Course Title: First Grade Visual Arts Curriculum

Subject: Visual Arts

Grade Level: 1st Grade

Duration: First grade classes meet twice in a six day cycle.

Prerequisite: Kindergarten Art

Elective or Required: All students participate in art.

Visual and Performing Arts Mission Statement

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self-esteem in students. An interdisciplinary approach to The Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into lifelong learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

An education in the visual arts serves to develop technical skill within students through the introduction and exposure to a wide and diverse selection of media, discussion of artists (both past and present), and the execution of a final and unique product. However, beyond the development of technical skill, through the vehicle of the visual arts there is a culmination of idea formation, visualization, communication, and self-expression displayed by students. Students are allowed and encouraged to explore their imagination, personal voice, and creativity. The visual arts allow students to express a unique piece of themselves in physical form, a personal message so to
speak. Students are empowered to create visual messages and express their ideas to their peers, communities, and the world around them. Furthermore, an education in the visual arts provides students with the grounding and skills to become effective members in the modern-day workforce and society. An education in the arts affords students the opportunity to find creative and innovative solutions to problems through the practice of visualization, personalization, critical thinking, communication, and sharing of ideas. The development of these skills will put students at a distinct advantage among their peers.

**Course Description:** Students will continue to make connections with the art curriculum and their everyday lives/surroundings. They will build off the previous year's curriculum and continue to expand their knowledge and understanding of the elements of art/principles of design. They will continue to refine their motor skills and technical skills through the execution of a wide variety of art projects/assignments. They will tap into their own creative identity and personal expression, translating their ideas from the abstract to concrete. They will be exposed to a number of artists, both past and present, as well as various cultural art forms. They will grow in their communication skills as they listen, discuss, and converse about both professional artworks, as well as their own art/art of peers.

**Author:** Danielle Chesney  
**Date Submitted:** Summer 2017
Visual and Performing Arts – Curriculum Standards – 2014

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

   A. Dance
   B. Music
   C. Theatre
   D. Visual Art

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

   A. History of the Arts and Culture

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

   A. Dance
   B. Music
   C. Theatre
   D. Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

   A. Aesthetic Responses
   B. Critique Methodologies
**Topic/Unit: #1 “Reviewing with the master-artists!- Lively Lines”**

**Approximate # Of Weeks:** 3 weeks

**Essential Questions:**
- What are some different types of art that artists create?
- Why do artists create art?
- What types of tools do they use?
- How do artists use the elements of art?
- What are some of the elements of art that you see in this artwork?
- What is a line?
- How do artists use line in their drawings/paintings?
- What can line create?

**Upon completion of this unit students will be able to:**
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Use various types of lines in their artwork (ex. thick, thin, smooth, rough, solid, broken, vertical, horizontal, diagonal, curved, zig-zag, etc.)
- Understand and create patterns using various lines.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

**NJCCCS (2014)-**
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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 methods.

1.3.2.D.4- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 1st grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:
- Teacher will discuss and introduce students to the art classroom rules, procedures and behavior modification management systems.
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will begin to introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Observational leaf drawings/watercolor, line, patterns
  - Paul Klee cats, line, shape, pattern
  - Students will observe various technical teacher studio demonstrations.
• Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artcyclopedia.com
• Online visual art galleries
• Virtual art museums
Topic/Unit:  #2  “Reviewing with the master-artists!-Using Shape to help create”

Approximate # Of Weeks:  4 weeks

Essential Questions:
How is a shape created?
What shapes can you find in artwork and in your surrounding environment?
What is a geometric shape? Name some examples.
What is an organic shape? Name some examples.
What is overlapping?
How do lines and shape show movement?

Upon completion of this unit students will be able to:
• Understand and practice rules, procedures, and expectations in art class.
• Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
• Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
• Create, replicate, and incorporate the elements of art in the creation of unique visual products.
• Create a variety of shapes and incorporate them into their artwork.
• Understand the difference between organic and geometric shapes.
• Grow and develop in the use of specific art tools/media.
• Recall various art vocabulary relative to specific projects and build upon that knowledge.
• Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
• Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
• Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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 methods.
1.3.2.D.4- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 1st grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Henri Matisse cut paper collage, geometric vs. organic shapes
  - Wassily Kandinsky circle tree collage/painting
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artcyclopedia.com
• Online visual art galleries
• Virtual art museums
Topic/Unit: #3 “Reviewing with the master-artists!-The “value” of adding color”

Approximate # Of Weeks: 4 weeks

Essential Questions:
How do artists use color?
Why do artists use color in their artwork?
How do different colors make you feel?
How do artists mix colors to make other colors?
What is the color wheel?
What are the primary and secondary colors?
What are warm and cool colors?
What is value?
How do we create value (tints and shades)?

