

GRADE 1 VISUAL & PERFORMING ARTS

ART 1–2025

COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 1 (2024)(Grade 1)

- Visual Arts (Grade 1)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 1.1CR. Differentiate between personal ideas and the ideas of others when developing artmaking concepts.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 1.2PE. Engage with materials and tools to develop artmaking skills.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 1.1RE. Describe the meaning of symbols and images in works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 1.1CO. Use historical and cultural works of art to answer questions about daily life.
 - 1.2CO. Identify examples of art and artists in students'™ everyday lives.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person

- SJ.2. Rights and Responsibilities
- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation
- The Rights of Children
- RC.8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

CONTENT

Elements of Art

1. Line: Horizontal, vertical, and diagonal direction
2. Color: Mixing primary colors to create secondary colors
3. Shape/Form: Precise angles and lines to make geometric shapes
Curvilinear lines to make organic shapes
Three-dimensional objects to add depth to length and width
4. Texture: Found materials manipulated to create texture
5. Space: Relative objects described by their location in space and relationship to other objects

Principles of Design

1. Balance: Line dividing space, selecting balance vs imbalance, creating mirror image
2. Movement: Pattern directing viewer's eyes throughout artwork
3. Emphasis: Differences in size to establish dominance

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Creation of art and art objects to communicate ideas and serve different purposes
2. Imagery and symbols to express thoughts and feelings

SKILLS

1. Differentiate between personal ideas and the ideas of others when developing collaborative artmaking concepts.
2. Engage with materials and tools to develop artmaking skills.
3. Describe the meaning of symbols and images in works of art.
4. Use historical and cultural works of art to answer questions about daily life.
5. Identify examples of art and artists in students' everyday lives.

ESSENTIAL QUESTIONS

1. How do we understand and appreciate diverse points of view through collaborative design?
2. How can local and global needs be addressed through the creation of collaborative student artwork?
3. In what ways can my group redesign artworks in conventional and innovative ways?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. line
2. color
3. shape/form
4. texture
5. space
6. balance
7. movement
8. emphasis
9. printmaking
10. clay
11. architect
12. architecture
13. sculpture
14. paleontologist
15. Native American art
16. stained glass
17. portrait
18. self-portrait
19. symmetry
20. asymmetry
21. mobile
22. cathedral
23. chapel
24. collage
25. yarn painting
26. organic shape
27. geometric shape
28. secondary colors
29. critique
30. craftsmanship
31. landscape
32. mural
33. mask

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Google Arts and Culture (<https://artsandculture.google.com/>)
- The Art of Ed (www.theartofeducation.edu)
- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their artmaking processes.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Self-Critique

Formative: Self Assessment

Students will self-critique to improve the quality of their artwork.

Pass the Picture

Summative: Visual Arts Project

The class will discuss the symmetry in Paul Klee's Cat and Bird. Then students will draw with lines to create symmetrical pieces of artwork. One student begins and passes the work to be copied along a line of symmetry.

Group Mobiles

Summative: Visual Arts Project

The class will study the work of Alexander Calder, specifically the movement of his hanging mobiles. Then each student assembles a strand or piece of a class mobile with organic or geometric shapes.

Pinwheels for Peace

Summative: Visual Arts Project

The class will discuss peace, acceptance, and the right to be respected as individuals as demonstrated through our Catholic faith. The students will then create pinwheels for peace to create a community display.

Resources

- Self-Critique Grade 1_18543.docx (Document)
- Sample Project Rubric_18521.doc (Document)
- Ping Pong Critique_18536.docx (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Ping Pong Critique_7395.docx (Document)
- Self-Critique Grade 1_7396.docx (Document)
- Sample Project Rubric_7394.doc (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Cooperative Learning Groups: Balance through Pass the Picture. The class will discuss the symmetry in Paul Klee's *Cat and Bird*. Then students will draw with lines to create symmetrical pieces of artwork. One student begins and passes the work to be copied along a line of symmetry.
2. Creative Project: Learning Shape with Mobiles. The class will study the work of Alexander Calder, specifically the movement of his hanging mobiles. Then each student assembles a strand or piece of a class mobile with organic or geometric shapes.
3. Creative Project: Pinwheels for Peace. The class will discuss peace, acceptance, and the right to be respected as individuals as demonstrated through our Catholic faith. The students will then create pinwheels for peace to create a community display.

