

Page County Public Schools: Visual Art Curriculum 2011

FIRST	OBJECTIVE: The standards for grade one continues to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.
BIG IDEA: Family	

First Term	Second Term	Third Term	Fourth Term	Possible Curriculum Connections
<p>1.3 The student will identify and use:</p> <ul style="list-style-type: none"> • primary colors — red, blue, and yellow • line and line variations -- zigzag, dotted, wavy, and spiral • texture—visual and tactile • shape—geometric and organic • patterns—alternating and repeating <p>1.4 The student will create works of art inspired by stories, poems, and themes.</p> <p>1.5 The student will create art from real and imaginary sources of inspiration.</p> <p>1.8 The student will develop eye/hand coordination by drawing and constructing.</p> <p>1.13 The student will identify and describe works of art that communicate feelings, ideas, and information.</p>	<p>1.2 The student will use the senses of sight, touch, and hearing as inspirations for works of art.</p> <p>1.6 The student will use personal experiences and simulated situations as subject matter in works of art.</p> <p>1.7 The student will demonstrate the ability to recognize size relationships in works of art.</p> <p>1.10 The student will use motor skills to weave, tear, and otherwise manipulate art materials..</p>	<p>1.1 The student will recognize and discuss various solutions to a single art problem.</p> <p>1.9 The student will observe and depict plants, animals, and people in a landscape work of art.</p> <p>1.12 The student will recognize and describe how art is an integral part of one's own culture.</p> <p>1.16 The student will view works of art and describe similarities and differences between them.</p> <p>1.20 The student will describe and discuss ideas and emotions communicated in works of art.</p>	<p>1.11 The student will describe and discuss similarities and differences between various careers in the visual arts.</p> <p>1.15 The student will discuss why viewers may have different responses to works of art.</p> <p>1.17 The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.</p> <p>1.18 The student will discuss the reasons why works of art have value.</p> <p>1.19 The student will express a point of view regarding what artist and what purpose art serves.</p>	<p>1.1 English: 1.12</p> <p>1.2 Social Science: 1.8</p> <p>1.3 Math: 1.12, 17 Science: 1.1, 4, 5</p> <p>1.4 English: 1.1</p> <p>1.5 History: 1.2</p> <p>1.6 History: 1.1</p> <p>1.7 Math: 1.15</p> <p>1.8 Math: 1.12</p> <p>1.9 Science: 1.7</p> <p>1.10 Math: 1.3</p> <p>1.11 History: 1.12</p> <p>1.12 History: 1.12</p> <p>1.13 English: 1.2</p> <p>1.14 History: 1.1</p> <p>1.15 English: 1.3</p> <p>1.16 Science: 1.1</p> <p>1.17 English: 1.1</p> <p>1.18 English: 1.1</p> <p>1.19 English: 1.1</p> <p>1.20 English: 1.7</p>

Possible Artist		Visual Literacy Resources	Vocabulary		TAG Extensions
Franz Marc Calder Ringgold Hopper	Gauguin Grant Wood Chagall Klimt Mondrian	Gilbert Stewart	Art problem Drawing Fold Geometric Imaginary Landscape Line: curved, diagonal, dotted, horizontal, spiral, vertical, wavy, zigzag Pattern Primary Rubbing	Solution Spatial Symbol Tear Texture 3 dimensional 2 dimensional Weaving	<ul style="list-style-type: none"> • Discuss symmetry and identify examples. • Manipulate clay to form an <i>identifiable</i> object. • Introduce various techniques in printmaking. <p>For further Special Education and TAG Accommodations visit the ACPS Differentiation plan: http://intranet.acps.k12.va.us/tag/diff_creative.php</p>

