



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	1
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make	P	P	S		P		
VA:Cr2.1 Organize and develop artistic ideas and work	S	S		P	S	P	P
VA:Cr3.1 Refine and complete artistic work.		S	S	S			
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.			P				
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.					S		

Responding							
VA:Re7.1 Perceive and analyze artistic work.					S		
VA:Re8.1 Interpret intent and meaning in artistic work.					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S			S			
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							S
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: Line

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
VA: Cr1.2.1	Use observation and investigation in preparation for making a work of art.		Content Knowledge	wavy, broken, diagonal, spiral, vertical, horizontal, thick, thin	line
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
VA: Cr2.1.1	Explore uses of materials and tools to create works of art or design.		Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		
VA: Cr2.3.1	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	X	Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr2.1:How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.3.1: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

UNIT DESCRIPTION

Students will learn that line is an element of art. Students will continue to explore different types of line using various media. They will learn to identify drawing tools and materials used in making lines.

Activities will include observing and recognizing lines in art and the environment. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify line as an element of art
- Identify wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines in art and the environment.
- Draw wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines
- Use wavy, broken, diagonal, spiral, vertical, horizontal, thick, and thin lines to create my own work of art.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Lines have many directions and design styles

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

line, straight, zig-zag, curve

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.2.1a	Use observation and investigation in preparation for making a work of art.		Content Knowledge	organic, geometric, portrait/self portrait
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
VA: Cr2.2.1a	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	organic, geometric, portrait/self portrait
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
		X	Learning Behavior	
VA: Cr3.1.1a	Use art vocabulary to describe choices while creating art.	X	Content Knowledge	organic, geometric, portrait/self portrait
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1a: How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr2.2.1a: How do artists and designers care for and maintain materials, tools, and equipment?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will begin to identify different kinds of shapes including organic and geometric. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment and the figure (portrait and self portrait).

Activities will include observing and recognizing shapes in art, the environment and the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify shape as an element of art
- Identify organic and geometric shapes
- Recognize the difference between a portrait and a self portrait
- Observe and recognize organic and geometric shapes in art, environment and the figure
- Create a portrait and self portrait using organic and geometric shapes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

What a portrait is (shoulder up)
Difference between portrait and self portrait.

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

shape, square, rectangle, triangle, circle, oval

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 3: Space

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.2.1a	Use observation and investigation in preparation for making a work of art.		Content Knowledge	near/far, front/foreground, back/background
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
VA: Cr3.1.1a	Use art vocabulary to describe choices while creating art.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Pr4.1.1a	Explain why some objects, artifacts, and artwork are valued over others.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.2.1a: How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

Pr4.1.1a: Why do people value objects, artifacts, and artworks, and select them for presentation?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

UNIT DESCRIPTION

Students will explore spatial relationships. They will identify spatial relationships in artwork such as near/far, front/foreground, back/background.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Understand what space means in art
- Identify the spatial relationship in art of near/far
- Identify the spatial relationship in art of front/foreground
- Identify the spatial relationship in art of back/background
- Create a work of art within the environment that occupy space

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

What space is (i.e. outer space vs. spatial relations)

overlapping, size, above, below, left, right

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 4: Color
TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.1a	Explore uses of materials and tools to create works of art or design.		Content Knowledge	Primary, secondary, color wheel
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr 2.2.1a	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr 3.1.1a	Use art vocabulary to describe choices while creating art.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.1a: How do artists and designers learn from trial and error?

VA:Cr2.2.1a: What responsibilities come with the freedom to create?

VA:Cr3.1.1a: How do artists grow and become accomplished in art forms?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT DESCRIPTION

Students will learn that color is an element of art and will be introduced to the color wheel. Students will identify the primary and secondary colors. They will understand that secondary colors are created by mixing two primary colors together. They will recognize and describe colors in artworks and the environment. Students will observe how artists use color to represent things from real life as well as their imagination. Students will continue to distinguish between the lightness and darkness of a color. They will continue to learn how to properly hold and clean brushes.

Activities will include mixing two primary colors to create a secondary color; create works of art in a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify color as an element of art
- Identify the primary and secondary colors
- Describe how secondary colors are created
- Recognize and describe color in artwork and the environment
- Distinguish the difference between the lightness and darkness of a color
- Create a work of art using primary and secondary colors.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	red, orange, yellow, green, blue, violet/purple, black, brown, white, painting, paint brush, light, dark

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 5: Stamping

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr1.1.1	Engage collaboratively in exploration and imaginative play with materials.		Content Knowledge	Alternating pattern (AB)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA: Cr1.2.1	Use observation and investigation in preparation for making a work of art.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA: Cr2.2.1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA: Re7.2.1	Compare images that represent the	x	Content Knowledge	

	same subject.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA: Re8.1.1	Interpret art by categorizing subject matter and identifying the characteristics of form.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.1: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr1.2.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.1: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Re7.2.1: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.1: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

UNIT ENDURING UNDERSTANDING

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

UNIT DESCRIPTION

Students will expand their knowledge of printmaking by using found objects to stamp. They will recognize and describe alternating patterns (AB) in artwork and the environment. Students will observe how artists use printmaking and pattern to represent things from real life as well as their imagination.

Activities will include creating stamped alternating patterns (AB) with a variety of found objects. This includes both natural and man-made objects. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify what a found object is, both natural and man-made
- Use a found object to stamp
- Identify and describe alternating AB pattern in artwork and the environment
- Create a work of art using stamping and alternating AB pattern

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Pattern, print, stamp

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA: Cr2.1.1	Explore uses of materials and tools to create works of art or design.		Content Knowledge	folding, cutting shapes (square, rectangle, triangle, circle, oval), collage
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
VA: CR2.2.1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:CR2.2.1: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop fine motor skills using various media. They will review scissor skills and safety including knowing how to hold a pair of scissors properly with their hands and fingers, being able to open and close the scissors using one hand and know how to carry scissors safely from one location to another. Students will be able to cut shapes (square, rectangle, triangle, circle, oval) and fold paper. Students will learn that a collage is artwork created by gluing materials to a flat surface.

Activities will include folding, cutting and gluing various materials. Students will create a collage. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Demonstrate proper scissor skills to cut shapes (square, rectangle, triangle, circle, oval)
- Demonstrate how to fold my paper to cut square, rectangle, triangle, circle, oval
- Identify and describe what a collage is
- Create my own collage using cut shapes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	straight, zig-zag, curved, cut, tear, glue, scissor

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		Content Knowledge	Texture (smooth, hard, soft), Form (cube, cylinder) 2-D versus 3-D, roll, coil
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

Priority: VA:Cr2.1: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Supporting: VA:Cr2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop 3D fine motor skills through manipulation of clay. They will continue to learn about form and the idea of 2-D versus 3-D. They will begin to use vocabulary to describe texture (smooth, bumpy, hard, soft).

Activities will include rolling to create a coil. Students will also be able to create a cube and a cylinder. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Describe smooth, bumpy, hard, and soft texture.
- Demonstrate how to roll clay
- Identify and create a coil by using the roll technique
- Identify and create a cube and cylinder with clay

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.