

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Art Grade 1

June 2017

## **New Milford Board of Education**

David Lawson, Chairperson

Mr. Bill Dahl, Vice Chairperson

Tammy McInerney, Secretary

Robert Coppola, Assistant Secretary

Angela Chastain

Wendy Faulenbach

David Littlefield

Brian McCauley

J.T. Schemm

### **Superintendent of Schools**

Mr. Joshua Smith

### **Assistant Superintendent**

Ms. Alisha DiCorpo

### **Authors of Course Guide**

Jennifer Amodeo

Nicole DuVerger

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Program Overview

The Visual Art Curriculum K-3 of New Milford Public Schools provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. Through those artistic processes, the students are provided with rich experiences in the study of painting, drawing, sculpture, ceramics and mixed media to develop and fine-tune their use of art materials, tools, and technologies. Students gain an appreciation of art history and the role of the visual arts in culture. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

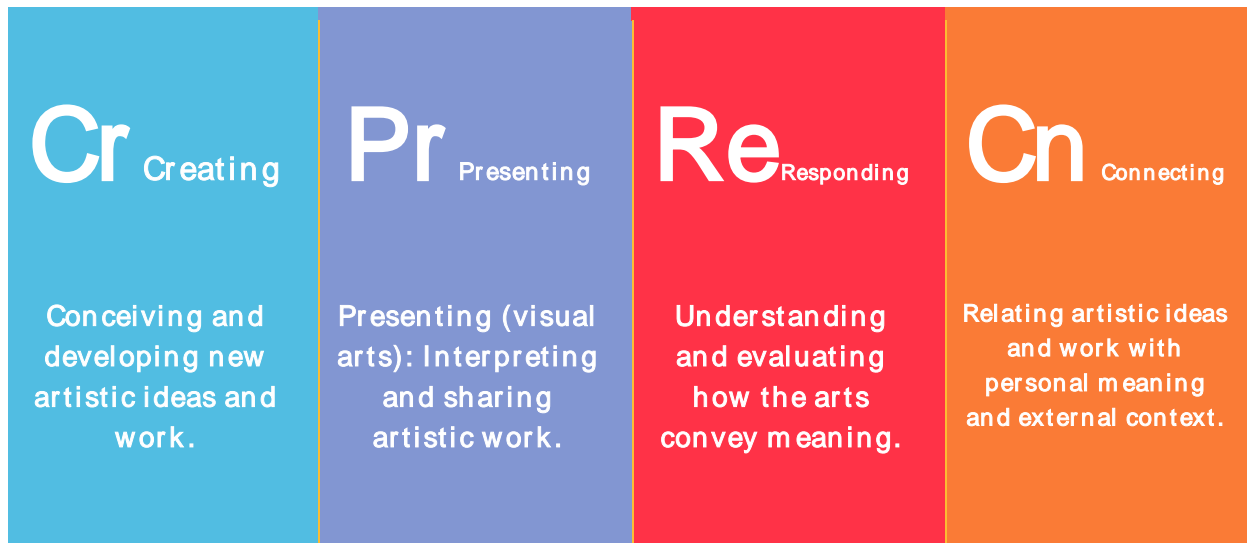
While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, attainability of this curriculum is based upon a minimum of one forty-minute art class every four days for kindergarten, grade 1, and grade 2, and forty-minutes once every three days for grade 3.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the first rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards:

“Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

# NATIONAL CORE ARTS STANDARDS



Subject/Course: VISUAL ART

Unit 1: 3 Dimensional Design ~ Ceramics and Sculpture

Grade: 1

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and and works with societal, cultural, and historical context to deepen understanding.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.</p> <p>VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> <p>VA:Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.</p>
CCS-ELA-LITERACY-SL.1.1a: Follow	<i>Meaning</i>

<p>agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on revising, and refining work over time.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <p>What responsibilities come with the freedom to create?</p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>How does art help us understand the lives of people of different times, places, and culture?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i>          people, places and times, materials, tools, art or design, art vocabulary, choices</p>	<p><i>Students will be skilled at...</i>          creating, describing, using, exploring, understanding</p>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 3 dimensional specific composition form using clay and/or sculpture techniques: preparing, joining, and addition techniques; to express original artistic intent.</p> <p>Suggested Activities:            Experiment with various tools and media. Include the study Elements and Principles of Design using various 3-D media, involving but not limited to using clay, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>