Resources

- Cat and Bird at MoMA (http://www.moma.org/collection/object.php?object_id=79456)
- Pinwheels for Peace Website (<http://www.pinwheelsforpeace.com/pinwheelsforpeace/home.html>)
- The Calder Foundation Website (<http://www.calder.org/>)

RESOURCES

1. iPad Resources
2. Literature Connections

Paul Klee for Children by Silke Vry

The Cat and the Bird: A Children's Book Inspired by Paul Klee by Graldine Elschner

Coloring Book Paul Klee by Annette Roeder

Alexander Calder: Meet the Artist by Patricia Geis

Sandy's Circus: A Story About Alexander Calder by Tanya Lee Stone

Alexander Calder and His Magical Mobiles by Jean Lipman

Alexander Calder (Getting to Know the World's Greatest Artists) by Mike Venezia

Sticker Art Shapes: Alexander Calder edited by Sylvie Delpech and Caroline Leclerc

Alexander Calder (Life and Work Of...) by Adam Schaefer

Resources

- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/grade-level/k-4/#2>)

- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)
- iPad Art Room (<http://www.ipadartroom.com/>)
- An Art Room Library 2: Early Readers and Popular Literacy Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)

GRADE 1 VISUAL & PERFORMING ARTS

ART 1–2025

HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 1 (2024)(Grade 1)

- Visual Arts (Grade 1)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 1.1CR. Differentiate between personal ideas and the ideas of others when developing artmaking concepts.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 1.3PE. Convey ideas and emotions using the elements of art.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 1.3RE. Explore and describe how works of art are produced.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 1.3CO. Communicate personal emotions and read emotional content in works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Horizontal, vertical, and diagonal direction
2. Color: Mixing primary colors to create secondary colors
3. Shape/Form: Precise angles and lines to make geometric shapes
Curvilinear lines to make organic shapes
Three-dimensional objects to add depth to length and width
4. Texture: Found materials manipulated to create texture
5. Space: Relative objects described by their location in space and relationship to other objects

Principles of Design

1. Balance: Line dividing space, selecting balance vs imbalance, creating mirror image
2. Movement: Pattern directing viewer's eyes throughout artwork
3. Emphasis: Differences in size to establish dominance

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Creation of art and art objects to communicate ideas and serve different purposes
2. Imagery and symbols to express thoughts and feelings

SKILLS

1. Differentiate between personal ideas and the ideas of others when developing artmaking concepts.
2. Convey ideas and emotions using the elements of art.
3. Explore and describe how works of art are produced.
4. Communicate personal emotions and read emotional content in works of art.

ESSENTIAL QUESTIONS

1. How have visual artists contributed to our social, cultural, and religious heritages, especially our Catholic heritage?
2. How has visual art had an impact on history, culture, society, and the Catholic faith?
3. How do media and technology play a role in visual art today?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. line
2. color
3. shape/form
4. texture
5. space
6. balance
7. movement
8. emphasis
9. printmaking
10. clay
11. architect
12. architecture
13. sculpture
14. paleontologist
15. Native American art
16. stained glass
17. portrait
18. self-portrait
19. symmetry
20. asymmetry
21. mobile
22. cathedral
23. chapel
24. collage
25. yarn painting
26. organic shape
27. geometric shape
28. secondary colors
29. critique
30. craftsmanship
31. landscape
32. mural
33. mask

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- The Art of Ed (www.theartofeducation.edu)
- Google Art and Culture (<https://artsandculture.google.com/>)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their artmaking processes.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Self-Critique

Formative: Self Assessment

Students will self-critique to improve the quality of their artwork.

Native American Buckskin Painting

Summative: Visual Arts Project

After the class reads *Legend of the Indian Paintbrush* by Tomie dePaola and discusses Native American traditions and culture, students will then design their own Dream Vision sunset in the shape of a buckskin. Students will create a Native American scene from the book incorporating foreground, middle ground, and background.

Stained Glass Windows

Summative: Visual Arts Project

Students will examine and observe stained glass windows in their church and discuss color, symmetry, symbols, and purpose. Students will then use symbolism to create their own stained glass window.

Frida Kahlo Painting

Summative: Visual Arts Project

The class will analyze Frida Kahlo's *The Frame* and discuss the purpose of a self-portrait. Students will then produce a self-portrait in the style of Kahlo's paintings using images reflective of their own heritage.

