

# HINSDALE VISUAL ART CURRICULUM

GRADE LEVEL/COURSE: FIRST/SECOND GRADE/VISUAL ART

STANDARD: **1. Apply appropriate media, techniques, and processes.**

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>Students will be able to differentiate between materials, techniques, and processes of making art.</p> <p>Students will be able to describe how different techniques, media, and processes produce different effects and personal responses.</p> <p>Students will be able to use various material, techniques, and processes to communicate and express ideas, experiences, and stories.</p> <p>Students will be able to use art materials and tools in a safe and responsible manner.</p> <p>Students will be able to communicate and express ideas symbolically</p>	<p>Georgia O’Keeffe Giants: Students will look at the works of Georgia O’Keeffe and design a flower inspired by her giant flowers.</p> <p>*Further extend the lesson by having students create these flowers in clay.</p> <p>Fantasy Collage: artwork can express dreamlike or fantasy ideas. Using geometric shapes and various magazines and photos, students create a collage that represents a non realistic scene.</p>	<p>Books: ‘Through Georgia’s Eyes’ by Rachel Victoria Rodriquez and Julie Paschkis. ‘My Name is Georgia’ by Jeanette Winter, ‘Georgia O’Keeffe’ young artists’ series. ‘Where the wild things are’ by Maurice Sendack.</p> <p>Watercolor paper, watercolors, paintbrushes, sharpie markers, kiln fire clay, clay tools, glaze. Magazines, scissors, paper shapes, glue sticks, paper.</p> <p>Reproductions of Georgia O’Keeffe’s flowers. Mark Chagall’s ‘I and the Village’</p>	<p>Students will be assessed upon completion of the project and also throughout the art making process.</p> <p>Prompting and questioning using key words and vocabulary.</p> <p>Students can share their collages and explain them to their classmates to demonstrate that they understood the instructions.</p>

STANDARD: **2. Identify and apply the elements of visual art and principles of design.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to recognize the visual elements including color, shape, form, space, line, value and texture.	<p>Water lines: students will explore the different types of lines and understand how lines can suggest movement. They will draw flowing/moving water lines using glue and then fill in spaces created in between the lines using watercolors.</p> <p>Symmetry Castles: Students will use symmetry and balance to create a castle.</p> <p>Fish Resist: students will create a fish and develop interesting patterns and lines to decorate it with crayon. They will then paint with watercolors to experience the crayon resist.</p>	<p>Books: ‘Water’ by Frank Asch, ‘Castles’ by G Osb.</p> <p>Reproductions: ‘Great Wave off the Coast of Kanagawa’ by Hokusai. ‘Goldfish’ by Henri Matisse</p> <p>Heavy cardstock, crayons, pencils, scissors, white glue, watercolor paints, pencils.</p>	<p>Students will be assessed throughout the creation process through questioning and discussion with peers. Rubric used for final assessments after completion of the projects.</p>
Students will be able to describe the principles of design including balance, unity, and rhythm.			
Students will be able to describe how different expressive features and ways of organizing them, cause different responses.			
Students will be able to create works of art that use the elements of art and principles of design to communicate and express ideas.			

**STANDARD: 3. Select and apply a range of subject matter, symbols and ideas.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to explore and understand prospective content for works of art.	<p>Faith Ringgold Storyboard Quilts: balance colors, shapes, and textures in a quilt frame that surrounds a picture that tells a story.</p> <p>Class Mural: understand that lines and shapes can be used to create</p>	<p>Books: ‘Tar Beach’ and ‘Aunt Harriet’s Underground Railroad in The Sky’ by Faith Ringgold. ‘Getting to Know the Artist Series Joan Miro’</p> <p>Reproductions: Tar Beach by Faith Ringgold, People at Night</p>	<p>Questioning and observation throughout the creative process. Upon completion, students will share their stories with their classmates. Rubric assessment to check for required elements.</p>
Students will be able to create art, selecting and using appropriate subject matter, symbols, and ideas to			

