

***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art*

*Grade Level:*

*1st Grade*

*Grade: Subject:*

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| --- | --- | --- | --- |
| ***Time Period*** | ***GLE/***  ***MO Standard/***  ***Common Core*** | ***Description*** | ***Notes--*** |
| ***August: Introduction to Lines, Shapes, Symmetry.*** | | | |
| *August* | **GLEs:**  Strand II: 2A  Strand II :1A  Strand II : 1B  Strand I: 2A  Strand I: 1A  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | *Symmetrical Butterfly with Lines and Shapes*   * Fill an area with solid color/value using crayon, pencil, or marker. * Fold paper and identify folded edge * Identify and use straight, curved, thick, and thin lines. * Identify and use triangle, circle, square, rectangle, and oval shapes. * Categorize shapes as small, medium, and large. * Identify and demonstrate the concept of middle or center.   **Pre-Project Assessment:**   * Question/Answer * Discussion as group   **Mid-Project Assessment:**   * Question/Answer time with students individually as I go around room * Ask students to identify lines, shape, patterms, size, middle of artwork and ask them to explain symmetry   **Post-Project Assessment:**   * Finished Project * Question/answer   Share time and discussion with class |  |
| ***September: Color Unit*** | | | |
| *September* | **GLEs:**  Strand I: 2A  Strand I: 3C  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | *Primary Color Superhero Collage*   * Identify and Use the Primary Colors * Create a superhero   **Pre-Project Assessment:**   * Question/answer as group * Primary color worksheet   **Mid-Project Assessment:**   * Question/Answer time with students individually as I go around room   **Post-Project Assessment:**   * Finished project * Question/answer * Share time and discussion as class |  |
| *September* | **GLEs:**  Strand I: 3C  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  W 2,3  SL 1,2,3,4,5 | *Comic Strips about Primary Color Super Hero*   * Create a comic strip showing a series of events * Create an original artwork that communicates ideas about people   **Pre-Project Assessment:**   * Question/Answer as group   **Mid-Project Assessment:**   * Question/Answer time with students individually as I go around room   **Post-Project Assessment:**   * Finished Project * Color Quiz * Share time and discussion as a class |  |
| *September* | **GLEs:**  Strand I: 2A  Strand I: 3C  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Color Mixing- LadyBugs   * Student will identify primary and secondary colors * Students will learn and understand which primary colors are mixed to make each of the secondary colors by matching pieces of the ladybugs together * Use glue with control   **Pre-Project Assessment:**   * Question/ answer as a class * Have students hold up colors as an answer to teacher questions   **Mid-Project Assessment:**   * Question/ Answer time with students individually as I go around room   **Post-Project Assessment:**   * Finished project * Question/Answer * Share time and discussion as class |  |
| *September* | **GLEs:**  Strand I: 1B  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | How to Mix Paint   * Student will understand the process of proper painting. * Student will know how to properly mix paints to create secondary and intermediate colors from primary colors.   **Pre-Project Assessment:**   * Question/ answer as a class * Have students demo properly holding brush, etc.   **Mid-Project Assessment:**   * Question/ Answer time with students individually as I go around room   **Post-Project Assessment:**   * Finished project * Question/Answer * Paint mixed worksheet quiz * Share time and discussion as class |  |
| ***October: Continue Color Unit. Introduce Ancient Art forms.*** | | | |
| *October* | **GLEs:**  Strand I: 1A  Strand I: 3A  Strand I: 3C  Strand II: 1F  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | *Shaded Pumpkin Drawings*   * Identify and Use Value to create a shaded drawing of a pumpkin * Create a still life drawing   **Pre-Project Assessment:**   * Question/ Answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students as I go around   **Post-Project Assessment:**   * Finished project * Share time and discussion as class |  |
