



# Sedalla School District #200

<b>Subject Area: Visual Arts</b>			<b>Grade: First Grade</b>	
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic: Self/Drawing Line &amp; Color</b>	<b>Priority Standard</b> VA:Cr2B.1 - Demonstrate safe and proper procedures for using materials, tools and equipment while making art.			
	Unit 1 3-6 weeks	<p><b>Visual Arts:</b> <b>VA:Cr2A.1</b> Explore uses of materials and tools to create works of art or design.</p> <p><b>VA:Cr1B.1</b> Use observation and investigation in preparation for making a work of art.</p> <p><b>VA:Cr2B.1</b> Demonstrate safe and proper procedures for using materials, tools and equipment while making art.</p> <p><b>VA:Cr1A.1</b> Engage collaboratively in exploration and imaginative play with materials.</p> <p><b>Show Me:</b> FA1, FA3 1.1, 1.5, 3.1, 4.7</p>	<ul style="list-style-type: none"> <li>• I can fill an area with solid color/value using crayon, pencil, or marker</li> <li>• I can use materials safely</li> <li>• I can create art that represents me</li> <li>• I can make a variety of lines</li> </ul>	<p><b>Essential Questions:</b> How do artists and designers care for &amp; maintain materials, tools, &amp; equipment?</p> <p>Why is it important for safety &amp; health to understand &amp; follow correct procedures in handling materials &amp; tools?</p> <p>What responsibilities come with the freedom to create?</p>



# Sedalla School District #200

Subject Area: Visual Arts		Grade: First Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Seasons/ Nature/ Painting- Shape & Texture	Priority Standard VA:Cr1B.1- Use observation and investigation in preparation for making a work of art.			
	Unit 2 3-6 weeks	<p><b>Visual Arts:</b> <b>VA:Cr1B.1</b> Observe and investigate in preparation for making a work of art.</p> <p><b>VA:Re7B.1</b> Compare images that represent the same subject.</p> <p><b>Show Me:</b> FA1, FA3 3.1, 3.5</p>	<ul style="list-style-type: none"><li>• I can identify and use a horizon line in artwork</li><li>• I can create a landscape</li><li>• I can apply paint with a dragging, not pushing motion</li><li>• I can recognize and create seasons in artwork.</li></ul>	<p><b>Essential Questions:</b> How does knowing the contexts, histories &amp; traditions of art forms help us create works of art &amp; design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources are needed to formulate artistic investigations?</p>



# Sedalla School District #200

<b>Subject Area: Visual Arts</b>			<b>Grade: First Grade</b>	
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic: Fantasy/ Sculpture - Form &amp; Shape</b>	<b>Priority Standard: VA:Re8A.1 Interpret art by categorizing subject matter and identifying the characteristics of form.</b>			
	Unit 3 3-6 Weeks	<p><b>Visual Arts:</b> <b>VA:Re8A</b> Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p><b>VA:Re9A.1</b> Classify artwork based on different reasons for preferences.</p> <p><b>Show Me:</b> FA3 1.5, 3.5</p>	<ul style="list-style-type: none"> <li>• I can model with clay or a similar material: Pinch, pull, and roll material</li> <li>• I can use imagination to create artwork</li> <li>• I can identify and create three-dimensional art.</li> </ul>	<p><b>Essential Questions:</b> What is the value of engaging in the process of art criticism?</p> <p>How can the viewer "read" a work of art as text?</p> <p>How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>



# Sedalla School District #200

<b>Subject Area: Visual Arts</b>			<b>Grade: First Grade</b>	
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic: World/ Mixed Media- Value</b>	<b>Priority Standard</b> VA:Cn11A.1- Understand that people from different places and times have made art for a variety of reasons.			
	Unit 4 3-5 weeks	<p><b>Visual Arts:</b> <b>VA:Cn11A.1</b> Understand that people from different places and times have made art for a variety of reasons.</p> <p><b>VA:Cn10A.1</b> Identify times, places and reasons by which students make art outside of school.</p> <p><b>VA:Re7A.1</b> Select and describe works of art that illustrate daily life experiences of one's self and others.</p> <p><b>Show Me:</b> FA4, FA5 1.6, 1.9, 1.10, 4.8</p>	<ul style="list-style-type: none"> <li>• I can use glue and scissors with control</li> <li>• I can identify and create an alternating pattern (A-B-A-B)</li> <li>• I can use printmaking to create an image</li> </ul>	<p><b>Essential Questions:</b> How does art help us understand the lives of people of different times, places and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>



# Sedalla School District #200

Subject Area: Visual Arts		Grade: First Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

<b>Topic:</b> <b>Presenting Artwork/          Museum Information/          Responding to Artwork</b>	<b>Priority Standard</b> <b>VA:Pr5A.1-</b> Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.			
	Unit 5 3-6 Weeks	<p><b>Visual Arts:</b></p> <p><b>VA:Pr4A.1</b> Explain why some objects, artifacts, and artwork are valued over others.</p> <p><b>VA:Pr5A.1</b> Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.</p> <p><b>VA:Pr6A.1</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p> <p><b>VA:Re8A.1</b> Interpret art by categorizing subject matter and identifying the characteristics of form</p> <p><b>VA:Cn11A.1</b> Understand that people from different places and times have made art for a variety of reasons.</p> <p><b>Show Me:</b>          FA3          2.4, 1.5, 1.9, 4.8, 4.1</p>	<ul style="list-style-type: none"> <li>• I can compare and contrast two artworks on: Subject matter, use of line, color, and shape.</li> <li>• I can identify the following in artworks: Lines, Shapes, Colors, Pattern.</li> <li>• I can discuss a response (feeling or idea) to an artwork.</li> <li>• I can create an artist statement.</li> </ul>	<p><b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio or a collection?</p>



# Sedalla School District #200

<b>Subject Area: Visual Arts</b>		<b>Grade: First Grade</b>		
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic: Exploration</b>	<b>Priority Standard</b>			
	<b>VA.Cr. 2A.1-</b> Explore uses of materials and tools to create works of art or design.			
	Unit 6 3-6 Weeks	<p><b>Visual Arts:</b> <b>VA.Cr. 2A.1</b> Explore uses of materials and tools to create works of art or design.</p> <p><b>VA.Cn.11A.1</b> Understand that people from different places and times have made art for a variety of reasons.</p> <p><b>VA. Cr2C.1</b> Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p> <p><b>VA:Cr3A.1</b> Use art vocabulary to describe choices while creating art.</p> <p><b>Show Me:</b> FA1, FA2 1.9, 2.4, 4.8</p>	<ul style="list-style-type: none"><li>• I can use a variety of techniques to manipulate paper.</li><li>• I can experiment with new materials and new art making experiences.</li><li>• I can use critical thinking to solve an art problem.</li></ul>	<p><b>Essential Questions:</b> How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p>