

WALLENPAUPACK AREA SCHOOL DISTRICT
Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	First Grade Art	Type of Offering:	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
Department:	Art	Length of Course:	<input type="checkbox"/> Marking Period (1/4 year) <input type="checkbox"/> Semester (1/2 year) <input type="checkbox"/> Year (1 full year)
Course # / Code:			Full Year/Once per Week

	Date of Completion:	
	Date Adopted:	

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Date of Revision:	2023
Revision Author(s):	Nicole Delevan, Danielle Fitzmorris, and Jana Kilduff

Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

Course Description:

Students in First Grade will continue their journey in the art classroom through exploration projects in various media. They will nourish and foster art skills, curiosity, and discovery aligned with the PA standards and national standards. The students will learn about the Elements of Art as they explore many projects that delve into these areas. Both two and three-dimensional pieces of artwork will be created as each child works towards their own potential. Opportunities for individual expression and appreciation of the visual arts will be explored as our students begin to build a foundation for a creative growth mindset. Students will develop skills necessary to complete major activities of drawing, painting, printmaking, fiber arts, crafts, sculpture/pottery, and mixed media.

Course Objectives:

1. Drawing:

- Students will be able to use a wide range of drawing mediums to represent the elements and principles of art.
- Students will be able to draw realistically from memory, demonstrations, and observation in order to communicate an idea.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of works that emphasize color, shape/form, line, texture, value, space, pattern/repetition, and proportion/scale.
- Provide opportunities for students to discuss their own works and the works of others.
- Hands-on opportunities to create artwork using a variety of media.

Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
- Work to the best of their ability.
- Demonstrate respect for materials, other students’ artwork and each other.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Drawing	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G	How do we communicate ideas onto paper with drawing media? How do we draw from imagination and from observation? Can the relationship of color make you or the	Communicating elements of art with drawing media realistically and imaginatively. Ability to manipulate the drawing media using techniques to communicate an idea visually.	Shape & Form: 2D shapes, 3D shapes, triangle, pyramid, cone, etc. Line: Contour, cross contour, overlapping, outline, and line characteristics, etc. Space: negative space, positive space, background,	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

<p>9.4.3.A, B, C, D</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>viewer make you feel a certain way?</p> <p>Can you always feel texture?</p> <p>Do the cool and warm colors make all individuals feel the same way?</p> <p>How can we apply the color wheel to a painting to realistically and creatively show color relations?</p>	<p>Apply color wheel knowledge to mix colors (Ex: primary colors create secondary colors).</p> <p>Ability to be flexible and edit drawings to follow the drawing process.</p>	<p>foreground, overlapping, and mapping out the face.</p>	<p>Pencil</p> <p>#60 weight paper</p> <p>Construction paper</p> <p>Color pencil</p> <p>Pastel</p> <p>Crayon</p> <p>Marker</p>	
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Course Objectives:

2. Painting:

- Students will be able to use a range of painting techniques and various paintbrush styles in watercolor and tempera paint.
- Students will be able to apply the color wheel and color mixing to artworks.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of works that emphasize color, shape/form, line, texture, value, space, pattern/repetition, and proportion/scale.
- Provide opportunities for students to discuss their own works and the works of others.
- Hands-on opportunities to create artwork using a variety of media.

Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
- Work to the best of their ability.
- Demonstrate respect for materials, other students' artwork and each other.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Painting	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L	How do we use different brushes to create effects with watercolor and tempera paint? How can we apply different	Apply color wheel knowledge to mix colors (Ex: primary colors create secondary colors). Recognize and apply elements and principles of art and	Color: rainbow order (ROYGBIV), color theory, primary color, secondary color, warm colors, cool colors, color families. Line: layers, overlapping, texture,	Reference Sheet Teacher exemplar/Guided drawing	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.

	<p>9.3.3. A, B, C, D, E, F, G</p> <p>9.4.3.A, B, C, D</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>painting techniques and different materials to represent different ideas realistically and creatively?</p> <p>In what ways can we apply the elements and principles of art to create a painting?</p> <p>How can we create feelings through the relationship of colors and elements of art?</p> <p>How can we apply the color wheel to a painting to realistically and creatively show color relations?</p>	<p>painting techniques to express an idea/feeling within a painting.</p> <p>Create a painting that expresses ideas, emotions, and concepts of the individual and the lesson.</p>	<p>pattern, different brush strokes, etc.</p> <p>Space: proportion/size, background, foreground, overlapping, and mapping out the face.</p> <p>Value – shade, tone</p> <p>Paint techniques: dry brush, wet brush, wet-on-wet, blot, salt watercolor technique, crayon resist, marble.</p>	<p>Visual Artwork and information on Master/famous Artists</p> <p>Classroom Visuals</p> <p>#80 weight paper</p> <p>Watercolor paper</p> <p>Construction paper</p> <p>Tempera cakes</p> <p>Tempera paint</p> <p>Watercolor paint</p> <p>Brush sizes and styles</p>	<p>Rubric is attached at the bottom of the document.</p>
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Course Objectives:

