know how to describe perspective. ● Students will know how to create a perspective landscape drawing and painting. ● Students will know how to use clay hand building techniques to create perspective in their sculpture. 	<ul style="list-style-type: none"> ● Students will observe select landscape artist’s work by using key art vocabulary. ● Students will watch a short film on Perspective and will view art examples that illustrate perspective. ● Students will apply perspective technique to create a landscape drawing and painting. ● Students will create a 3d sculpture that illustrates perspective by using proportion.

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	<ul style="list-style-type: none"> ● Students will analyze their work and the work of others for their use of perspective and proportion.
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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on art vocabulary including elements of art, artist’s work, art subject matter and techniques ● Perspective worksheet
Equipment Needed: Art examples of select artists, short films on Matisse and landscape perspective, Water color paper, White heavy weight paper, pencils, erasers, oil pastels, watercolor, brushes, white clay, glaze
Summative Assessments: <ul style="list-style-type: none"> ● Final Art works
Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques

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Teacher Notes:

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Unit 4 Overview
Unit Title/Marking Period: Texture, Shape, Form, Space -- MP 4
Grade Level: 1 st grade - Art
Recommended Pacing: Marking period
Unit Summary: This unit is centered on illustrating texture through drawing and collage medias.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.5

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<p>Unit Essential Questions:</p> <p>What is texture? How would you draw or paint texture?</p>	<p>Unit Enduring Understandings:</p> <p>This unit focuses on illustrating texture through line making. Students will use various lines to mimic the texture of the given forms. Students will also be introduced to weaving and collage textures.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

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<ul style="list-style-type: none">● Students will know how identify lines that mimic textures.● Students will know how to describe texture.● Students will know how to create texture by using line.● Students will know how to use weaving methods to create a texture.	<ul style="list-style-type: none">● Students will watch a short film on texture and view the works of artists who create texture-using line.● Students will create a drawing that illustrates texture.● Students will work on the iPads to create a digital collage using different textures.● Students will create a collage that uses multiple materials to illustrate texture.● Students will analyze their work and the work of others for their use of perspective and proportion.
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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Oral assessment on art vocabulary including elements of art, artist’s work, art subject matter and techniques
Equipment Needed: Art examples of select artists, short film on texture, White heavy weight paper, pencils, erasers, black crayons, watercolor, salt, brushes, various collage materials, glue, scissors

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Summative Assessments:

- Final Art works

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes: