***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: 2AStrand II :1AStrand II : 1BStrand I: 2A Strand I: 1A **MO STANDARDS:** FA 1FA 2**DOK:** Level 1Level 2**CC Standards for English/Writing:** SL 1,2,3,4,5L 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 1Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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
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| *September* | **GLEs:** Strand I: 3C**MO STANDARDS:** FA 1 **DOK:**Level 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** W 2,3SL 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
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| *September* | **GLEs:** Strand I: 2AStrand I: 3CStrand II: 1E **MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2**CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 1BStrand II: 1E**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2**CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 3AStrand I: 3CStrand II: 1F**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1 Level 2 Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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 : 3CStrand II: 1D**MO STANDARDS:** FA 1FA 2FA 3FA 5 **DOK:** Level 1Level 2Level 4**CC Standards for English/Writing:** RI 1,2,3,4,6SL 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
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| *October*  | *Varies*  | Halloween Projects  |  |
| ***November: Continue learning about ancient art forms from a variety of cultures. Varied art mediums.***  |
| *November* | **GLEs:** Strand V: 1AStrand II: 1GStrand I: 3CStrand I: 1A **MO STANDARDS:** FA 1FA 2FA 5 **DOK:** Level 1Level 2Level 4Level 4 **CC Standards for English/Writing:** RI 1,2,4SL 1,2,3,4,5L 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
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| *November* | **GLEs:** Strand I: 2AStrand II:1CStrand II: 2A**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 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 1Level 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: 1AStrand II: 1BStrand II: 1GStrand IV: 2A Strand II: 2D**MO STANDARDS:** FA 2 FA 4 **DOK:** Level 1Level 2 Level 3Level 4**CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 3BStrand I: 3C**MO STANDARDS:** FA 1 **DOK:** Level 1 Level 2 Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 1AStrand II: 1B Strand V: 1A**MO STANDARDS:** FA 1FA 2 FA 5 **DOK:** Level 1Level 2 Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 3CStrand V: 1A **MO STANDARDS:** FA 1FA 5 **DOK:** Level 1Level 2Level 3 Level 4 **CC Standards for English/Writing:** RI 1,2,3,4,6SL 1,2,3,4,5L5 | 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: 2AStrand II:1C**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2 Level 4**CC Standards for English/Writing:** SL 1,2,3,4,5L 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: 3CStrand II: 1D **MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2Level 3 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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 1Level 2Level 4 **CC Standards for English/Writing:** RI 1,2,4,6SL 1,2,3,4,5L 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: 3BStrand I: 3CStrand II: 1AStrand II: 1BStrand II: 2AStrand V: 1AStrand IV: 1A **MO STANDARDS:** FA 1FA 2FA 4FA 5 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** RI 1,2,4,6SL 1,2,3,4,5L 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 1Level 2Level 4**CC Standards for English/Writing:** RI 1,4,6SL 1,2,3,4,5L 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: 2AStrand I: 3CStrand II: 1A Strand II: 1BStrand V: 1A**MO STANDARDS:** FA 1 FA 2 FA 5 **DOK:** Level 1Level 2Level 4 **CC Standards for English/Writing:** RI 1,4 SL 1,2,3,4,5L 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: 1AStrand III: 2AStrand V: 1B**MO STANDARDS:** FA 3FA 5 **DOK:** Level 1Level 2 Level 3 Level 4 **CC Standards for English/Writing:** RI 1 ,3,4,5,6W 1,2SL 1,2,3,4,5L 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: 1DStrand I: 2AStrand II: 1E**MO STANDARDS:** **FA 1** **FA 2****DOK:** Level 1 Level 2 Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5L 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* |  |  |  |