

Curriculum Map Grade One Visual Arts Bemidji School District K-12 Scope and Sequence

1/30/09

Grade 1	Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<p>Semester 1</p>	<p>On-going: Art History including culture. Two dimensional drawing and painting to express ideas, experiences or stories including subject matter such as portraits, still life, landscape and cityscape. Crafts such as weaving. Three-dimensional works such as masks, mobiles and/or sculptures in clay, paper, cardboard to express ideas, experiences or stories. The introductory techniques and use of tools including scissors, brushes, pencils, oil pastels, markers, looms, glue bottles and sticks. Materials such as modeling clay, found objects, beads. Paint (tempera watercolor) Paper such as tissue, construction, watercolor, newsprint, and drawing. Describe, share and respond to artwork.</p> <p>Focus is on:</p> <ul style="list-style-type: none"> • Elements: <ul style="list-style-type: none"> -Line (thick/thin, straight/curved, slanted - Shape (Free form and geometric) - Color (primary/secondary) • Principles: <ul style="list-style-type: none"> -pattern • Techniques: • Artists • Possible Projects: 	<p>I Foundations</p> <p>II. Create/Make</p> <p>III Present/Perform</p> <p>IV Respond/Critique</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> - Creating patterns - Warm/cool colors - Color (primary/secondary) - Color has emotion - Color Schemes 	

<p>Semester 2</p>	<p>On-going: Art History including culture. Two dimensional drawing and painting to express ideas, experiences or stories including subject matter such as portraits, still life, landscape and cityscape. Crafts such as weaving. Three-dimensional works such as masks, mobiles and/or sculptures in clay, paper, cardboard to express ideas, experiences or stories. The introductory techniques and use of tools including scissors, brushes, pencils, oil pastels, markers, looms, glue bottles and sticks. Materials such as modeling clay, found objects, beads. Paint (tempera watercolor) Paper such as tissue, construction, watercolor, newsprint, and drawing. Describe, share and respond to artwork.</p> <p>Focus is on:</p> <ul style="list-style-type: none"> • Elements: <ul style="list-style-type: none"> - texture (tactile/visual) - Form-uses space - Space (overlapping, foreground, background) - Color (warm/cool, color schemes) • Principles: <ul style="list-style-type: none"> -pattern • Responding to art <ul style="list-style-type: none"> - comparing and contrasting variety of art works • Techniques: • Artists • Possible Projects: 	<p>I Foundations 1.1 (texture only)</p> <p>II. Create/Make</p> <p>III Present/Perform</p> <p>IV Respond/Critique</p>	<p>Assessment Activities:</p> <p>Learning Goal: The student will: Identify the element of texture by creating multiple textures and identifying the types of textures they create.</p> <p>Assessment: A teacher selected texture activity in which students create multiple textures using, for example, paint and glue or clay (identification)</p>	<p>Scoring Criteria</p> <p>Rating scale: 1,2,3,4</p> <ul style="list-style-type: none"> • A variety of textures are created • Identification of types of textures is correct
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