

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

VISUAL ART

GRADE 1

Date of Board Approval: May 17, 2018

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

TITLE OF COURSE:	Visual Art	SUBJECT:	Art	GRADE LEVEL:	1
COURSE LENGTH:	Year	DURATION:	45 minutes	FREQUENCY:	1 day per cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives:

This course exposes students to studio practices, reflection and evaluation of artworks, exhibition and preservation, analyzing and interpreting artworks, and the processes associated with creating personal works of art.

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COURSE TIMELINE

Unit 1: Studio Practices

- Art studio safety
- Materials
- Tools and equipment

Ongoing

Unit 2: Presentation

- Presentation methods
- Preparing artwork for display
- Museum curators

Ongoing

Unit 3: Analyze and Interpret

- Art criticism
- Interpretation of art
- Evaluation criteria

Ongoing

Unit 4: Explore and Experiment

- Collaborate
- Material and technique exploration

Ongoing

Unit 5: Planning and Process

- Plan and develop
- Revise and refine

Ongoing

Unit 6: Perspective

- Observation and investigation
- Illusion of depth

4 days

Unit 7: Illustration

4 days

- Artwork inspired by everyday objects
- Artwork is inspired by life experiences

Unit 8: Community Art

4 days

- Art outside of the classroom
- Community artwork/artists

TOTAL 30 days

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA: Cr2.2.1** • Demonstrate safe and proper procedures for using materials, tools, and equipment for making art.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	1

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Follow safety procedures in the art studio.
- Use materials and equipment properly.

DO

- Distinguish between safe and unsafe art studio behaviors and demonstrate safe procedures.
- Use materials properly and safely handle tools and equipment.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA: Pr4.1.1** • Explain why some objects, artifacts, and artworks are valued over others.
- VA: Pr5.1.1** • Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- VA: Pr6.1.1** • Identify the roles and responsibilities of people who work in and visit museums and other art venues.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	1

UNDERSTANDINGS

Objects, artifacts, and artworks collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

DO

- Explain why some objects, artifacts, and artworks are valued over others.
- Explain how artwork should be prepared for presentation or preservation.
- Identify the responsibilities of people who work in and visit museums and other art venues.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA: Re7.2.1** • Compare images that represent the same subjects.
- VA: Re8.1.1** • Interpret art by categorizing subject matter and identifying the characteristics of form.
- VA: Re9.1.1** • Classify artwork based on different reasons for preferences.
- VA: Cn11.1.1** • Understand that people from different places and times have made art for a variety of reasons.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	1

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

DO

- Compare and contrast images that represent the same subjects.
- Interpret art by categorizing subject matter and identifying the characteristics of form.
- Classify artwork based on different reasons for preferences.
- Examine how people have made art throughout time and across cultures.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA:Cr1.1.1** • Engage collaboratively in exploration and imaginative play with materials.
- VA: Cr2.1.1** • Explore uses of materials and tools to create works of art or design.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	1

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Identify the names of the art materials.

DO

- Collaboratively develop new ways to use art materials.
- Explore and experiment with materials and tools to create works of art or design.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	1

STANDARDS:

National Visual Arts Standards

VA: Cr.3.1.1 • Explain the process of making art while creating.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	1

UNDERSTANDINGS

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Define key vocabulary words associated with the processes of making art.
- Understand the planning processes of works of art.

DO

- Explain the process they are using to make art using art vocabulary.
- Plan an artwork before creating the finished piece.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Perspective	GRADE:	1

STANDARDS:

National Visual Arts Standards

VA: Cr.1.2.1 • Use observation and investigation in preparation for making a work of art.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Perspective	GRADE:	1

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Plan and create an artwork focusing on perspective by overlapping, changing size, and positions of objects.

KNOW

- Artists use observation and investigation to create works of art.
- Artists create the illusion of depth by overlapping, changing size, and position.

DO

- Plan an artwork based on observation and investigation.
- Create illusion of depth in an artwork by overlapping, changing size, and position.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Illustration	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA: Cr2.3.1** • Identify and classify use of everyday objects through drawings, diagrams, sculptures, or other visual means.
- VA: Re7.1.1** • Select and describe works of art that illustrate daily life experiences of one's self and others.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Illustration	GRADE:	1

UNDERSTANDINGS

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an illustration.

KNOW

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists use everyday objects as inspiration for drawings, diagrams, sculptures, and design.
- Illustrations can be pictures that represent life experiences.
- Processes that artists use to create their art.

DO

- Identify how artists use everyday objects.
- Describe works of art that illustrate daily life experiences.
- Create an illustration that exemplifies experiences from everyday life.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Community Art	GRADE:	1

STANDARDS:

National Visual Arts Standards

- VA: CN10.1.1** • Identify times, places, and reasons by which students make art outside of school.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Community Art	GRADE:	1

UNDERSTANDINGS

Through art making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a work of art that is meant to be displayed in the community.

KNOW

- Being an artist is a career and that art can be made outside of school.
- Artist's role in the community.
- Art is in our community.

DO

- Brainstorm times, places, and reasons by which students can make art outside of school.
- Identify community artists.
- Participate in a discussion about art in the community.
- Create a work of art that is meant to be displayed in the community.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Planning Packets/worksheets
- 3) Research for studio art projects
- 4) Critiques
- 5) Various writing assignments:
 - Artist Statements
- 6) Studio Art Projects
- 7) Homework/Projects
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist Statement
- Medium Exploration
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)