communicate meaning.	balanced artwork. Students will create a class mural that uses only lines and shapes.	Guided by the Phosphorescent Trails of Snails by Juan Miro	
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**STANDARD: 4. Analyze the visual arts in relation to history and culture.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to know that the visual arts have both a history and a specific relationship to various cultures.	Cherry Blossoms Up Close: Students will create Japanese inspired cherry blossom paintings using multiple art mediums.	Books: ‘The Sakura Tree’ by Carolyn McTighe, ‘The Beautiful Princess Without a Face’ by April Robins, F., Jay Robins, Celeste Robins	Observation of students during the creative process. Assessment of the final project to see if all required elements are incorporated. Discussion during class while students are working to see if they are drawing connections to the examples and resources used.
Students will be able to identify specific works of art in particular cultures, times, and places.	Native American Storytellers: Students will create their own version of the Native American Storyteller dolls using cut paper shapes.	Reproductions: Photos of Japanese Cherry Blossoms, Photos of Native American storyteller ceramics.	
Students will be able to describe how history, culture, and visual arts influence each other.	Artist in Residence Program: Invite local and statewide known artists into the classroom to work alongside students.	Pastels, tempera paint, pencils, colored construction paper, colored pencils, buttons, feathers, glue, watercolor paper.	
Students will be able to identify a variety of art objects, artist, and resources specific to New Hampshire.			
Students will be able to create a work of art that reflects an understanding of how history or culture can influence visual art.			

**STANDARD: 5. Analyze, interpret and evaluate their own and other’s artwork.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify various purposes for creative works of art.	<p>Tracing Paul Klee: Students will use different shapes to create one cohesive image. They will trace them in the style of Paul Klee’s abstract pencil drawings.</p> <p>Pictures of me: Students will create a full body self portrait that resembles them both physically and personally. They will include within the portrait something that represents what they like and where they live.</p> <p>Gallery Walk: Using a combination of student artwork from their class as well as others throughout the school combined with professional popular artists. Students will learn some of the language of how to look at art and discuss it.</p>	<p>Books: ‘Getting to know the artists: Paul Klee’, ‘The One and Only Magnificent Me’ by Dan Haseltine and Joel Schoon Tanis, ‘I Can Move’ by Mandy Suhr (to show how the body moves and to ensure no stick figures)</p> <p>Reproductions: Self portraits of various famous artists, Paul Klee’s pencil drawings, photographs of Hinsdale and other surrounding areas.</p> <p>Pencils, paper, cardboard shapes (various and random), crayons, colored pencils.</p>	<p>Observation throughout the creative process. Connections to lessons during discussions. Rubric to assess the final project.</p> <p>Looking for the students’ use of the key terms and language surrounding viewing both their own artwork and the artwork of others.</p>
Students will be able to describe how people’s experiences influence the development of specific art works.			
Students will be able to understand that people may respond in different and equally valid ways to specific art works.			
Students will be able to describe their personal responses to specific works of art using visual art terminology.			
Students will be able to identify possible improvements in the process of creating their own work.			

**STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify connections among the visual	View “I Can Fly” video series. Discuss the multiple forms of	Books: Faith Ringgold ‘Tar Beach’. Alexander Calder	Students will be assessed on the execution of the projects as

arts and other arts disciplines.	art; dance, music, theater, etc.	‘The Hungry Caterpillar’, Lucy Micklethwait ‘I Spy Shapes in Art’	well as their understanding of the concepts discussed in the ‘I Can Fly’ video series.
Students will be able to understand that similarities exist between the visual arts and other disciplines.	Art Search: students will browse magazines to understand how art is used in everyday things around us to prepare for participation in the Brattleboro Reformer’s annual “Create an Ad” contest.	Reproductions: Past copies of the “Create an Ad” entries.	Informal discussions regarding the videos will be held throughout the class and concepts /ideas will be reflected upon during future classes.
Students will be able to describe how the visual arts are used in the world around us and how they are part of our everyday life.	Story book art: students should be exposed daily to readings from books created by artists such as Faith Ringgold and Alexander Calder.	I Can Fly video series, paper, pencils, crayons, paint, tissue paper, glue.	
Students will be able to describe how the visual art design principles are expressed in multi-media presentations and daily life.	The Hungry Caterpillar ate my project: students use tissue paper to create a Calder inspired scene.		<i>It is important to inform the other arts teachers in the school (i.e. Music) about these videos and these lessons so that she can reinstate the concept of artist as a musician/vocalist as well.</i>

**STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associate with this field.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify a variety of professions in the visual arts.	Invite local, professional, artists into the school to work alongside students. NH Council for the Arts Artist in Residence Grant Program	<a href="https://www.state.nh.us/nharts/index.html">https://www.state.nh.us/nharts/index.html</a> Grant proposals are due to the council by February 1 <sup>st</sup> of the year prior to participating.	Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts. Assessment will be based upon completion of final projects
Students will be able to describe various kinds of artists and fields of art particular to New Hampshire.			