Resources

- Sample Project Rubric_18518.doc (Document)
- Self-Critique Grade 1_18542.docx (Document)
- Ping Pong Critique_18535.docx (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Self-Critique Grade 1_7381.docx (Document)
- Sample Project Rubric_7379.doc (Document)
- Ping Pong Critique_7380.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Native American Buckskin Painting. After the class reads *Legend of the Indian Paintbrush* by Tomie dePaola and discusses Native American traditions and culture, students will then design their own Dream Vision sunset in the shape of buckskin. Students will create a Native American scene from the book incorporating foreground, middle ground, and background.
2. Creative Project: Stained Glass Windows. Students will examine and observe stained glass windows in their church and discuss color, symmetry, symbols, and purpose. Students will then use symbolism to create their own stained glass window.
3. Creative Project: Frida Kahlo Self-Portrait. The class will analyze Frida Kahlo's *The Frame* and discuss the purpose of a self-portrait. Students will then produce a self-portrait in the style of Kahlo's paintings using images reflective of their own heritage.

Resources

- Legend of the Indian Paintbrush--Scholastic (<http://www.scholastic.com/teachers/book/legend-indian-paintbrush#cart/cleanup>)
- Legend of the Indian Paintbrush--Video (<https://www.youtube.com/watch?v=gyaifWkUWr0>)
- History of Stained Glass Windows (http://www.metmuseum.org/toah/hd/glas/hd_glas.htm)

RESOURCES

1. iPad Resources
2. Literature Connections

Legend of the Indian Paintbrush by Tomie dePaola
How the Stars Fell into the Sky: A Navajo Legend (Sandpiper Houghton Mifflin Books) by Jerrie Oughton
Grandmother's Dreamcatcher by Becky Ray McCain
Who Was Frida Kahlo? by Sarah Fabin
Frida Kahlo: The Artist who Painted Herself (Smart About Art) by Margaret Frith
Frida Kahlo (Getting to Know the World's Greatest Artists) by Mike Venezia

Resources

- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/grade-level/k-4/#2>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)

- An Art Room Library 2: Early Readers and Popular Literacy Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)

GRADE 1 VISUAL & PERFORMING ARTS

ART 1–2025

THREE-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 1 (2024)(Grade 1)

- Visual Arts (Grade 1)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 1.3CR. Experiment with various elements of art to communicate meaning.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 1.2PE. Engage with materials and tools to develop artmaking skills.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 1.3RE. Explore and describe how works of art are produced.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 1.3CO. Communicate personal emotions and read emotional content in works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.3. The Dignity of Work and the Rights of Workers
 - SJ.4. Call to Family, Community, and Participation

- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Horizontal, vertical, and diagonal direction
2. Color: Mixing primary colors to create secondary colors
3. Shape/Form: Precise angles and lines to make geometric shapes
Curvilinear lines to make organic shapes
Three-dimensional objects to add depth to length and width
4. Texture: Found materials manipulated to create texture
5. Space: Relative objects described by their location in space and relationship to other objects

Principles of Design

1. Balance: Line dividing space, selecting balance vs imbalance, creating mirror image
2. Movement: Pattern directing viewer's eyes throughout artwork
3. Emphasis: Differences in size to establish dominance

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Creation of art and art objects to communicate ideas and serve different purposes
2. Imagery and symbols to express thoughts and feelings

SKILLS

1. Experiment with various elements of art to communicate meaning.
2. Engage with materials and tools to develop three-dimensional artmaking skills.
3. Explore and describe how works of art are produced.
4. Communicate personal emotions and read emotional content in works of art.

ESSENTIAL QUESTIONS

1. What is three-dimensional artwork?

2. How does the understanding and use of three-dimensional art materials, processes, tools, and technology help me create artwork?
3. How does the understanding of art elements, principles, and images help me communicate ideas through three-dimensional design?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. line
2. color
3. shape/form
4. texture
5. space
6. balance
7. movement
8. emphasis
9. printmaking
10. clay
11. architect
12. architecture
13. sculpture
14. paleontologist
15. Native American art
16. stained glass
17. portrait
18. self-portrait
19. symmetry
20. asymmetry
21. mobile
22. cathedral
23. chapel
24. collage
25. yarn painting
26. organic shape
27. geometric shape
28. secondary colors
29. critique
30. craftsmanship
31. landscape
32. mural
33. mask

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Google Art and Culture (<https://artsandculture.google.com/>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- The Art of Ed (www.theartofeducation.edu)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their artmaking processes.

Ping Pong Critique

Formative: Class Discussion

The teacher writes thought-provoking questions on ping pong balls and places them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Self-Critique

Formative: Self Assessment

Students will use a self-critique to improve the quality of their artwork.