3. Printmaking:

- Students will be able to use different printmaking techniques to emphasize the elements of art.
- Students will be able to utilize different printmaking tools to apply printmaking techniques and printing mediums.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of works that emphasize color, shape/form, line, texture, value, space, pattern/repetition, and proportion/scale.
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- Hands-on opportunities to create artwork using a variety of media.

Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
- Work to the best of their ability.
- Demonstrate respect for materials, other students' artwork and each other.

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Printmaking	<p>PA Standards:</p> <p>9.1.3.A, B, C, D, E, F, G, H, I, J, K</p> <p>9.2.3.A, B, C, D, E, F, G, H, I, J, K, L</p> <p>9.3.3. A, B, C, D, E, F, G</p> <p>9.4.3.A, B, C, D</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>What can we do with different printmaking techniques to represent elements of art?</p> <p>How can you express symmetrical ideas?</p> <p>Why is it important to be able to make repetitive patterns within the printmaking media?</p>	<p>Apply the concept of printmaking (ex: making a copy) and elements of art to create symmetrical artwork.</p> <p>Use different tools, resources, and techniques to show pattern, texture, and space.</p>	<p>Color: Color Theory, shades, tones, highlight</p> <p>Line: line characteristics, outline, engraving</p> <p>Shape: Stamp, copy, monoprint</p> <p>Texture: pattern</p> <p>Space: Negative and positive space</p>	<p>Reference Sheet</p> <p>Teacher exemplar/Guided drawing</p> <p>Visual Artwork and information on Master/famous Artists</p> <p>Classroom Visuals</p> <p># 80 weight paper</p> <p>Construction paper</p> <p>Foam</p> <p>Marker</p> <p>Crayon</p> <p>Ink</p> <p>Brayer</p> <p>Found objects</p>	<p>Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.</p> <p>Rubric is attached at the bottom of the document.</p>

					Printing Plate	
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Course Objectives:

4. Fiber Arts/Crafts

- Students will be able apply the elements and principles of art to artwork made with fiber art materials.
- Students will weave paper and/or yarn.
- Students will be able to use paper, glue, scissors, and other various media to create artwork such

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- Hands-on opportunities to create artwork using a variety of media.

Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
- Work to the best of their ability.
- Demonstrate respect for materials, other students' artwork and each other.

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Fiber Arts/Crafts	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How can working with fiber art materials create 2D or 3D artwork? How can I use my hands to create a woven or laced artwork? What elements and principles of art can be represented with yarn, paper, and other fiber and craft media?	Apply fiber art media and techniques to represent both realistic and abstract artwork. Apply fine motor skills and elements of art to a fiber artwork. Create 2D and 3D artwork from various fiber arts and craft media.	Color: Color families Line: dashed lines, contour, pattern Shape/Form: Accordion fold, spiral fold, paper curl, form, paper sculpture, origami Texture: physical texture Space: origami Fiber Arts: yarn, string, lacing, weaving (under and over) and fiber arts. Crafts: bleeding tissue paper, radial, hole-punch, lacing,	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals #80 weight paper #60 weight paper Origami paper Construction paper Yarn String	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

				silhouette, and origami.	Beads Hole punch Foam Embellishments Felt Tissue Paper Glue	
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Course Objectives:

5. Sculpture/Pottery:

- Students will be able to apply the elements of art and principles of art to create 3D artworks with various media.
- Students will be able to use their hands to manipulate various 3D media and apply hand-building skills.

