

1st Grade
First Quarter
Recommended Time Frame:
Nine Weeks

1st Quarter Overview:
How Is Art Made?

1st Quarter Anchor Standards

Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.
Relate personal experiences to make art.

1st Quarter Standards

- Cr1.1.1a** Engage collaboratively in exploration and imaginative play with materials.
Cr2.1.1a Explore uses of materials and tools to create works of art or design.
Re.7.2.1a Compare images that represent the same subject.
Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

Vocabulary:

Collaborative, Exploration, imaginative, Materials, tools, design Images

Curriculum Resources:

[1st Grade Planning Guide](#)
[Standards Resource](#)
[Lesson Plan Template](#)

Essential Questions:

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials?
Re: What is an image?
Cn: How do life experiences influence artists?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)
When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

1st Grade
Second Quarter
Recommended Time Frame:
Nine Weeks

2nd Quarter Overview:
Who makes art?

2nd Quarter Anchor Standards

Select and develop artistic works for presentation.
Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.

2nd Quarter Standards

Pr6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Re.8.1.1a Classify artwork based on different reasons for preferences.

Choose one standard below to include with the above standards to assess:

Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

Vocabulary:

New Vocabulary: Communicate, present, symbol, display, artifact, preferred, realia, classify. Continue reviewing: Create, original Idea, experiment, skill.

Curriculum Resources:

[1st Grade Planning Guide](#)

[Standards Resource](#)

[Lesson Plan Template](#)

Essential Questions:

Pr: What criteria and processes are used to select work for presentation? What makes an image a symbol? How do artists use sign/symbols to communicate?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How do you classify?

Re: How do people evaluate art based on various criteria?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

1st Grade
Third Quarter
Recommended Time Frame:
Nine Weeks

3rd Quarter Overview:
What does Art say?

3rd Quarter Anchor Standards
Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.

3rd Quarter Standards

Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Re.8.1.1a Interpret art by categorizing subject matter and identifying the **characteristics of form**

Choose one standard below to include with the above standards to assess:

Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Vocabulary:
New Vocabulary: Image, subject, collaborate, experiment, skill

Curriculum Resources:
[1st Grade Planning Guide](#)
[Standards Resource](#)
[Lesson Plan Template](#)

Essential Questions:

Re: What is an image? How can a viewer “read” a work of art as text?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

1st Grade
Fourth Quarter
Recommended Time Frame:
Nine Weeks

4th Quarter Overview:
Why is Art made?

4th Quarter Anchor Standards

Relate knowledge of personal experiences to deepen understanding of making art.
Generate and refine original artistic ideas to create works of art.

4th Quarter Standards

Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

Cr3.1.1a Use art vocabulary to describe choices while creating art.

Choose one standard below to include with the above standards to assess:

Re.8.1.1a Interpret art by categorizing subject matter and identifying the **characteristics of form**.

Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.

Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Vocabulary:

New Vocabulary: Purpose, characteristics of form. Continue reviewing: Create, interpret, explore, choices.

Curriculum Resources:

[1st Grade Planning Guide](#)

[Standards Resource](#)

[Lesson Plan Template](#)

Essential Questions:

Cn: What is the purpose of creating art? How do life experiences influence artists?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

