

Pine Hill Public Schools Curriculum

Content Area:		Art	
Course Title/ Grade Level:		Art – Grade 1	
Unit 1:	Textures	Month:	September/October
Unit 2:	Collage	Month:	November / December
Unit 3:	Color	Month:	January / February
Unit 4:	Literature Based Art	Month:	March / April
Unit 5:	Expressionism	Month:	May / June
Date Created or Revised:		6/4/12; updated Dec. 2012	
BOE Approval Date:		12/18/12	

Pine Hill Public Schools
Art Curriculum

Unit Title: Textures		Unit #: 1
Course or Grade Level: Art – Grade 1		Length of Time: 7 weeks
Date Created: 6-4-12		BOE Approval Date:
Pacing	6 classes	
Essential Questions	How can you tell something has texture?	
Content	<ul style="list-style-type: none"> • Texture/Rubbings • Drawing techniques • Overlapping • Printing • Line usage • Varying patterns 	
Skills	<ul style="list-style-type: none"> • Showing texture in varying materials • Drawing & overlapping colors to show depth • Using various lines to show texture 	
Assessments	<ul style="list-style-type: none"> • Visual evidence of student work • Informative critique throughout the unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature related activity • Science connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s):

D. Visual Art

A. Aesthetic Responses

Content Statement(s): The basic elements of art and principles of design govern art creation and composition.	CPI # / CPI(s): 1.1.2.D.1
Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3

Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.4
Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1

**Pine Hill Public Schools
Art Curriculum**

Unit Title: Collage		Unit #: 2
Course or Grade Level: Art – Grade 1		Length of Time: 7 weeks
Date Created: 6-4-12		BOE Approval Date:
Pacing	7 classes	
Essential Questions	What are the steps you take to create a collage?	
Content	<ul style="list-style-type: none"> • Dimensional construction • Overlapping • Balance • Positive and negative space • Shape • Color • Texture 	
Skills	<ul style="list-style-type: none"> • Manipulating materials • Creating positive shapes • Cutting & Gluing 	
Assessments	<ul style="list-style-type: none"> • Visual evidence of student work • Informative critique throughout the unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature related activity And/or Social Studies connections • Math connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard:

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand(s):

D. Visual Art

A. Aesthetic Responses

A. History of the Arts and Culture

B. Critique Methodologies

Content Statement(s): The basic [elements of art](#) and [principles of design](#) govern art creation and composition.

CPI # / CPI(s):

1.1.2.D.1

Recognizing the [elements of art](#) and [principles of design](#) in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.

1.1.2.D.2

Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1
The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2
Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	1.3.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3
Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.4 1.4.2.A.2

Pine Hill Public Schools
Art Curriculum

Unit Title: Color		Unit #: 3
Course or Grade Level: Art – Grade 1		Length of Time: 7 weeks
Date Created: 6-4-12		BOE Approval Date:
Pacing	7 classes	
Essential Questions	Can you describe a color family?	
Content	<ul style="list-style-type: none"> • Tints/shades • Color families • Warm/Cool • Hot/Cold • Neutral 	
Skills	<ul style="list-style-type: none"> • Mixing colors • Recognizing colors • Identifying works of art • Using certain color families 	
Assessments	<ul style="list-style-type: none"> • Visual evidence of student work • Informative critique throughout the unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature related activity • Science connections • Math connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

2009 NJCCCS

Standard:	
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1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand(s):	
D. Visual Art	
A. Aesthetic Responses	
A. History of the Arts and Culture	
B. Critique Methodologies	
Content Statement(s): The basic elements of art and principles of design govern art creation and composition.	CPI # / CPI(s): 1.1.2.D.1
Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2
Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed	1.2.2.A.1

by contextual clues within the works of art.	
Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	1.3.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3
Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.4

**Pine Hill Public Schools
Art Curriculum**

Unit Title: Literature based art		Unit #: 4 March / April
Course or Grade Level: Art – Grade 1		Length of Time:
Date Created: 10/16/12		BOE Approval Date:
Pacing	8 weeks	
Essential Questions	<ul style="list-style-type: none"> • How can we “read” and understand a work of art? • Is one picture worth 1,000 words? • Should art have a message? 	
Content	<ul style="list-style-type: none"> • Illustration/ art careers • Character creation • Drawing inspired by stories • Mental images 	
Skills	<ul style="list-style-type: none"> • Demonstrating the creative process • Drawing from imagination • Drawing from literature content 	
Assessments	<ul style="list-style-type: none"> • Visual evidence of student work • Informative critique throughout the unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature related activity • Social studies connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

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Strand(s):

D. Visual Art

A. Aesthetic Responses

A. History of the Arts and Culture

B. Critique Methodologies

Content Statement(s): The basic [elements of art](#) and [principles of design](#) govern art creation and composition.

CPI # / CPI(s):
1.1.2.D.1

Recognizing the [elements of art](#) and [principles of](#)

1.1.2.D.2

design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	
Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	1.3.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3
Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.3

**Pine Hill Public Schools
Art Curriculum**

Unit Title: Expressionism		Unit #: 5 May / June
Course or Grade Level: Art – Grade 1		Length of Time: 8 weeks
Date Created: 12-10-12		BOE Approval Date:
Pacing	8 weeks	
Essential Questions	Does your artwork express a mood? Do artist choose colors based on how they feel?	
Content	<ul style="list-style-type: none"> • Color • Art history • Line 	
Skills	<ul style="list-style-type: none"> • Comparing works of art • Learning the color wheel • Deciphering color groups 	
Assessments	Visual evidence	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social studies connections • Science connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

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Strand(s):

D. Visual Art

A. Aesthetic Responses

A. History of the Arts and Culture

B. Critique Methodologies

Content Statement(s): The basic [elements of art](#) and [principles of design](#) govern art creation and

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Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1
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Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.1.A.1 1.4.1.A.2 1.4.2.A.3
Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1
Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3