

## 1st Grade Art Curriculum Pacing Guide

All units are graded using the 1st grade Rubric for Assessment I have is included at the end of this document.

<b>1<sup>st</sup> Grade Elements and Principles with Modern Artists and specific works of art as examples</b>		
<b>Thematic Unit: Basic Elements of Art and Media</b>	<b>Projects: Classroom Procedures and Materials Exploration / Experimentation</b>	<b>Benchmark Content</b>
1. Line	Creative Line Game Critic Cards: for Vocabulary in Art Criticism	Drawing Lines, variety of line, creativity
2. Shape	Creative Shape Game Critic Cards: for Vocabulary in Art Criticism	Drawing Shapes, Geometric and Organic
3. Artist Focus: Shape and Pattern	Kandinsky Several Circles	Creativity with line and shape Water Color, Overlap, Emphasis, Pattern
4. Artist Focus: Pattern and Rhythm	Jasper Johns: Repetitive number and letter paintings.	Line, shape, color = PATTERN and RHYTHM Number and or Letters Pattern
5. Artist Focus: Harmony Collage/Still Life	Henri Matisse “Goldfish Bowl”	Emphasis: use color, line, shape together to focus on the main subject Multi media collage, cutting, gluing, story based details
6. Artist Focus: Movement	Keith Harring: Action Figures	Emphasis, Contrast, movement, using action lines Tracing a complex humanistic figure Cutting that figure Collage and create an active story based background based on examples from Harring
7. Artist Focus: Texture	Lascaux Cave Paintings Prehistoric Artists	Movement, Gesture Texture of rough surface drawing
8. Culture Focus: Celebration	Chinese New Year Dragon Puppets	Animal drawing Embellishment, symmetry, Movement
9. Form – Architecture	Examples of Architecture from around the world: Chitcheitza Mexico, St.	Build a structure with toy building blocks Sketch using the blocks as tracers or the blocks as a still life

	Petersburg Russia, Taj Mahal India,	Oil pastel resist and water color paint Create story based details “What is your Architectures purpose?”
10. Self-Portrait: Artist Focus	Vincent Van Gogh	Portrait review, matching shapes to human figures Focus on depicting emotions Resist Painting
11. Artist Focus: Landscape/Space	Henri Rousseau Jungles	Space: 3 level landscape Foreground, Middle, Background Still life for the detailed study of plants Coloring the sketched details using Sharpies
12. Artist Focus: Literacy Connections	Paul Klee, Sinbad the Sailor	Placing and tracing Practice Illustration Emphasis

1st grade project rubric	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
<b>Effort: Creativity and Problem Solving</b>	Does not attempt to complete project steps.	Completes some project steps. Shows the desire to improve some skills.	Completes the required steps of for assignment with interest and a desire to succeed.	Complete the project with a desire to succeed. Demonstrates skills expertly and brings a unique point of view to the project.
<b>Creating and presenting: Generates, refines, completes, and presents artistic work through the process of analysis, interpretation, and refinement of</b>	Cannot identify basic elements of art and design.	Identifies the basic elements of art and design.	Identifies the basic E's of art and can explain how they are use dint eh current artistic examples.	Identifies the e's and p's of art and can explain how they are used in various examples of composition as well as their own works of art.

<b>artistic techniques.</b>				
<b>Creating and presenting: develops and refines artistic techniques and work for presentation.</b>	Beginning to utilize some knowledge of the e's and p's Responding: apply criteria to evaluate, respond, and reflect upon a work of art. Experiments with symbols and visual vocabulary as well as new media tools.	Utilizes a developing ability to demonstrate the e's and p's of art. Experiments with symbols and visual vocabulary to illustrate stories and ideas as well as new media and tools.	Creates works of art utilizing knowledge of the e's and p's of art. Synthesizes ideas derived from examples of artwork. Demonstrates fluency using a variety of art media and tools.	Creates works of art that demonstrate knowledge of the physical world, synthesize ideas from the artist or culture, and make personal connections. Demonstrates mastery using a variety of art medium and tools.
<b>Responding: Apply criteria to evaluate, respond, and reflect on a work of art.</b>	Does not recognize visual characteristics of artwork from an artist or specific culture.	Identifies some visual characteristics of artwork from an artist or specific culture.	Demonstrates a deepening perspective through the process of critique and creation of artwork. Identifies visual characteristics in works of art from various themes.	Explains how societal values and beliefs of an artist can influence the visual characteristics of works of art. Demonstrates a deepening perspective through the process of critique and creation of artwork.
<b>Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>	Observes the basic elements in performance and exhibition. Does not utilize positive critique to enhance an artistic performance.	Sometimes applies the principles of positive critique when giving and receiving responses to performance.	Identifies the aesthetic qualities in exemplary works of art. Applies the principles of positive critique when giving and receiving responses to performance.	identifies the aesthetic qualities in exemplary works of art. Applies the principles of positive critique. Responds emotionally to artistic performance.