| *October* | **GLEs:**  Strand V: 1A  Strand III: 2A  Strand I : 3C  Strand II: 1D  **MO STANDARDS:**  FA 1  FA 2  FA 3  FA 5  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1,2,3,4,6  SL 1,2,3,4,5 | *Cave Art*   * + Identify Cave art from Lascaux Cave in France   + Produce their own version of cave art     - Their cave art should tell people of the future about themselves.   + Identify and use neutral colors   + Find a common theme in cave art   + Identify and use texture   **Pre-Project Assessment:**   * Cave Art Pre-lesson worksheet * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with students individually as I go around   **Post-Project Assessment:**   * Finished project * Share time and discussion with class * “What I learned” Activity sheet |  |
| *October* | *Varies* | Halloween Projects |  |
| ***November: Continue learning about ancient art forms from a variety of cultures. Varied art mediums.*** | | | |
| *November* | **GLEs:**  Strand V: 1A  Strand II: 1G  Strand I: 3C  Strand I: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 4  Level 4  **CC Standards for English/Writing:**  RI 1,2,4  SL 1,2,3,4,5  L 5 | Greek Vases   * + Identify Greek Pottery   + Identify positive and negative space   + Use positive and negative space to create their own Greek style “pottery”   + Create a crayon resist   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students, ask students to explain how and where they are using positive and negative space as well as why they made those choices   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *November* | **GLEs:**  Strand I: 2A  Strand II:1C  Strand II: 2A  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3,4,5 | Pinch Pots   * + Identify and Use Form   + Pinch, pull, and roll clay   + Create a pinch pot   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work   **Post-Project Assessment:**   * Finished project * Question/answer individual and as group |  |
| *November* | **GLEs:**  Strand II: 1D  **MO STANDARDS:**  FA 2  **DOK:**  Level 1  Level 2 | Leaf Rubbings   * + Identify and use texture to create a leaf rubbing   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work   **Post-Project Assessment:**   * Finished project * Question/answer individual and as group |  |
| *November* | *Varies* | Thanksgiving Projects |  |
| ***December: Working with Space.*** | | | |
| *December* | **GLEs:**  Strand II: 1A  Strand II: 1B  Strand II: 1G  Strand IV: 2A  Strand II: 2D  **MO STANDARDS:**  FA 2  FA 4  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | *Jazzy Jungle Trees*   * + Identify and use foreground, middle ground, and background to create space   + Identify and use patterns, lines, and shapes to create an interesting composition   + Explain how patterns in art are similar to patterns in math   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students * Have students point out lines, shapes, patterns, foreground, middleground and background as they work on projects and discuss   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer as individual and as group |  |
| *December* | *Varies* | *Christmas Cards* |  |
| ***January: Create artworks using themselves and others as subject matter.*** | | | |
| *January* | **GLEs:**  Strand I: 3B  Strand I: 3C  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Ties   * + Create a Tie Design representing themselves and their families   **Pre-Project Assessment:**   * Question/Answer time as class   **Mid-Project Assessment:**   * Question/Answer time with individual students * Ask students for explanation of why they are doing what they are doing   **Post-Project Assessment:**   * Finished project * Share time and discussion with class |  |
| *January* | **GLEs:**  Strand I: 2A  Strand I: 3A  Strand I: 3C  Strand II: 1A  Strand II: 1B  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Family Portrait Quilt Squares   * + Create a quilt square showing family members   + Identify and use lines and shapes to create a border   + Use glue with control   + Identify Quilts-idea of family quilts from United States   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *January* | **GLEs:**  Strand I: 2A  Strand I: 3C  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,3,4,6  SL 1,2,3,4,5  L5 | Family Crests   * + Create a family crest   + Recognize the history and purpose behind a family crest –relate to Europe   + Create a design that reflects themselves and their family by compiling pictures to show family interests/descriptors   + Cut a symmetrical shape from paper   + Fold paper and identify the folded edge   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *January* | **GLEs:**  Strand I: 2A  Strand II:1C  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Modeling Clay Sculptures   * + Identify and Use Form   + Pinch, pull, and roll clay   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| ***February: Varied Projects. Symmetry. Mask Making. Paper Jewelry. Additive Process.*** | | | |
