

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 1st

Subject: Visual Arts

Adoption Date: 6/2014

Revision Date: 3/28/22

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Why do we follow safety rules in the art room? (1 week)</p> <p>To what extent do artists use nature in art? (7 weeks)</p>	<p>How can you create, identify, and describe form in a work of art? (4 weeks)</p> <p>Can you explain the role art plays in a cultural celebration? (4 weeks)</p>	<p>How can you create, identify, and describe contrast in a work of art? (4 weeks)</p> <p>How can you create, identify, and describe unity and variety in a work of art? (4 weeks)</p>	<p>How can you evaluate the different qualities between realism and abstract art? (6 weeks)</p> <p>How does an artist use their imagination? (2 weeks)</p>
Instructional Materials	<p>color wheel poster Tempera paint brushes leaves, sticks, rocks Print paper Goldsworthy prints/magazines/ YouTube video PowerPoint watercolor paper white oil pastels watercolors</p>	<p>scissors glue sticks colored construction paper classroom Scholastic Art magazines Native American sorting game construction paper watercolor paper plastic beads yarn Oven bake clay</p>	<p>construction paper pencils scissors watercolor paper oil pastels Scholastic Art magazine featuring Matisse, Klee, Mondrian watercolor paint brushes marbles</p>	<p>construction paper scissors glue sticks Joan Miro's paintings oil pastels watercolor colored pencils tissue paper beads feathers popsicle sticks</p>

	colored pencils	Tempera paint oil pastels		
Activities	<p>One: View images of nature and evaluate if they are considered art (if they include any of the elements of art) View Andy Goldsworthy's art and name the elements that apply</p> <p>Two: Paint items from nature the color of the rainbow and display them as a class outside in different formations</p> <p>Three: Learn printmaking techniques and vocabulary, create a leaf rubbing composition</p> <p>Four: Create a symmetrical Monarch butterfly using a scratch art technique</p> <p>Five: Paint tints and shades of one color and create a landscape image showing depth and space through size and height differences in objects</p>	<p>One: Show actual form by creating a 3D vessel use pottery techniques, categorize items from Native Americans and items from today's Americans</p> <p>Two: Create a collaged paper penguin utilizing pattern and implied form</p> <p>Three: Create a sculpture of a nutcracker, a work of art used to celebrate a cultural celebration</p>	<p>One: Create a work of art showing contrast using light and dark colors</p> <p>Two: Create a work of art showing contrast using different sized objects</p> <p>Three: Create a sculpture to represent unity and then paint it using a variety of colors</p> <p>Four: Learn about contrasting complementary color pairs, paint paper and create artwork</p>	<p>One: Create a series of abstract art based on master's works, view Paul Klee's cat image have students follow steps to create a similar drawing, outline and paint</p> <p>Two: Apply abstraction techniques to a photo of a puppy, allow students to independently create an abstract puppy image, outline and paint</p> <p>Three: Create dripping ink monsters, using their imagination they will see how they can turn their ink into an image</p> <p>Four: Provide a tray with various art materials popsicle sticks, beads, feathers and ask students to use their imagination and create a work of art.</p>
Standards	<p>Activity One: VPA.1.4.2.A.4</p> <p>Activity Two:</p>	<p>Activity One: VPA.1.4.2.B.1</p> <p>Activity Two: VPA.1.3.2.D.1</p>	<p>Activity One: VPA.1.3.2.D.1</p>	<p>Activity One: VPA.1.3.2.D.1</p>

	<p>VPA.1.1.2.D.CS1</p> <p>Activity Three: VPA.1.3.2.D.1</p> <p>Activity Four: VPA.1.1.2.D.CS1</p> <p>Activity Five: VPA.1.1.2.D.CS1</p>	<p>Activity Three: VPA.1.1.2.D.1</p>	<p>Activity Two: VPA.1.3.2.D.1</p> <p>Activity Three: VPA.1.1.2.D.1</p> <p>Activity Four: VPA.1.1.2.D.CS1</p>	<p>Activity Two: VPA.1.3.2.D.1</p> <p>Activity Three: VPA.1.1.2.D.1</p> <p>Activity Four: VPA.1.3.2.D.2</p>
Accommodations and Modifications	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans Preferential seating</p> <p>Special Education Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans Preferential seating</p> <p>Special Education Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans Preferential seating</p> <p>Special Education Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans Preferential seating</p> <p>Special Education Follow IEP modifications</p>
Interdisciplinary Connections	<p>Activity One and Two: Understanding elements of nature are also elements of art (Science)</p>	<p>Activity One: Understanding how the Native Americans created pottery (Social Studies)</p> <p>Activity Three:</p>	<p>Activity Two: Proportion (Math)</p>	<p>Activity Four: Symmetrical Balance (Math)</p>
Assessments	<b>Benchmark assessments</b>	<b>Benchmark assessments</b>	<b>Benchmark assessments</b>	<b>Benchmark assessments</b>

	<ul style="list-style-type: none"> <li>- Teacher created assessment</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- class participation</li> <li>- safe use of tools and materials</li> <li>- following directions</li> </ul> <p><b>Summative assessments</b></p> <ul style="list-style-type: none"> <li>- completed project</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher created assessment</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- class participation</li> <li>- safe use of tools and materials</li> <li>- following directions</li> </ul> <p><b>Summative assessments</b></p> <ul style="list-style-type: none"> <li>- completed project</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher created assessment</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- class participation</li> <li>- safe use of tools and materials</li> <li>- following directions</li> </ul> <p><b>Summative assessments</b></p> <ul style="list-style-type: none"> <li>- completed project</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher created assessment</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- class participation</li> <li>- safe use of tools and materials</li> <li>- following directions</li> </ul> <p><b>Summative assessments</b></p> <ul style="list-style-type: none"> <li>- completed project</li> </ul>
21st Century Themes and Skills Life Literacies and Key Skills	CRP1 9.4.2.Cl.1	CRP2 9.4.2.Cl.1	CRP1 9.4.2.Cl.1	CRP6 9.4.2.Cl.1