

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - FIRST GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Heather Bartholomew
	Laurel Suk

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Ima 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

by Board of Education

Board of Educ. Approved
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

FIRST GRADE

AUGUST 2012

Fine & Performing Arts Department

First Grade Art

Course Overview

This course provides students with a visual art experience that will take place in one forty minute class period every six school days. This totals to be 30 class periods per year. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

In this course, students will be introduced to an American artist's artwork, a specific style of art, two-and three-dimensional works of art, a career specific to visual art, a specific artwork from a culture outside of America, and a diverse historical time period. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

<p>Enduring Understandings</p>	<p>Through learning about:</p> <ol style="list-style-type: none"> 1. Faith Ringgold, students will learn that women can be artists. 2. the art of Claude Monet, students will learn about the culture of France. 3. the artist Frank Lloyd Wright, students will learn about architecture as a career in art. 4. the art of Frank Lloyd Wright, students will learn about three-dimensional art. 5. the art of Piet Mondrian, students will learn about two-dimensional painting. 6. the art of Claude Monet, students will learn about the art style of Impressionism. 7. Faith Ringgold, one will learn that Americans are artists.
<p>Days</p>	<p>4 Class periods</p>
<p>NJCCCS</p>	<p>Unit/Skill: Non Objective Art</p> <ol style="list-style-type: none"> 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
<p>NJCCCS CPI</p>	<ol style="list-style-type: none"> 1.1.2.D.1 Identify the elements and principles of design in diverse types of artwork. 1.1.2.D.2 Identify the 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. 1.4.2.B.1 observe the basic arts elements in performances and exhibitions and use them to formulate objective assessment of visual art. 1.4.2.B.3 Recognize the making subject or theme in works of visual art.
<p>Essential Questions</p>	<p>What is non objective art? What are the essential pieces to a finished artwork?</p>
<p>Skills The Student Will...</p>	<p>Distinguish Non Objective Art and its attributes from Realistic Art. Be introduced to Piet Mondrian: French, geography of France, painter, and various artworks i.e. <i>Broadway Boogie Woogie</i>. Distinguish rectangles and squares in a piece of artwork. Identify and apply one's understanding of Primary and Secondary color schemes. Create an artwork inspired by the style of Non Objective Art. Complete a piece of artwork and label it for display.</p>
<p>Assessment</p>	<p>Compare and contrast different styles of artwork using the 'One of these things are not like the other' activity Observation of students appropriate choice of Primary or Secondary colors from the available supplies. Find various shapes in an artwork using the 'I Spy' activity Teacher generated rubric for completed project</p>
<p>Literacy Integration</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups</p>
<p>Mathematics Integration</p>	<p>I.G Reason with shapes and their attributes</p>

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Health & Phys Ed Integration	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
Science Integration	5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.
21st Century Life & Careers	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Unit/Skill: Impressionist Painter

Days	5 Class Periods
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performance.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>
Essential Questions	<p>How can artwork be described using arts language? What causes people to create art?</p>
Skills The Student Will...	<p>Discover the style of Impressionism through online galleries.</p> <p>Examine the artwork of the French painter Claude Monet and the Impressionistic style (<i>Japanese Foot Bridge</i>).</p> <p>Identify muted color and visual color mixing in Impressionistic paintings.</p> <p>Practice various paintings techniques based on materials chosen by the teacher.</p> <p>Apply one's knowledge of space (foreground and background) in their artwork.</p> <p>Create an artwork in the Impressionistic style.</p> <p>Examine the artwork of peers in relation to the Impressionist style.</p>
Assessment	<p>Class discussion about the culture of France.</p> <p>Categorize color cards (grouping colors and color mixing).</p> <p>Teacher generated checklist on painting skills, space usage and identification of the Impressionistic style.</p>
Literacy Integration	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups
Health & Phys Ed Integration	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

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Science Integration	5.1.4.C.2 Revise predictions or explanations on the basis of learning new information.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
Unit/Skill: Architecture as Art and Career	
Days	5-6 Class Periods
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
NJCCCS CPI	1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork. 1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures. 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools and methodologies used to create and tell visual stories. 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. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media. 1.4.2.B.3 Recognize the making subject or theme in works of visual art.
Essential Questions	How does form drive function? How does creating an architectural design on paper differ from creating one in space?
Skills The Student Will...	Identify various types of architecture in one's own world. View architecture through digital media. Differentiate the basic steps of architectural design: blue print (birds eye view and front view), construction, and decorative design (interior, landscape and hardscape). Discover the architect, Frank Lloyd Wright and his theory of 'form follows function'. Analyze the architectural buildings: the Guggenheim and Falling Water. Formulate a basic blue print. Use one's blue print to drive construction of an art project.
Assessment	'Pair Up' pictures of types of homes with words pertaining to architecture and materials. Analyze components in the student drawn blue print. Accuracy of the two-dimensional blue print to create a three-dimensional construction?
Literacy Integration	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
Health & Phys Ed Integration	2.2.2.D.1 Explain what a decision is and why it is advantageous to think before acting.