Upon completion of this unit students will be able to:
• Understand and practice rules, procedures, and expectations in art class.
• Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
• Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
• Create, replicate, and incorporate the elements of art in the creation of unique visual products.
• Recognize primary and secondary colors.
• Mix primary colors to create secondary colors.
• Recognize warm and cool colors.
• Create value (shades and tints) through color mixing/blending.
• Grow and develop in the use of specific art tools/media.
• Recall various art vocabulary relative to specific projects and build upon that knowledge.
• Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
• Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
• Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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 methods.

1.3.2.D.4- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 1st grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will begin to introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Claude Monet watercolor/craypas resist bridge paintings
  - Winter landscape water-color paintings (cool colors)
  - Value snowmen painting
  - Students will observe various technical teacher studio demonstrations.
• Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artcyclopedia.com
• Online visual art galleries
• Virtual art museums
Approximate # Of Weeks: One Trimester 11-12 weeks

Essential Questions:
Is art only found in museums?
Is there only one way to create art?
Can art be made using different tools? (ex. sand, sticks, cloth, metal)
What is folk-art?
What is a symbol?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in cultural art forms/techniques.
- Identify and recognize various elements of art found in their surroundings as well as in cultural art forms.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Understand and gain perspective of different cultural art forms.
- Grow and develop in the use of traditional and non-traditional art tools/media.
- Identify and define folk-art and symbols
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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.

1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

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 methods.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts - 1st grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:
- Teacher will introduce both traditional and non-traditional art tools and materials.
- Students will view multi-media power point presentations about various examples of cultural art forms/techniques.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
- **Art Passports**
- Italian shaving cream paper marbling
- Chinese cherry blossom scroll paintings
- Mexican folk-art mirrors
- Japanese kimono weavings
- Indian tile patterns (symmetrical reflections)
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrasting art.

**Enrichment Activities:**
- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

**Methods of Assessments/Evaluation:**
- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

**Resources:**
- *Arts and Activities Magazine*
- *School Arts Magazine*
- Various artist biographies, related books, magazines
- Art Reproductions

**Online Resources:**
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- [www.kinderart.com](http://www.kinderart.com)
- [www.artcyclopedia.com](http://www.artcyclopedia.com)
- Online visual art galleries
- Virtual art museums
Topic/Unit: #5 "Changing spaces, Changing places"

Approximate # Of Weeks: 5 Weeks

Essential Questions:
How would you describe the element of space?
What does space create in a drawing or painting?
Can art change the visual appearance of a place?
What types of tools/media could we use to create a visual change?

Upon completion of this unit students will be able to:

- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Describe and create the element of space visually in their artwork.
- Understand how art can be used to visually change a set space.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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 methods.

1.3.2.D.4- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-

NJCCCS (2014) English Language Arts- 1st grade

Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:

- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will review essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Kite watercolor/craypas resist
  - Georgia O’Keefe chalk pastel flowers
  - Rock paintings
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

Resources:
- *Arts and Activities* Magazine
- *School Arts* Magazine
- Various artist biographies, related books, magazines
- Art Reproductions

Online Resources:
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- www.kinderart.com
- www.artcyclopedia.com
- Online visual art galleries
- Virtual art museums
Approximate # Of Weeks:  6 Weeks

Essential Questions:
What is a texture?
Where do we see and/or feel textures?
What is the difference between real and visual texture?
How do artists use texture in their artwork?
What is a pattern?
What is form?
What is the difference between form in 2-dimensional art versus form in 3-dimensional art? (height x length, height x length x width)
What is sculpture?
What types of materials can artists use to create sculptures?

Upon completion of this unit students will be able to:
• Understand and practice rules, procedures, and expectations in art class.
• Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
• Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
• Create, replicate, and incorporate the elements of art (specifically texture and form) in the creation of unique visual products.
• Identify and describe texture (implied and real)
• Create texture (implied and real) using a variety of art media.
• Identify and describe form (3-D height x length x width)
• Create form sculpturally (3-D)
• Grow and develop in the use of specific art tools/media.
• Recall various art vocabulary relative to specific projects and build upon that knowledge.
• Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
• Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
• Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
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 methods.
1.3.2.D.4- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Interdisciplinary Standards-

NJCCCS (2014) English Language Arts- 1st grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
- Sandcastle drawing/paintings (using sand for texture)
- Styrofoam printing (monoprints, implied texture)
- Kissing hand (clay), texture
- Student portfolios
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrasting art.

**Enrichment Activities:**
- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

**Methods of Assessments/Evaluation:**
- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

**Resources:**
- *Arts and Activities* Magazine
- *School Arts* Magazine
- Various artist biographies, related books, magazines
- Art Reproductions

**Online Resources:**
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- www.kinderart.com
- www.artcyclopedia.com
- Online visual art galleries
- Virtual art museums