| *February* | **GLEs:**  Strand I: 3A  Strand I: 3C  Strand II: 1D  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Toy Store Window   * Create a still life with a series of objects * Identify and Use texture   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *February* | **GLEs:**  Strand I: 3B  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1,2,4,6  SL 1,2,3,4,5  L 5 | Masquerade Masks   * Students will know the origin and the meaning of Masquerade Masks. * Students will know the location of Venice, Italy and the term Gondola. * Students will understand the process of making a Masquerade Mask.   **Pre-Project Assessment:**   * Class chart about knowledge of masks done on SmartBoard * Question/Answer   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work * Have students explain why they have made artistic choices they have made and how those choices meet objectives   **Post-Project Assessment:**   * Finished project * Question/Answer * Share time and discussion with group |  |
| *February* | **GLEs:**  Strand I: 2A  Strand I: 3B  Strand I: 3C  Strand II: 1A  Strand II: 1B  Strand II: 2A  Strand V: 1A  Strand IV: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,2,4,6  SL 1,2,3,4,5  L 5 | Symmetrical Masks with Asian Influence   * Fold paper and identify folded edge * Identify and use lines and shapes * Identify and demonstrate the concept of middle or center. * Create a mask design * Relate costume piece to clothing design   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *February* | **GLEs:**  Strand I: 2A  Strand I: 3B  Strand I: 3C  **MO STANDARDS:**  **FA 1**  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1,4,6  SL 1,2,3,4,5  L 5 | African Necklaces –Paper Jewelry   * + Manipulate paper to create “beads” for necklace   + Create Wearable art     **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students * Check student progress as I rotate around room   **Post-Project Assessment:**   * Finished project * Question/answer individual and as group |  |
| ***March: Varied Projects. Review through talking about art.*** | | | |
| *March* | **GLEs:**  Strand I: 2A  Strand I: 3C  Strand II: 1A  Strand II: 1B  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 5    **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3,4,5  L 5 | Carp Kites   * Create a Karp Kite * Identify Japanese Kite designs * Learn about Japanese Children’s Day * Identify and use lines and shapes to create a design for kite   **Pre-Project Assessment:**   * Question/answer as group   **Mid-Project Assessment:**   * Question/Answer time with individual students   **Post-Project Assessment:**   * Finished project * Presentation of projects to class with explanation * Question/answer individual and as group |  |
| *March* | **GLEs:**  Strand III: 1A  Strand III: 2A  Strand V: 1B  **MO STANDARDS:**  FA 3  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1 ,3,4,5,6  W 1,2  SL 1,2,3,4,5  L 5 | Talking About Art   * Identify lines, shapes, colors and patterns in an artwork * Relate their feelings to an artwork, explain what kinds of feelings they get from viewing a particular artwork * Compare and Contrast 2 works of art   **Pre-Project Assessment:**   * Question /Answer as class * Venn diagram as class- compare and contrast   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work   **Post-Project Assessment:**   * Finished project * Question/Answer |  |
| *March* | **GLEs:**  Strand I: 1D  Strand I: 2A  Strand II: 1E  **MO STANDARDS:**  **FA 1**  **FA 2**  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3,4,5  L 5 | Printmaking- Monoprint Butterflies   * Create Mono print butterflies * Identify and Use Primary and Secondary Colors * Identify Folded Edge of paper * Use glue with control * Create a creative flower garden for mono-print butterflies to live in   **Pre-Project Assessment:**   * Question/Answer as group * Review as group   **Mid-Project Assessment:**   * Question/Answer time with students individually as I go around   **Post-Project Assessment:**   * Finished project * Color “quiz”   Share time and discussion with class |  |
| ***April:*** | | | |
| *April* | *Varies* | Additional Review Projects |  |
| ***May:*** | | | |
| *May* |  |  |  |