

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**  
**HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS**  
**ART CURRICULUM**  
**GRADE 1 ART**  
**AUGUST 2019**

## **Grade 1 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 with care and effort has been aligned with the New Jersey Core Content Curriculum Standards and National Fine and Performing Arts Standards.

First-grade students will build upon their prior art experiences, by strengthening their use of art materials and procedures. The units include ceramics, drawing, painting, sculpture and the elements of art. This aligns closely with the courses offered at the high school level.

Additionally, social growth and cognitive skills are continuing to develop as students practice basic art studio behavior and routines. Within each unit, art history, proper use of materials and critique will be covered. The elements of art will be used to support all units and will not function independently. Through the units of study, students will be introduced to artists and their styles of art from various cultures, career-specific visual art, and diverse historical time periods. The art program enables first-graders to develop the skills to visually communicate and verbalize their thinking personal connections.

2019 HTPS Visual Arts Curriculum Map – Grade 1 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Painting Tempera and/or Watercolor</b>	Variable to allow for choice based art activities.	<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</p>	<p>How can artwork be described using art language?</p> <p>What causes people to create art?</p> <p>How can painting lend itself to a variety of art styles?</p> <p>How do artists use color theory in their art?</p>	<p>Introduced to different styles of art.</p> <p>Recognize paint has different qualities.</p> <p>There are numerous ways to apply paint.</p>	<p>Discover different styles of art through online galleries.</p> <p>Examine the artwork of various artists and their styles and their cultures.</p> <p>Identify the use of color and it's used in a style of art.</p> <p>Create <b>secondary colors</b> using the <b>primary colors</b>.</p> <p>Apply the proper use and care of tools, materials, and supplies.</p> <p>Practice various painting techniques based on materials chosen by the</p>	<p>Class discussion about how an artist's culture inspires their work.</p> <p>Categorize color cards (grouping colors and color mixing).</p> <p>Teacher generated checklist on painting skills, space usage and identification of the style of art.</p>	<p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting</p> <p>5.1.4.C.2 Revise predictions or explanations on the basis of learning new information</p> <p>Tec 8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>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>			<p>teacher.</p> <p>Introduce one's knowledge of <b>space (foreground and background)</b> in their artwork.</p> <p>Create an artwork based on a style of art.</p>			
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<b>Fibers and Craft</b>	Variable to allow for choice based art activities.	<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</p>	<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> <p>How are works of art organized?</p>	<p>Through the creation of art artist is able to communicate their wants and needs for particular community and time period.</p> <p>Art is used in everyday life to enhance people's experiences.</p> <p>Artworks can be organized in many different ways such as, materials, time period, style included but not limited to function.</p>	<p>Discuss the different types of art that are part of <b>Craft</b>.</p> <p>Identify the different careers in art.</p> <p>Create the basic human figure (break down an object into basic <b>geometric shapes</b> to create the form) to illustrate an idea.</p> <p>Use various materials to create a cohesive artwork.</p> <p>Complete a written statement supporting the subject of the artwork.</p>	<p>Class discussion of a Narrative artwork. Summative assessment using a teacher-designed rubric.</p> <p>Pair share activities.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>9.3.4.A Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and jobs and careers.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>

		<p>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 communicates an emotion or feeling, and tells the story through visual</p>						<p>CRP6. Demonstrate creativity and innovation.</p>
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		art.  1.4.2.B.3 Recognize the making subject or theme in works of visual art.						
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<b>Printmaking</b>	Variable to allow for choice based art activities.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</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>1.3.2.D.4 Explore the use of a wide array of art mediums</p>	<p>How does nature influence art?</p> <p>Why do artists choose their media?</p> <p>How can the transfer of an image be used in art?</p>	<p>Understand the idea and process behind <b>transferring</b> an image to another surface.</p> <p>There are different types of <b>printmaking</b>.</p> <p>Printmaking can result in the <b>repetition</b> of an image.</p>	<p>Identify various types of <b>printmaking</b> techniques in the world.</p> <p>Explore a variety of <b>printmaking media</b>.</p> <p>Differentiate the basic steps of printmaking.</p> <p>Appropriate use of <b>printmaking vocabulary</b>.</p> <p>Be exposed to a variety of printmaking artists.</p>	<p>‘Pair Up’ pictures of types of printmaking supplies and their uses.</p> <p>Analyze component in a printed artwork.</p> <p>Teacher assessment for proper printing procedures.</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>2.2.2.D.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p> <p>SS 6.1.4.B Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places,</p>	<p>9.3.4.A Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and non-traditional jobs and careers.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>