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Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Sculpture/ Pottery	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D	How can we use hand-building techniques to exhibit form and other elements of art? How do 3D sculpture develop higher critical thinking skills?	Be able to manipulate 2D and 3D media to create a 3D artwork that emphasizes elements of art. Use and apply hand-building techniques with different media to create secure 3D artwork.	Color: color families with glaze Line: carving Shape/Form: slab, pinch pot, coil, pinch and pull, slump mold Texture: carving, pattern, low relief	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

	<p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/ Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>What 3D media can we use to make different types of sculptures?</p>	<p>Why do different media require different procedures for hand-building (ex: secure attachments for clay, papier mâché, etc.)?</p> <p>Know and apply elements and principles of art to 3D artworks.</p>	<p>Space: positive space, negative space, additive sculpture techniques.</p> <p>Scoring and slipping</p>	<p>Clay</p> <p>Kiln</p> <p>Glaze</p> <p>Wooden needle tool</p> <p>Sponge</p> <p>Slip</p> <p>Rolling pin</p> <p>Rubbing Plate</p> <p>Rubber stamp</p> <p>Cookie cutters</p>	
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Course Objectives:

6. Mixed Media:

- Students will use skills learned from other media to create an artwork with two or more media.
- Students will apply knowledge of elements and principles of art to intentionally design a mixed media artwork.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

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Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
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Mixed Media	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L	What media can be combined to create a cohesive, unified, and expressive artwork?	Know what media can be combined to create mixed media artwork that demonstrates a sense of unity. What strategies are needed to create a	Color: color theory Line: line characteristics Shape/Form: 2D shape, 3D shape,	Reference Sheet Teacher exemplar/Guided drawing	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of

	<p>9.3.3. A, B, C, D, E, F, G</p> <p>9.4.3.A, B, C, D</p> <p>National Standards:</p> <p>Creating: 1, 2, 3</p> <p>Performing/Presenting/Producing: 4, 5, 6</p> <p>Responding: 7, 8, 9</p> <p>Connecting: 10 & 11</p>	<p>What media are difficult to combine to create a cohesive artwork and why?</p> <p>Can mixed media be 2D and 3D within one artwork?</p> <p>What media are used to display and portray craftsmanship within an artwork?</p> <p>How can the elements and principles of art be represented with mixed media?</p> <p>What problems need to be solved to make the media look unified?</p>	<p>mixed media artwork that has craftsmanship?</p> <p>Know and apply the media and strategies to create an artwork that reflects creativity and personal expression within the artwork.</p>	<p>organic shape, geometric shape, and shape and form comparison</p> <p>Texture: implied texture and physical texture</p> <p>Space: negative space and positive space</p>	<p>Visual Artwork and information on Master/famous Artists</p> <p>Classroom Visuals</p> <p>Painting supplies</p> <p>Printmaking supplies</p> <p>Drawing supplies</p> <p>Construction paper</p> <p>Craft supplies and embellishments</p> <p>Glue</p>	<p>tools, and routine set-up and clean-up.</p> <p>Rubric is attached at the bottom of the document.</p>
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K-2 Rubric	Secure	Developing	Beginning
Craftsmanship	Student goes above and beyond to make their work look complete, detailed, and neat.	Student meets requirements of project in regard to making their artwork look finished	Student is working towards improving their craftsmanship and attention to the neatness

	<p>All skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are mastered.</p> <p>Organized, precise, and excellent presentation/work.</p>	<p>but still has areas that need improvement that look incomplete or unfinished.</p> <p>Most skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are mastered.</p> <p>Some organization, adequate presentation/work.</p>	<p>of their final product to make it look complete instead of unfinished.</p> <p>Many skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are not yet mastered.</p> <p>Incomplete, disorganized, and/or sloppy presentation/work.</p>
Effort	<p>Student puts in extra time and attention to their artwork to show application of skills and concepts. Student exhibits extra effort, outstanding attitude, and active listening.</p> <p>Student is courteous and cooperative with others and when setting up/cleaning up the classroom and art supplies.</p>	<p>Student puts in required effort and attention to finish and show learned skills and concepts. Student is working on adequate effort, attitude, and active listening.</p> <p>Student is working on setting up/cleaning up the classroom and art supplies.</p>	<p>Student puts in minimum effort, rushes through project quickly, and does not show effort to apply learned skills and concepts. Student shows minimal effort and direction when setting up/cleaning up classroom and art supplies.</p>
Creativity	<p>Student shows original ideas that apply the skills and concepts. Student was thinking outside of the box instead of copying shown examples or demonstration. Student's artwork is all original, unique, perceptive creativity.</p>	<p>Student may have copied ideas from examples or demonstration but puts their own ideas into the project in small portions. Student has a mostly original artwork and some creativity within final artwork.</p>	<p>Student copies the examples or demonstration exactly with no attempt to add any of their own ideas. Not original or creative final artwork.</p>
Media-Specific Skills	Determined by teacher.		
Project Specific Requirements	Determined by teacher.		