### Stage 3 – Learning Plan

<b>Code</b>	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teachers will explain the purpose of the elements of 3 dimensional artwork using form.</li> <li>● Students will identify and explore the elements of 3 dimensional art form</li> <li>● Students study that people from different places and times have made art for a variety of reasons.</li> <li>● Teacher demonstrates the process and techniques of wedge, pinch, slip and score, and use non-toxic materials and tools to join clay.</li> <li>● Teacher demonstrates the process to prepare, join, and use construction techniques; to express original artistic intent using alternative tools and materials.</li> <li>● Students demonstrate understanding the process and purpose through practice and feedback.</li> <li>● Students will conceptualize an artistic design through sculpture process using newly learned techniques to create a 3 dimensional form of choice.</li> <li>● Students communicate effectively using appropriate vocabulary.</li> <li>● Students communicate effectively based on purpose, task, and audience using appropriate vocabulary</li> <li>● Teachers will organize the sequence of learning by introducing various materials and tools for necessary techniques for student success.</li> </ul>	Progress Monitoring
Transfer		<ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>
Meaning		

***Essential Resources***

Art room equipped with sinks, storage, and work tables.

*Ceramics* - A variety of media includes, but is not limited to: kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze, tempera/acrylic/watercolor paints.

*Sculpture* - A variety of media includes, but is not limited to: paris craft, papier-mache, wood, wire, cardboard, paper, recycled items, scissors, glue, mod podge, tape.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

--	--	--

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.</p> <p>VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.</p> <p>VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one’s self and others.</p>	
	<b>Meaning</b>	
<p>CCS-ELA- LITERACY-SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How do life experiences influence the way you relate to art?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

	materials, tools, works of art or design	exploring, creating, using, describing, illustrating, selecting
--	--	---

<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 2 dimensional subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, printing, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>

Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>
---------	---	---

<b>Stage 3 – Learning Plan</b>		
<b>Code</b>	<b><i>Pre-Assessment</i></b>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teachers and students discuss and describe elements of 2 dimensional design through images and messages.</li> <li>● Students will explore their imagination to conceptualize or determine an artistic design or artwork through appropriate media.</li> <li>● Teacher demonstrates the processes of a variety of drawing and painting tools to lesson specific requirements.</li> <li>● Teacher demonstrates strategies to use materials and tools and in each media with sketching, shading, blending, resist, wash, wet/dry technique,</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>
Transfer		
Meaning		

and texture to express original artistic ideas.

- Students explore demonstrated strategies to practice and receive feedback.
- Students illustrate a rough sketch of conceptual design and receive feedback.
- Students use newly learned techniques, processes, and materials to create a 2 dimensional composition or artwork.
- Teachers will allow students to select their artwork to individual skill level and personal choice.
- Students elaborate on their choice of art or design using art vocabulary, and resources through reflection.
- Teachers will organize the sequence of learning by introducing necessary techniques for student success.

***Essential Resources:***

Art room equipped with sinks, storage, and work tables.

*Drawing* - A variety of media that includes but is not limited to:  
pencil, erasers, markers, crayons, colored pencils, oil pastels, chalk pastels, charcoal,  
paper(s) tape.

*Painting* - A variety of media that includes but is not limited to:  
brushes, tempera, tempera cakes, watercolor, acrylic, scissors, glue, mod podge.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel,  
tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

**Grade Level: Visual Art ~ 1**  
**Pacing Calendar 2017-2018**

<b>Unit</b>	<b>Timeline</b>
3 Dimensional Design ~ Ceramics and Sculpture	<p>September/October District-Wide Pre-Assessment</p> <p>August - June</p> <p>Ceramics - 4-6 weeks Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p> <p>Formative Descriptions:</p> <ul style="list-style-type: none"><li>● Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in</li><li>● Reflections</li><li>● Vocabulary usage</li><li>● Peer, self-reflection and teacher feedback during discussion and critiques</li></ul> <p>Summative Descriptions:</p> <ul style="list-style-type: none"><li>● Direct observation of student work</li><li>● Specific feedback</li><li>● One-on-one instruction</li><li>● Student/teacher rubric</li></ul> <p>May/June</p>



District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

2 Dimensional Design ~ Drawing and Painting

September/October  
District-Wide Pre-Assessment

August - June

Drawing - 4-6 weeks

Painting - 4-6 weeks

The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

