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|  | **First** |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance |  |  |
|  | Unit 5: Aesthetic Responses and Critiques Methodologies  |  |  |
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| **Content Area: Art** | **Grade Level : First** |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **Math Connections**: 1.O.A.5.: Relate counting to addition and subtraction**English Language Arts Connections**: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other  media  SL1.5: 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.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
| **21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
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	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 1: Creative Process** | **Grade Level: First** | **Time Frame: September- October** |
| Standard: 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. **Cumulative Progress Indicators:*** 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.
 |
| **Enduring Understanding:*** Basic color wheel, including Primary, Secondary, Warm, Cool and Complementary colors.
* Organic and geometric shapes
* Recognize and create texture in two & three dimensional works of art
 | **Essentials Questions:*** Do you think colors have temperature?
* How do you make a secondary color?
* How do you differentiate how something actually feels as to the way an artist make it look like it feels? How can we turn shapes into forms?
 |
| **Knowledge and Skills:*** Different kinds of texture, explain examples (tree bark, cotton balls, crumpled paper, cacti, porcupine)
* Discuss how to make 2D shapes look like 3D forms
* Creating personal color wheel showing primary & secondary colors
 |  **Demonstration of Learning/Assessment*** SWBAT create texture animals by using rubbing plates and crayons
* SWBAT mix watercolor paint to complete color wheel template
* SWBAT create still life using construction paper to create fruit in bowl, inspired by Paul Cezanne
 |
| **Suggested Tasks and Activities:*** Displaying color wheel
* Bringing in various types of textures (sandpaper, satin, cotton balls
 | **Tech Integration:** * SmartBoard- Brain Pop
* Google Images
* PowerPoint
 |
| **Resources**: SmartBoard, Brain Pop Jr., Google Images of color wheels, Books, Teacher created Power Point Presentations |

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| **Content Area: Art** | **Grade Level : First** |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **Math Connections**: 1.O.A.5.: Relate counting to addition and subtraction**English Language Arts Connections**: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other  media  SL1.5: 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.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
| **21st Century Themes:*** Global Awareness

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 2: History of the Arts and Culture** | **Grade Level: First** | **Time Frame: October- January** |
| **Standard**: 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**Cumulative Progress Indicators:*** 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.
 |
| **Enduring Understanding:*** How different cultures have developed different recognizable artwork from the Lascaux cave paintings in France, to the printmaking of Japan.
* How history has affected the artwork of the time, for example, the industrial revolution through the sarcasm of Pop art.
 | **Essentials** **Questions**:* What is the function of art in different cultures?
* Why are artists important to their culture? What identifies specific artwork to specific cultures?
* What materials were dominant in the making of art in certain cultures?
* How did history affect the genre of artwork throughout the Masters pieces throughout the history of art.?
 |
| **Knowledge and Skills:*** Describe visual similarities and differences in artwork between various artists
* Describe how culture influences artist’s works
 | **Demonstration of Learning/Assessment:*** SWBAT experience cultures other than their own by creating artwork from around the world, such as Molas from Panama, Khamsas from Morocco, or Wycinanki from Poland.
* SWBAT identify the similarities and differences in their own artwork
* SWBAT share ideas and stories about their own cultural practices
 |
| **Suggested Tasks and Activities:*** Discuss geography and the materials available in that region
* Bring in recyclable materials to have students use in their artwork
* Expand on basic art vocabulary
 | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
 |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo |

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| **Content Area: Art** | **Grade Level : First** |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **Math Connections**: 1.O.A.5.: Relate counting to addition and subtraction**English Language Arts Connections**: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other  media  SL1.5: 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.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
| **21st Century Themes:*** Global Awareness

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| **Unit Title: Unit 3: Performance**  | **Grade Level: First** | **Time Frame: Febrary- April** |
| **Standard**: 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. **Cumulative Progress Indicators:*** 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools
* 1.3.P.D.2 Create 2 and 3 dimensional works of art while exploring color, line, shape, form, texture, and space.
* 1.3.P.D.3 Use vocabulary to describe various art forms (e.g. photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.
* 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age appropriate materials and visual art media using memory, observation, and imagination
* 1.3.P.D.5 Demonstrate planning, persistence, and problem solving skills while working independently, or with others, during the creative process
* 1.3.P.D.6 Create more recognizable representations as eye hand coordination and fine motor skills develop
* 1.3.2.D.1 Create 2 and 3 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.2 Use symbols to create personal works of art based on selected age appropriate themes, using oral stories as a basis for pictorial representation.
* 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 illustrate how art is part of everyday life, using a variety of art mediums and art media.
 |
| **Enduring Understanding:*** How to identify various types of lines, shapes and forms in their environment or other artwork, and how they can be expressive or used to imply motion in diverse types of artwork.
* Use color to express emotion in the creation and evaluation of art
* Describe the principles of color theory using basic art vocabulary
 | **Essentials Questions:*** Who can be an artist?
* What do you like about art?
* What is the function of art in the world?
 |
| **Knowledge and Skills:*** Introduce basic art vocabulary
* Continued practice in coloring, cutting, pasting
* Introduce various types of media
 | **Demonstration of Learning/Assessment*** SWBAT create their own Pop art works
* SWBAT create rainbow trophy fish
* SWBAT create two and three dimensional works of art while exploring color, line, shape, form, texture and space
* SWBAT paint a landscape looking outside a window
 |
| **Suggested Tasks and Activities:*** Show various types of art genres
* Open discussion/informal critique
* Students will create an artwork in the style of a selected artist
 | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint
 |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint |
| **Content Area: Art** | **Grade Level : First** |
| **Unit Title: Unit 4: Aesthetic Response and Critique Methodologies**  |
| **Interdisciplinary Connections:** **Math Connections**: 1.O.A.5.: Relate counting to addition and subtraction**English Language Arts Connections**: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other  media  SL1.5: 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.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
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| **Unit Title: Unit 4: Aesthetic Responses and Critique Methodologies**  | **Grade Level: First** | **Time Frame: May-June** |
| **Standard: 1.4** Aesthetic Responses and 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. **Cumulative Progress Indicators:*** 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
* 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
* 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.
 |
| **Enduring Understanding:*** Personal responses to different styles of art
* Each one of us has a personal preference
* Art is subjective
 | **Essentials** **Questions**:* Why do you like, or don’t like, certain types of artwork?
* Would you like it if there were only one type of art, or one painting in the world?
* How can someone express themselves through art?
 |
| **Knowledge and Skills:*** Describe how a piece of music elicits emotion
* Explain why a musical selection is disliked/disliked
* Describe how music can tell a story
* Identify the subject/theme of a song or listening selection?
* Create a story or picture based on a musical selection
 |  **Demonstration of Learning:*** SWBAT draw a picture of their family celebrating an event
* SWBAT create cave paintings on crumpled brown paper using markers, crayons and colored pencils
* SWBAT create a self- portrait showing an emotion, inspired by Picasso’s Weeping Woman & Munch’s The Scream
* SWBAT point out various art elements in different types of artwork
* SWBAT self-critique their own artworks
 |
| **Suggested Tasks and Activities:*** Showing various types of art genres and the artists that used them
* Open discussion/ informal critique
* Introduce techniques of media types used by various artists
 | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint
 |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint |