

First Grade	Content, Concepts and Vocabulary	Skills	Activities	Illinois Learning Goals: Visual Art	Materials and Exemplars
<p>Students will continue to explore the formal elements of line, shape, texture, and color. Children will begin to build a visual vocabulary. They will also consider the visual elements above and how they relate to each other in a work of art.</p>	<p>Still Life</p> <p>Landscape: The earth meets the sky at the horizon line.</p> <p>Cityscape</p> <p>Relief print</p> <p>Texture</p> <p>Primary Colors (reinforced)</p> <p>Secondary Colors</p>	<p>Cut paper collage painting</p> <p>Arranging a visual composition</p> <p>Combining shapes to make buildings and Architectural design elements</p>	<p>Learners will create original still lives by cutting paper and forming fruit, vegetables, flowers, and vessels.</p> <p>Students will be introduced to a variety of masters who made or make still lives. Students will respond to the works comparing and contrasting contemporary still lives to older ones. Students will brain storm what meaningful items might be part of their personal still lives.</p>	<p>25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).</p> <p>25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p>	<p>Cezanne's still life paintings</p> <p>A variety of landscapes</p> <p>A variety of photos and paintings of cities (both traditional and modern)</p>

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<p>Scientific concepts will be integrated with Visual Art's learning goals. Example: Students will explore sun spots and how the sun looks in microscopic photographic images. Art: Students will be introduced to George Seurat and Pointillism.</p>	<p>optical mixing warm colors Pointillism Seurat</p>	<p>Students will learn how to paint with dots. Students will learn how to mix warm colors and about the color family of reds, yellows and oranges.</p>	<p>Children will paint with a variety of non traditional materials such as pencil erasers and Q tips. Mark making with new instruments will encourage color awareness and new ways of thinking about how we view the sun.</p>	<p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye- hand coordination, building and imagination.</p>	<p>Sunday Afternoon on the Island of La Grande Jatte Scientific sunspot photos</p>

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Insect Prints	relief print contrast shape complimentary colors figure ground relationship positive and negative space	Children will learn how to create a relief print with a variety of textures and materials.	Children will study the bodies of insects. Children will draw and cut out their interpretations of them. Learners will arrange pieces and glue to make their relief block from which they will print. Prints will then be rolled and pulled.	25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation. manipulation, eye- hand coordination, building and imagination.	variety of photos and paintings (Close- ups and magnifications) of insects

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<p>Insect Prints (continued)</p> <p>Stuffed Fish</p>	<p>Mobile</p>	<p>Observational drawing and painting</p> <p>cutting</p> <p>pattern design</p> <p>stuffing and attaching</p>	<p>Students will observe a variety of sea life creatures.</p> <p>Students will create painted fish.</p> <p>Students will view a variety of art works (both abstract and real relating to the theme of sea life.</p> <p>Students will compare and contrast artistic styles and differences and cultural symbols.</p> <p>Aesthetics: Students will explore and articulate personal responses.</p>	<p>26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.</p> <p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination</p>	<p>Works of Matisse relating to the sea and its creatures</p>

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African Patterns	<p>geometric shapes</p> <p>repeat pattern</p> <p>complimentary colors</p> <p>positive and negative space</p>	<p>Students will compose patterns based on African design motifs.</p>	<p>Students will view and respond to a variety of African works of Art. They will search for shapes and construct their own ideas based on the geometric origins of African design.</p> <p>Students will choose a simple creature which they will embellish with their own repeat design. They will create a variety of designs by simply altering one shape. They may change size color and position.</p>	<p>26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.</p> <p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination</p>	<p>varieties of African patterns and design examples</p>