Fossil Fish

Summative: Visual Arts Project

After the teacher explains "Paleontologist" and fossils while discussing how a fossil is created, students create their own fossil fish using seashells and clay.

Natural Sculpture

Summative: Visual Arts Project

The class will observe the artwork of Andy Goldsworthy and discuss the color, lines, and texture in his sculptures. Then students will compile found, natural objects to assemble the pieces with wire and clay.

Yarn Painting

Summative: Visual Arts Project

The class will evaluate specific elements of art in Huichol Yarn Paintings. Then students design an animal yarn painting using the specific elements of art.

Sole Pendant

Summative: Visual Arts Project

Using clay, students can make a pendant by pressing the clay into the bottom of their shoe to see the pattern. Each shoe may have a different pattern. Students can then paint the clay piece and string it to wear as a pendant.

Resources

- Self-Critique Grade 1_18541.docx (Document)
- Sample Project Rubric_18517.doc (Document)
- Ping Pong Critique_18534.docx (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Art Vocabulary K-2_3903.pdf (Document)
- assessmentaprilweek32_4524.doc (Document)
- Self-Critique Grade 1_7364.docx (Document)
- Sample Project Rubric_7362.doc (Document)
- Ping Pong Critique_7363.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Fossil Fish. After the teacher explains "Paleontologist" and fossils while discussing how a fossil is created, students create their own fossil fish using seashells and clay.
2. Creative Project: Natural Sculpture. The class will observe the artwork of Andy Goldsworthy and discuss the color, lines, and texture in his sculptures. Then students will compile found, natural objects to assemble the pieces with wire and clay.
3. Creative Project: Huichol Yarn Painting. The class will evaluate specific elements of art in Huichol Yarn Paintings. Then students design an animal yarn painting using the specific elements of art.
4. Creative Project: Sole Pendants. Using clay, students can make a pendant by pressing the clay into the bottom of their shoe to see the pattern. Each shoe may have a different pattern. Students can then paint the clay piece and string it to wear as a pendant. (See Link.)

Resources

- Sole Pendants (<http://www.dickblick.com/lesson-plans/sole-pendants/>)
- Fossil Fish (<http://www.nhm.ac.uk/research-curation/collections/our-collections/fossil-vertebrate-collections/fishes/index.html>)
- Andy Goldsworthy Artwork Video (<https://www.youtube.com/watch?v=huAaOxvKy8>)
- Andy Goldsworthy Autumn Works Video (https://www.youtube.com/watch?v=LP_-P7ZcWZU)
- Huichol Yarn Painting History and Artwork (http://www.indigoarts.com/gallery_huicholart1.html)
- The Dot_1221.mp4 (Document)

Resources

- The Dot_1229.mp4 (Document)
- jasper johns_1228.pptx (Document)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**

Dinosaur Dig It by Jonathan Kronstadt

Dinosaur Discovery: Everything You Need to Be a Paleontologist by Chris McGowan

Dinosaur Hunters (Step into Reading) by Kate McMullan

Paleontology: The Study of Prehistoric Life (True Books: Earth Science) by Susan Heinrichs Gray

Fossils Tell of Long Ago (Let's-Read-and-Find-Out Science 2) by Alike

My Visit to the Dinosaurs (Let's-Read-and-Find-Out Science 2) by Alikì
The Sand Children by Joyce Dunbar

Resources

- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)
- Crayola Art Lessons (<http://www.crayola.com/lesson-plans/k-12/visual-arts-lesson-plans/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons
(http://www.getty.edu/education/teachers/building_lessons/guide.html)
- An Art Room Library 2: Early Readers and Popular Literacy Characters
(<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)

GRADE 1 VISUAL & PERFORMING ARTS

ART 1–2025

TWO-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 1 (2024)(Grade 1)

- Visual Arts (Grade 1)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 1.2CR. Explore materials to devise imagery and symbols.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 1.1PE. Develop independence during artmaking.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 1.2RE. Recognize and identify strengths in personal artwork.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 1.2CO. Identify examples of art and artists in students' everyday lives.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.3. The Dignity of Work and the Rights of Workers
 - SJ.4. Call to Family, Community, and Participation

- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Horizontal, vertical, and diagonal direction
2. Color: Mixing primary colors to create secondary colors
3. Shape/Form: Precise angles and lines to make geometric shapes
Curvilinear lines to make organic shapes
Three-dimensional objects to add depth to length and width
4. Texture: Found materials manipulated to create texture
5. Space: Relative objects described by their location in space and relationship to other objects

Principles of Design

1. Balance: Line dividing space, selecting balance vs imbalance, creating mirror image
2. Movement: Pattern directing viewer's eyes throughout artwork
3. Emphasis: Differences in size to establish dominance

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Creation of art and art objects to communicate ideas and serve different purposes
2. Imagery and symbols to express thoughts and feelings

SKILLS

1. Explore materials to devise imagery and symbols.
2. Develop independence during two-dimensional artmaking.
3. Recognize and identify strengths in personal artwork.
4. Identify examples of art and artists in students' everyday lives.

