



Elementary Visual Art Grade 1

Curriculum Committee Members

Dina Demasi, Lusher Elementary

Matt McClellan, Special Areas Curriculum Coordinator

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TABLE OF CONTENTS

Elementary Visual Art

Grade 1

Hazelwood School District Mission Statement.....	3
Hazelwood School District Vision Statement.....	3
Hazelwood School District Goals.....	3
Curriculum Overview.....	4
Course Overview.....	5
Visual Arts Curriculum - Unit 1.....	8
Visual Arts Curriculum - Unit 2.....	37
Visual Arts Curriculum - Unit 3.....	59
Visual Arts Curriculum - Unit 4.....	81
Appendices.....	X

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation. Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

The assessments are required; the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

COURSE TITLE: Visual Arts First Grade

GRADE LEVEL: First

CONTENT AREA: Visual Art

Course Description:

The elements of line, shape, color and pattern are developed further. Form, value, space and texture are introduced and explored through a variety of techniques and processes. Students will be exposed to numerous artists, cultures and subject matter.

Course Rationale:

The first grade art program expands the exploration of the elements of art (line, shape, color, and pattern) while introducing form, value, space and texture. Students will be exposed to a variety of artists, cultures and processes to broaden their abilities to understand, analyze and create works of art. Exploration will take place during discussion, creative problem solving and hands-on activities.

Course Scope and Sequence

Unit 1: The Elements: Line, Shape, Color and Pattern (8-10 class periods)	Unit 2: The Elements: Space, Value, Texture and Form (8-10 class periods)	Unit 3: Theme and Subject Matter (8-10 class periods)
Unit 4: Interdisciplinary Connections (8-10 class periods)		

Unit Objectives:

Unit 1: Line, Shape, Color and Pattern

1. Students will identify and use straight, curved, thick and thin lines (EP1A).
2. Students will compare and contrast two artworks on the use of line (HC1B).
3. Students will apply paint with a dragging motion (PP1B).
4. Students will identify and use primary colors (EP1E).
5. Students will fill in an area with a solid color using crayon, pencil or marker (PP1A).
6. Students will identify and use triangles, circles, squares, rectangles and ovals (EP1B).
7. Students will use glue with control (PP2A).
8. Students will categorize shapes as large, medium and small (EP1B).
9. Students will identify and create an alternate pattern abab (EP2D).
10. Students will identify lines, shapes, colors and patterns in artworks (AP2A).
11. Students will explain how patterns in art are similar to patterns in math (IC2A).

Unit 2: The Elements: Space, Value, Texture, Form

1. Students will identify and demonstrate the use of space (EP1G).
2. Students will identify and use texture (EP1D).
3. Students will identify and use value (EP1F).
4. Students will identify and use form (EP1C).
5. Students will use modeling material to use pinch, pull and roll material (PP2A).

Unit 3: Theme and Subject Matter

1. Students will create an original artwork that communicates ideas about things (PP3C).
2. Students will create a still life with one object (PP3A).
3. Students will identify and demonstrate the concept of middle or center (EP2A).
4. Students will compare and contrast 2 artworks on subject matter (HC1B).
5. Students will create an original artwork about people (PP3C).
6. Students will create an original artwork showing family members (PP3A).
7. Students will discuss a feeling or idea to an artwork based on the student's life experience (AP1A).
8. Students will create an original artwork that communicates ideas about animals (PP3C).
9. Students will identify works of art from Europe (Cave) (HC1A).
10. Students will compare and contrast 2 artworks on their use of line, shape, color (HC1B).

Unit 4: Interdisciplinary Connections

1. Students will demonstrate a monoprint process (PP1D).
2. Students will identify works from the United States (HC1A).
3. Students will fold paper and identify folded edge (PP2A).
4. Students will identify works from Asia (HC1A).
5. Students will design wearable art (masks, jewelry, paper hats, decorating tshirts, costumes, face painting) (PP3B).
6. Students will relate costumes in theater to wearable art (IC1A).

Essential Terminology/Vocabulary

Unit 1: Line, Shape, Color and Pattern

Line, thick, thin, straight, curved, subject matter, primary colors (red, yellow, blue), application, shape, size, small, medium, large, overlap, cut-out, collage, line, shape, color, pattern, abab pattern

Unit 2: The Elements: Space, Value, Texture, Form

Space, positive space, negative space, texture, rubbing, value, light, dark, value scale, shape, form, sculpture

Unit 3: Theme and Subject Matter

Subject matter, still life, objects, theme, cave art, Europe

Unit 4: Interdisciplinary Connections

Printmaking, Monoprint, block, brayer, ink, fold, sculpture, origami, Japan, Asia, wearable art, functional art, mask, theater, Africa, Asia, Culture

Approved Course Materials and Resources:

Mouse Paint by Ellen Stoll Walsh

Henri's Scissors by Jeanette Winter Geo Solids (5-6 sets)

Tar Beach by Faith Ringgold

The First Drawing by Mordicai Gerstein