

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Art First Grade**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Name of Unit</b> <b>Line</b> <b>Different tools</b> <b>make</b> <b>different</b> <b>kinds of lines</b>  <b>4 Weeks</b>	<p style="text-align: center;"><b><u>Content Standards</u></b></p> <p>1. Students will understand, select and apply media, techniques and processes</p> <p>1.a differentiate between a variety of media, techniques and processes;</p> <p>1.b describe how different media, techniques and processes cause different effects and personal responses;</p> <p>1.c use different media, techniques and processes to communicate ideas, feelings, feelings, experiences and stories, and</p> <p>1.d Use art media and tools in a safe and responsible manner</p> <p><b><u>2. Students will understand and apply elements and organizational principles of art</u></b></p>	<p><b><u>Line Concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. Learning about the future year's art curriculum and art room standards</li> <li>2. Developing the eight different lines and be able to identify, create, and use: straight, dotted, zigzag, wavy, bumpy, and curly</li> <li>3. Introduced the ruler and how to hold it making the "L" with opposite hand for the purpose of making straight lines</li> <li>4. Introduction of contour line</li> <li>5. Developing how to use different lines to communicate ideas and stories</li> </ol> <p><b><u>Concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. Use a variety of lines to communicate ideas of emotion and texture</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student Oral Response</li> <li>• Student Works</li> </ul> <p>(same for all concepts)</p>	<p>Art lesson throughout the year include:</p> <ol style="list-style-type: none"> <li>1. Artroom Resource Books</li> <li>2. Look at former students work</li> <li>3) YouTube</li> <li>4) "Get to know the Artist" series of books</li> <li>5) Smart board</li> <li>6) "Art Fun in a Bag" – Paul Klee</li> <li>7) Famous Artists' Birthday - daily</li> </ol> <p><b><u>Line lessons</u></b></p> <ol style="list-style-type: none"> <li>1. Art Teacher developed different line lessons using different media</li> <li>2. Artist's looked at: <ul style="list-style-type: none"> <li>• Pablo Picasso 's Blue Period – Lines and color show emotion</li> <li>• Pablo Picasso's Rose Period – Variety of lines used in circus theme</li> <li>• Piet Mondrian's</li> </ul> </li> </ol>

	<p>2. C uses the elements of art and principles of design to communicate ideas.</p> <p><b><u>3.Students will consider, select and a range of subject matter, symbols and ideas</u></b>  3.b select and use subject matter, symbols and ideas to communicate meaning</p> <p><b><u>4.Students will understand the visual arts in relation to history and cultures</u></b>  4.a recognize that the visual arts have a history and a variety of cultural purposes and meanings;</p> <p><b><u>5. Students will reflect upon, describe, analyze, interpret and evaluate their own and others’ work</u></b>  5.a identify various purposes for creating works of art</p> <p><b><u>6. Students will make connections between the visual arts, other disciplines and daily life</u></b>  6. e recognizes that works of visual art are produced by artisans and artist working in different cultures, times and</p>	<p><b><u>Concepts:</u></b></p> <p>1. Using different lines to identify different subject matter and ideas in circus and portraits</p> <p><b><u>Concepts:</u></b></p> <p>1) Using specific works of art and books to be able to identify particular styles, cultures, times and places in history –i.e. Mona Lisa, Piet Mondrian, Pablo Picasso</p>		<p>Straight lines made with rulers and primary colors</p> <ul style="list-style-type: none"> <li>• Introduction of Contour line in elephant, spaceship and giraffe lessons</li> <li>• Using contour Lines when drawing for the Center School Calendar</li> </ul>
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<b>Name of Unit</b> <b>Shapes &amp; Form</b> <b>Shapes come in many types and sizes two-dimensional. Form is three-dimensional, and takes up space</b>  <b>11 Weeks</b>	<b><u>1.Students will understand, select and apply media, techniques and processes,</u></b> 1.a differentiate between a variety of media, techniques and processes	<b><u>Shapes Concepts</u></b> 1. Name, find and use; circles, squares, rectangles, triangles, and ovals when drawing animals, bodies, faces and spaceships 2. Learn to use geometric shapes to create different animals, working from the biggest shapes to the smallest shapes and then add lines for details. 3. Identify and create a portrait using geometric shapes 4. Use a variety of media: crayons, oil pastels, gel markers, computer, watercolors, and pencils  <b><u>Form/Sculpture Concepts</u></b> 1. Create a sculpture from paper using a variety of lines 2. Create a relief sculpture using clay and the slab method of hand building		<b><u>Shape Lessons</u></b> 1)Clowns or robots creating with geometric shapes 2)Spaceships created with geometric shapes symmetrically 3)Elmer’s elephant drawing using geometric shapes 3)Giraffes can’t dance lesson using geometric shapes and lines to create texture 4)Portrait drawing using geometric shapes and Leonardo da Vinci’s Mona Lisa 5)Create France Lascaux cave painting using geometric shapes to create a variety of animals (interdisciplinary lesson with science)  <b><u>Form/Sculpture lessons</u></b> 1)Create a black (week) highway/freeway paper sculpture using variety of lines 2) Clay relief sculpture – Taj Mahal –white week

