

Stockton Unified School District
Curriculum Map

Visual Art

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3, 4, 5	<p>First Six Weeks</p> <ol style="list-style-type: none"> 4. Thick/thin lines 5. Horizon line 6. Lines in artworks and surroundings 7. Using Lines in Artworks <p>Second Six Weeks</p> <p>I. VALUING/EVALUATING</p> <ol style="list-style-type: none"> A. Historical/Cultural Aspects <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles B. Critique <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions C. Critique Process <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment 	<p>Critique art prints to discuss the use of shapes</p> <p>Critique of objects in the surroundings to discuss shape-to-form relationships and shapes-within-shapes</p>		<p><u>Language Arts</u>: words that describe shapes, parts-to-whole relationships in literary works</p>

RESOURCE KEY

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skills.

Stockton Unified School District
Curriculum Map

Visual Art

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 4, 5	<p>Second Six Weeks</p> <p>II. PRODUCING ART - SHAPE</p> <p>A. Shapes in Surroundings</p> <ol style="list-style-type: none"> 1. Closure of a line 2. Object creation 3. Geometric shapes 4. Free form vs. organic shapes 5. Perspective (near/far) 6. Shape-within-shapes <p>B. Artworks Illustrating Shape-to-Form</p>	<p>Self portrait using basic shapes</p> <p>Mural of collaged shapes to form objects, i.e., trees, houses, and people</p> <p>Figure collage using basic shapes</p>	<p>Large reproductions: <i>Serenade</i>, Romare Bearden <i>Palma</i>, Deborah Butterfield <i>Time is a River without Banks</i>, Marc Chagall <i>Summer</i>, Giuseppe Arcimboldo</p>	<p><u>Social Studies</u>: holiday mural (Halloween, Thanksgiving, Martin Luther King, Springtime)</p> <p><u>Math</u>: sorting objects, geometric designs, perspective</p>
3, 4, 5	<p>Third Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment 	<p>Critique of objects in the surroundings to discuss tactile surfaces/textures</p> <p>Critique of art prints to discuss ways artists create visual texture</p>		<p><u>Language Arts</u>: words that describe textures</p>

RESOURCE KEY

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skills.

Stockton Unified School District
Curriculum Map

Visual Art

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Third Six Weeks</p> <p>II. PRODUCING ART – TEXTURE</p> <p>A. Texture</p> <ol style="list-style-type: none"> 1. Textural qualities 2. Materials/tools 3. Texture rubbings <p>B. Pattern</p> <ol style="list-style-type: none"> 1. Ordered/random pattern 2. Visual/tactile textures 	<p>Crayon rubbings of various surfaces</p> <p>Animal drawing inventing lines to suggest textures and pattern</p> <p>Collage of rubbings</p> <p>Wrapping paper by repeating patterns with gadgets to create ordered/random patterns</p> <p>Paintings illustrating variety of brushstrokes to create textures and patterns</p>	<p><i>Toto</i>, Frank Romero <i>Wolf General</i>, Tarleton Blackwell <i>Rhinous</i>, Durer</p>	<p><u>Science</u>: leaf rubbings, magnify textures, function of animal textures</p> <p><u>Social Studies</u>: tombstone rubbings, local natural environment and visual textures</p>
3, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fourth Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment 	<p>Critique of art prints to discuss use of color</p> <p>I Spy game to identify colors in the surroundings</p>		<p><u>Careers</u>: artists/painters, designers</p> <p><u>Social Studies</u>: how colors mean different things in different cultures</p>

RESOURCE KEY

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skills.

Stockton Unified School District
Curriculum Map

Visual Art

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 4, 5	<p>Fourth Six Weeks</p> <p>II. PRODUCING ART- COLOR</p> <p>A. Color in Artworks</p> <ol style="list-style-type: none"> 1. Emotions 2. Realism/fantasy 3. Moods expressed by colors <p>B. Color Wheel</p> <ol style="list-style-type: none"> 1. Primary 2. Secondary 3. Warm/cool colors 4. Tints and shades 5. Artworks using color <ol style="list-style-type: none"> a. warm/cool colors b. tints and shades 	<p>Color wheel created by mixing primary colors</p> <p>Fruit painting using mixed colors</p> <p>Seasonal landscape painting using warm/cool colors</p> <p>Painting illustrating understanding of tints/shades</p>	<p>Large Reproductions: The Golden Age: The Crow and the Hummingbird, Joan Brown</p> <p>Time is a River without Banks, Marc Chagall</p> <p>French Pastries, Wayne Thiebaud</p> <p>Toto, Frank Romero</p>	<p><u>Science</u>: Color mixing, spectrum, Sir Isaac Newton</p> <p><u>Language Arts</u>: words that describe color, parts-to-whole aspects, real vs. fantasy</p> <p><u>Math</u>: measurements used for mixing colors, equivalents, symmetry</p>
1, 2, 3, 4, 5	<p>Fifth Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment 	<p>Critique of artworks to discuss spatial relationships</p> <p>Critique of the surroundings to identify space that is over, under, etc.</p>		<p><u>Language Arts</u>: words that describe space and spatial relationships</p>

RESOURCE KEY

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skills.

Stockton Unified School District
Curriculum Map

Visual Art

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fifth Six Weeks</p> <p>II. PRODUCING ART – SPACE</p> <p>A. Space in Artworks/Surroundings</p> <ol style="list-style-type: none"> 1. Description of space 2. Relationships of objects <p>B. Spatial Relationships</p> <ol style="list-style-type: none"> 1. Placement of objects (foreground, middle ground, background) 2. Size relationships 3. Overlapping 4. Empty/full 5. Positive/negative space 6. Horizon line <p>C. Artworks Using Understanding of Space</p>	<p>Model of a house and landscape</p> <p>Cityscape with things overlapping</p> <p>Landscape using horizon line</p>	<p>Large reproductions:</p> <p><i>The Sunny Side of the Street</i>, Phillip Evergood</p> <p><i>The Brotherhood Building</i>, Richard Haas</p> <p><i>Self Portrait</i>, Marisol</p>	<p><u>Social Studies</u>: neighborhood features, maps, space in the local environment</p> <p><u>Math</u>: geometric forms, measurement</p> <p><u>Science</u>: space in the actual environment</p>

RESOURCE KEY

Disclaimer: Product descriptions are recommended activities that can be supplemented by activities teaching the same concepts/skills.