ESSENTIAL QUESTIONS

1. What is two-dimensional artwork?
2. How does the understanding and use of two-dimensional art materials, processes, tools, and technology help me create artwork?

3. How does the understanding of art elements, principles, and images help me communicate ideas through two-dimensional design?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. category
2. circle
3. closed shape
4. column
5. compare
6. compose
7. composite shape
8. cone
9. cube
10. curved surface
11. cylinder
12. equal
13. expression
14. face
15. flat surface
16. halves
17. half-circle
18. hexagon
19. length
20. measure
21. object
22. partition
23. quarter-circle
24. rectangle
25. rectangular prism
26. rhombus
27. row
28. side
29. solid shape
30. square
31. three-dimensional shape
32. trapezoid
33. triangle
34. two-dimensional shape
35. whole

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- The Art of Ed (www.theartofeducation.edu)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- Google Arts and Culture (<https://artsandculture.google.com/>)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their artmaking processes.

Self-Critique

Formative: Reflective Writing

Students will use a self-assessment to improve the quality of their work.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Secondary Colors

Summative: Visual Arts Project

The teacher will read *Mouse Paint* by Ellen Stoll Walsh to the class and demonstrate mixing primary colors to create secondary. Then students will create their own mice and paint with mixed secondary colors.

Geometric and Organic Shape

Summative: Visual Arts Project

The class will examine the many geometric and organic shapes in Miriam Schapiro's *Master of Ceremonies*. Then students will create a mixed media collage with a focus on shape.

Using Space for Landscape

Summative: Visual Arts Project

As a class, students will discuss Pieter Brueghel, the Elder's *Children's Games*, pointing out the artist's use of space. Students will then organize objects within a landscape, while demonstrating foreground, middle ground, and background.

Resources

- Self-Critique Grade 1_18529.docx (Document)
- Sample Project Rubric_18516.doc (Document)
- Ping Pong Critique_18533.docx (Document)
- AOE: 20 Quick Formative Assessment You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Pre-assessment 1st-5th_1200.docx (Document)
- Self-Critique Grade 1_7345.docx (Document)
- Sample Project Rubric_7344.doc (Document)
- Ping Pong Critique_7346.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Secondary Colors. The teacher will read *Mouse Paint* by Ellen Stoll Walsh to the class and demonstrate mixing primary colors to create secondary. Then students will create their own mice and paint with mixed secondary colors.
2. Creative Project: Geometric and Organic Shape. The class will examine the many geometric and organic shapes in Miriam Schapiro's *Master of Ceremonies*. Then students will create a mixed media collage with a focus on shape.
3. Creative Project: Using Space for Landscape. As a class, students will discuss Pieter Brueghel, the Elder's *Children's Games*, pointing out the artist's use of space. Students will then organize objects within a landscape, while demonstrating foreground, middle ground, and background.

Resources

- Master of Ceremonies Image (<http://www.wikiart.org/en/miriam-schapiro/master-of-ceremonies-1985>)
- Purchase Mouse Paint on Scholastic (<http://www.scholastic.com/teachers/book/mouse-paint#cart/cleanup>)

RESOURCES

1. iPad Resources
2. Literature Connections

Mouse Paint: Lap-Sized Board Book by Ellen Stoll Walsh
A Color of His Own by Leo Lionni
White Rabbit's Color Book (Little Rabbit Books) by Alan Baker
Little Blue and Little Yellow by Leo Lionni
Color Dance by Ann Jonas
Why Is Blue Dog Blue? by George Rodrigue and Bruce Goldstone

Resources

- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/k-12/visual-arts-lesson-plans/color-lineshapeformtexture/>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)
- An Art Room Library 2: Early Readers and Popular Literacy Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- Art Lessons from Arttango (<http://www.arttango.com/>)

- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/discipline/2-dimensional/>)