<p><b>Name of Unit</b> <b><u>Color/Value</u></b> Every color can be bright, dull, dark, or light. Value refers to dark and light in painting or drawing</p> <p><b>8 Weeks</b></p>	<p><b><u>Content Standards</u></b> 1.Students will understand, select and apply media, techniques and processes 1.a. differentiate between a variety of media, techniques and processes; 1.c. use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and 6. Students will make connections between the visual arts, other disciplines and daily life 6.d demonstrate understanding of how the visual arts are used in the world around us; and</p>	<p><b><u>Color/Value Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Identify, create and use primary colors</li> <li>2. Create secondary colors by mixing primary colors</li> <li>3. Introduced to value – tints</li> <li>4. Introduced to neutrals</li> <li>5. Introduced to different meaning of colors from different countries from “Our World is a Rainbow” program</li> <li>6. Introduced to color can have meaning in artwork</li> <li>7. Identify and create warm/cool/secondary/primary computer artwork</li> </ol>	<ul style="list-style-type: none"> <li>• Color Assessment</li> </ul>	<p><b><u>Color Lessons</u></b></p> <ol style="list-style-type: none"> <li>1.Pablo Picasso – color emotion</li> <li>2) Piet Mondrian – primary colors</li> <li>3) Monet’s Holland Landscape – mixing primary colors to make secondary colors (orange week)</li> <li>4) Value – Pointillism – Georges Seurat – tints</li> <li>5) Neutrals – “Caves of Lascaux</li> <li>6) Computer – Different family of colors – Microsoft Paint</li> <li>7) “Our World is a Rainbow” color themes throughout the year</li> </ol>
<p><b>Name of Unit</b> <b><u>Balance</u></b> Balance is the comfortable arrangement of things in art</p> <p><b>3 Weeks</b></p>	<p><b><u>Content Standards</u></b> <b><u>2.Student will understand and apply elements and organizational principles of art</u></b> 2.b describe how different expressive features, and ways of organizing them, cause different responses; and</p>	<p><b><u>Balance Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Identify and use symmetrical balance in different types of artwork</li> </ol>		<p><b><u>Balance Lessons</u></b></p> <ol style="list-style-type: none"> <li>1. Spaceship – symmetrical balance</li> <li>2. Robot or clown – symmetrical balance</li> </ol>

	2.c. use the elements of art and principles of design to communicate ideas			
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	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<b>Name of Unit</b> <u><b>Texture</b></u> <b>Texture is how a surface of something feels or looks</b>  <b>4 Weeks</b>	<u><b>Content Standards</b></u> <u><b>1.Students will understand, select and apply media, techniques and processes</b></u> 1.b describe how different media, techniques and processes cause different effects and personal responses; <u><b>4.Students will understand the visual arts in relation to history and cultures</b></u> 4.b begin to recognize that the visual arts have a history and a variety of cultural purposes and meanings;	<u><b>Texture Concepts</b></u> 1. Identify and create texture in two and three-dimensional projects		<u><b>Texture Lessons</b></u> 1)Henri Matisse’s collage with texture 2) Paul Klee’s textured animals 3) Taj Mahal clay relief with texture

<p><b>Name of Unit</b> <b><u>Pattern &amp; Rhythm</u></b></p> <p>Pattern decorates surfaces with planned, repeated units</p> <p>Rhythm is the repetition of shapes, lines, and forms</p> <p>5 Weeks</p>	<p><b><u>Content Standards</u></b></p> <p><b><u>1.Students will understand, select and apply media, techniques and processes</u></b> 1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and</p> <p><b><u>2 Students will understand and apply elements and organizational principles of art</u></b> 2.c use the elements of art and principles of design to communicate ideas</p>	<p><b><u>Pattern/Rhythm Concepts</u></b></p> <p>1. Identify and create A/B/C patterns</p>		<p><b><u>Pattern/Rhythm lessons</u></b></p> <p>1)Elmer elephant A/B/C different pattern combinations 2) Tia Mahal inside tile patterns (blue week) 3) Paul Klee abstract rhythm shapes repeat 4) Henri Matisse’s cat still-life pattern curtains</p>
<p><b>Name of Unit</b> <b><u>Contrast &amp; Emphasis</u></b></p> <p>Contrast is the difference between elements in an artwork</p> <p>Emphasis is the creation of a focal area in a work of art</p> <p>2 Weeks</p>	<p><b><u>Content Standards</u></b></p> <p><b><u>1.Students will understand, select and apply media, techniques and processes</u></b> 1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and</p> <p><b><u>4. Students will understand the visual arts in relations to history and cultures</u></b> 4.a begin to recognize that the visual arts have a history and a variety of cultural purposes and meanings</p>	<p><b><u>Contrast &amp; Emphasis Concepts</u></b></p> <p>1. Identify that art comes from different time periods and has different focal points and harmony</p>		<p><b><u>Contrast &amp; Emphasis lessons</u></b></p> <p>2)Henri Matisse college lesson- triangle emphasis and color contrast</p>

<b>Name of Unit Weeks</b>				