		<p>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.3 Recognize the making subject or theme in works of visual art.</p>					<p>and environments on Earth.</p> <p>Tec 8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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<b>Ceramics- Creation of an artistic piece using clay.</b>	Variable to allow for choice based art activities.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</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.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create</p>	<p>How do different cultures communicate through art?</p> <p>Why do people create art?</p> <p>What is drawing?</p> <p>How does the artist convey information about their community and the people in their artwork?</p> <p>How do artists utilize <b>space</b> in their art?</p>	<p>Tools that can be used for drawing include, pencil, <b>oil pastel</b>, markers, crayons, colored pencils and/or wire.</p> <p>Build upon skill and knowledge of <b>observational drawing</b>.</p> <p>Create a <b>realistic drawing</b> showing an understanding of what the horizon line is.</p> <p>Students will understand 2-D space through the orientation of composition</p>	<p>Define the direction of a horizon line.</p> <p>Analyze various artworks and distinguish the location of the horizon line.</p> <p>Differentiate different horizon lines.</p> <p>Create an artwork showing understanding of a horizon line.</p> <p>Creating a drawing from observation.</p>	<p>Class discussion and teacher-designed checklist for the understanding of information:</p> <p>Teacher created rubric relating to the drawing of a person. 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.</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>2.1.2.E.1 Identify the basic social and emotional needs of all people.</p> <p>Science: 5.1.4.B.3 Formulate explanations from evidence.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

		<p>and tell visual stories.</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>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.).</p>							
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<b>Elements and Principles</b>	Ongoing throughout the year incorporated in all units and lessons.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <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</p>	<p>What is Art?</p> <p>Do all of the Elements of Design need to be present for an artwork to be complete?</p> <p>How can the use of specific Elements of Design evoke a specific emotion?</p> <p>How do artists utilize space in their art?</p>	<p>Students will use the elements of art and principles of design to communicate ideas.</p> <p>Students will identify the different ways the elements are used to convey ideas.</p> <p>The success of visual communication is determined by the artist's ability to command the tools of visual art.</p> <p>Understand the use of 2-D space through the orientation of composition.</p>	<p>At the First-Grade level, students will be building on their knowledge of the <b>Elements of Art</b> by doing the following:</p> <p><b>Line:</b> Build on skills and apply knowledge to identify types of lines in a work of art.</p> <p><b>Color:</b> Build on skills to identify color in a work of art.</p> <p>● use materials to apply color in a work of art.</p> <p><b>Shape:</b> Break down an object into basic geometric shapes to create the object</p> <p><b>Form:</b> Create a three-dimensional object out of</p>	<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>	<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>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> <p>2.5.2.A.1 Explain and perform movement skills</p>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>

		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>clay using ‘pinch and pull’.</p> <p><b>Texture:</b> Recognize that various materials will create different textural effects</p> <p><b>Space:</b> Apply their knowledge of space (<b>foreground and background</b>)</p> <p>● <b>vertical and horizontal orientation</b> of paper or working space</p> <p><b>Portrait and landscape 2-D</b> working space.</p>		<p>with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Sc 5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>	
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## 2019 HTPS Visual Arts Curriculum Map – Grade 1 Art

### **ASSOCIATED JOBS LIST BY UNIT**

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist  
Printmaking  
Sculpture artist  
Art director  
Museum curator  
Commercial artist animator  
Animator  
Interior designer  
Art gallery dealer  
Advertising designer  
Illustrator  
Painter  
Set designer  
Stage set painter  
Art agent/manager  
Photographer  
Jewelry designer  
Textiler  
Clothing designer  
Weaver  
Art curriculum writer  
Art historian  
Art critic  
Arts administrator  
Dressmaker  
Pattern maker  
Logo designer  
Typographer  
Animator  
Web designer  
YouTube video creator  
Book illustrator  
Cartoonist  
Fine artist  
Art conservationist  
Mural artist  
Floral arranger  
Display planner