

# First Grade

## Unit 1: Fundamentals

### ESSENTIAL QUESTION

How do I make artwork?

### BIG IDEAS

- Students will practice safe and proper use of art materials.
- Students will experiment with various materials and media to build skills while making artwork.
- Students will work towards quality craftsmanship.

### GUIDING QUESTIONS

#### Process/Content

- What fosters a safe environment for children to take creative risks? (Cr1.1.1)
- How do artists work? (Cr2.1.1)
- How do artists and designers learn from trial and error? (Cr2.1.1)
- How do artists and designers care for and maintain materials, tools, and equipment? (Cr2.2.1)
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? (Cr2.2.1)
- How do artists grow and become accomplished in art forms? (Cr3.1.1)

#### Reflective

- How can working collaboratively and with constructive criticism inform the artist and improve artwork? (Cr3.1.1)
- What role does persistence play in revising, refining, and developing work? (Cr3.1.1)

### FOCUS STANDARDS

- Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials.
- Cr2.1.1 Explore uses of materials and tools to create works of art or design.
- Cr2.2.1 Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Cr3.1.1 Use art vocabulary to describe choices while creating art.

## Unit 2: Personal

### ESSENTIAL QUESTION

**How can art represent me?**

### BIG IDEAS

- **Students will use their imagination to explore their identity.**
- **Students will communicate their ideas through a piece of art.**
- **Students will explore, develop, create, through their personal expression.**

### GUIDING QUESTIONS

#### Process/Content

- How can students demonstrate collaborative exploration and imaginative play with materials? (Cr1.1.1)
- How do personal interests, questions, and curiosity develop and inspire student artmaking? (Cr2.1.1, Cr2.2.1)
- How can art illustrate the daily life experience of one's self and others? (Re7.1.1)
- How is a personal preference different from an evaluation? (Re9.1.1)
- How does creating art enrich people's lives outside of school? (Cn10.1.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? (Cn10.1.1)

#### Reflective

- How can students use learned art vocabulary to describe choices while creating art? (Cr3.1.1)
- How does comparing one's own interpretation of a work of art with the interpretation of others inform artmaking?
- How do life experiences influence the way I relate to art?
- How can art represent my artistic voice?
- What do I want others to learn about me through my art?
- How can I learn from others' input about my work?
- How do I give and receive constructive feedback?
- How do I generate creative ideas?

### FOCUS STANDARDS

- Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials.
- Cr2.1.1 Explore uses of materials and tools to create works of art or design.
- Cr2.2.1 Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

- Cr3.1.1 Use art vocabulary to describe choices while creating art.
- Re7.1.1 Select and describe works of art that illustrate daily life experiences of one's self and others.
- Re9.1.1 Classify artwork based on different reasons for preferences.
- Cn10.1.1 Identify times, places, and reasons by which students make art outside of school.

## Unit 3: Art Influences

### ESSENTIAL QUESTION

**How does art record and communicate the human experience?**

### BIG IDEAS

- Students will explore the contexts, histories, cultures and traditions of art forms as inspiration.

### GUIDING QUESTIONS

#### Process/Content

- How can art from different cultures be used to enhance and empower the lives of young artists? (Cr2.3)
- Why are some objects, artifacts and artwork valued over others? (Pr4.1.1)
- How do objects, artifacts, and artwork collected preserved, or presented either by artists, museums, or other venues, communicate meaning and provide a record of social, cultural and political experiences resulting in the cultivation of appreciating and understanding? (Pr6.1)
- How does learning about art impact how we perceive the world? (Re7.1)
- How do images influence our views of the world? (Re7.2)
- How can the viewer “read” a work of art as text? (Re8.1)
- How can understanding that people from different places and times have made art for a variety of reasons contribute to awareness of and valuing unique communities and cultures? (Cn11.1)

#### Reflective

- How does the history, culture, and politics of various art influences shape ideas, beliefs, and art? (Pr6.1)
- How does knowing and using visual art vocabularies help us understand and interpret works of art? (Re8.1)
- In what ways is personal preference different from an evaluation? (Re.9.1)
- How does engaging in creating art enrich people’s lives? (Cn10.1)
- How does making art attune people to their surroundings? Cn10.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? (Cn10.1)
- How does art help us understand the lives of people of different times, places, and cultures? (Cn 11.1)
- How is art used to impact the views of a society? (Cn11.1)
- How does art preserve aspects of life? (Cn11.1)
- Why are some objects, artifacts, and artworks valued over others? (Pr4.1.1)

### FOCUS STANDARDS

- Cr2.3.1 Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- Pr4.1.1 Explain why some objects, artifacts, and artwork are valued over others.
- Pr6.1.1 Identify the roles and responsibilities of people who work in and visit museums and other art venues.
- Re7.1.1 Select and describe works of art that illustrate daily life experiences of one's self and others.
- Re7.2.1 Compare images that represent the same subject.
- Re8.1.1 Interpret art by categorizing subject matter and identifying the characteristics of form.
- Re9.1.1 Classify artwork based on different reasons for preferences.
- Cn10.1.1 Identify times, places, and reasons by which students make art outside of school.
- Cn11.1.1 Identify the purpose of an artwork.

## Unit 4: Designing for an Audience

### ESSENTIAL QUESTION

#### How can art communicate ideas?

### BIG IDEAS

- Students will collaborate while working through the creative process.
- Students will consider their audience while they create.
- Students will explore how artists communicate through art.

### GUIDING QUESTIONS

#### Process/Content

- How can an artist use observation and investigation in preparation for making a work of art? (Cr1.2.1)
- How are artworks cared for and by whom? (Pr4.1)
- What criteria, methods, and processes are used to select work for preservation or presentation? (Pr4.1)
- Why do people value objects, artifacts, and artwork and select them for presentation? (Pr4.1)
- Where should artwork be prepared for presentation or preservation? (Pr5.1.1)
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- How does refining artwork affect its meaning to the viewer? (Pr5.1)
- What criteria are considered when selecting work for presentation, a portfolio, or a collection? (Pr5.1)
- What are the roles and responsibilities of people who work in and visit museums and other art venues? (Pr6.1.1)
- What is an art museum? (Pr6.1)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (Pr6.1)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (Pr6.1)

#### Reflective

- Why do people value objects, artifacts, and artwork, and select them for presentation? (Pr4.1.1)

### FOCUS STANDARDS

- Cr1.2.1 Use observation and investigation in preparation for making a work of art.
- Pr4.1.1 Explain why some objects, artifacts, and artwork are valued over others?

- Pr5.1.1 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- Pr6.1.1 Identify the roles and responsibilities of people who work in and visit museums and other art venues.