Science Integration	5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.
Social Studies Integration	6.1.4.B Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.3.4.A Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

Unit/Skill: Crafts

Days	5-6 Class Periods
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>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.</p> <p>1.3.2.D.2 use symbols to create personal works of art based on selected age-appropriate themes; using oral stories as a basis for pictorial representation.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools and methodologies used to create and tell visual stories.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>
Essential Questions	<p>How does the artist convey information about their community and people through artwork?</p> <p>How is everyday life impacted by art?</p> <p>What makes craft an Art?</p>
Skills The Student Will...	<p>Review the story <i>Tar Beach</i> by Faith Ringgold through class discussion.</p> <p>Categorize Faith Ringgold as an artist/author/illustrator/crafter.</p> <p>Sketch the basic human figure (break down an object into basic geometric shapes to create the form) to illustrate an idea.</p> <p>Create a Story Quilt using various materials and recognize that materials will give different textural effects.</p> <p>Use materials to create color in one's artwork.</p> <p>Complete a written statement supporting the subject in a Story Quilt.</p>
Assessment	<p>Class discussion of the story <i>Tar Beach</i> and it's parts</p> <p>Summative assessment using teacher designed rubric</p>

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Literacy Integration	<p>RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
Mathematics Integration	<p>I.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
Health & Physical Education Integration	<p>2.4.2.A.2 Distinguish the roles and responsibilities of different family members.</p>
Social Studies Integration	<p>6.1.4.D Personal, family, and community history is a source of information for individuals about the people and places around them.</p>
21st Century Life & Careers	<p>9.3.4.A Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.</p>

Unit/Skill: Elements of Design - First Grade Level	
Days	Ongoing throughout each class and unit
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p>
NJCCCS CPI	<p>1.1.2.D.1 Identify the basic elements 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.</p>
Essential Questions	<p>What is Art? Do all of the Elements of Design need to be present for an artwork to be complete? How can the use of specific Elements of Design evoke a specific emotion?</p>
Skills The Student Will...	<p>At the First Grade level, students will be building on their knowledge of the Elements of Design by doing the following:</p> <p>Line: -build on skills and apply knowledge to identify types of lines in a work of art.</p> <p>Color: -build on skills to identify color in a work of art. -use materials to apply color in a work of art.</p> <p>Shape: -break down an object into basic geometric shapes to create the object (e.g. Faith Ringgold).</p> <p>Form: -create a three-dimensional object out of clay using 'pinch and pull'.</p> <p>Texture:</p>

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Unit/Skill: Elements of Design - First Grade Level

	<p>-recognize that various materials will create different textural effects (e.g. Faith Ringgold).</p> <p>-apply their knowledge of space (foreground and background) in their artwork (e.g. Claude Monet).</p>
Assessment	<p>Checklist applied by student and teacher</p> <p>Sort Elements of Design into categories, for example the Bucket List Activity</p> <p>Find various Elements of Design in artworks using the 'I Spy' activity</p>
Literacy Integration	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
Mathematics Integration	<p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
Health & Phys Ed Integration	<p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>
Science Integration	<p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>
21st Century Life & Careers	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>

Unit/Skill: Concept of Horizon Line

Days	<p>Ongoing throughout each class and unit.</p>
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>

Essential Questions	Where does the sky touch the earth? How does the sky touch the earth?
Skills The Student Will...	Define the direction of a horizon line. Analyze various artworks and distinguish the location of the horizon line. Differentiate different horizon lines. Create an artwork showing understanding of a horizon line.
Assessment	Students will check to see if the sky is touching the ground in each other's artwork using a Pair Share activity. Compare and contrast various artworks to determine if a horizon line has to be straight.
Literacy Integration	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
Science Integration	5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length
SHAPE*	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)
FORM*	A three dimensional object having length and width and depth
TEXTURE*	The way something feels by actual touch or by sight
VALUE	The lightness to darkness of a color
SPACE*	The area around, above, below (negative space) and within an object (positive space)
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it
	Primary red, blue yellow
	Secondary orange, green violet
	Intermediate or Tertiary red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint any color plus white
	Shade any color plus black
	Tone any color plus white and black
	Warm colors orange, red and yellow
	Cool colors green, violet and blue
	Intensity the brightness or dullness of a color
	Analogous colors next to each other on the color wheel
	Complementary colors opposite each other on the color wheel

PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)