

Map: **Minisink Valley Elementary Art** Grade Level: **1** School Year: **2008-2009**Author: **Gail Begle** District/Building: **Minisink Valley CSD/Minisink Elementary**Created: **12/07/2009** Last Updated: **12/08/2009**This map copied from: **Art** by **Andrea Downs**<< **Printable Version**

	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Standards/PIs</b>	
September	<p>Who is Georgia O'Keeffe?</p> <p>What subject did she paint?</p> <p>Why did she depict a "close up" view of her subject?</p> <p>If you could choose a subject to paint "up close," what would it be? Why?</p>	<p>LOOKING CLOSELY AT FLOWERS AND DRAWING WHAT YOU SEE: AN EXPLORATION OF ARTIST, GEORGIA O'KEEFFE</p> <p>A. Elements and Principles: Line, Shape, Color, Space</p> <p>Resources:</p> <p>Art Media - crayons, watercolors, brushes, water, large white paper</p> <p>Art History - "My Name is Georgia" (Children's book)</p> <p>Various reproductions of Georgia O'Keeffe's flower paintings</p>	<p>A1. Explored how Georgia O'Keeffe created her artwork and analyzed why she painted flowers the way she did.</p> <p>A2. Demonstrated an understanding of how flowers look if we draw an "up close" view.</p> <p>A3. Demonstrated the use line and color to create a flower.</p> <p>A4. Developed fine motor skills by practicing "pushing hard" with crayons to create lines and by using different size brushes when painting.</p> <p>A5. Learned about the work and life of an influential female artist in America.</p>	<p>A1-A5. Aesthetics and Criticism: Oral response, group discussion and outcome of project. Ability to use line, color, and space. Ability to use the entire piece of paper for the flower design and paint over the whole surface of the paper.</p> <p>A1-A5. Art Production: An "up close" flower crayon and watercolor resist</p>	<p><b>ARTS3-K4-4B</b></p> <p><b>ARTS3-K4-4A</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS4-K4-4C</b></p>	< <b>Print This Month</b>
October	<p>How are sculptures different from 2-D paintings?</p> <p>What are some important characteristics of sculpture?</p> <p>How can I create artwork that has form?</p> <p>Are hats 2-D or 3-D?</p> <p>Why and when do we wear hats?</p>	<p>SCULPTURE: 3-DIMENSIONAL FORM</p> <p>A. Elements and Principles: Form and Space</p> <p>Resources:</p> <p>Art Media - pre-cut colored construction paper, glue, pencils.</p> <p>Art History - Powerpoint presentation of contemporary Irish designer, Philip Treacy and his hat sculptures. Visuals and real-life hat examples from the past and present.</p>	<p>A1. Demonstrated the use of form and space.</p> <p>A2. Demonstrated an understanding of the difference between 2-D and 3-D artwork.</p> <p>A3. Demonstrated proper gluing technique to create a strong, stable sculpture.</p> <p>A4. Developed fine motor skills when constructing their 3-D Hat Sculpture.</p>	<p>A1-A4. Aesthetics and Criticism: Oral response, group discussion and outcome of project. Ability to use form and space. Ability to create a stable sculpture.</p> <p>A1-A4. Art Production: 3-D Paper Hat Sculpture</p>	<p><b>ARTS2-K4-4A</b></p> <p><b>ARTS3-K4-4B</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS1-K4-4A</b></p>	< <b>Print This Month</b>
November	<p>Who is involved in creating a children's book?</p> <p>What does illustrator and author, Eric Carle write his books about?</p> <p>What media does Eric Carle use to create his illustrations?</p>	<p>ILLUSTRATORS, AUTHORS AND COLLAGE</p> <p>A. Elements and Principles: Balance, Color, Shape</p>	<p>A1. Demonstrated an understanding of how Eric Carle makes his painted papers for collage by creating their own.</p> <p>A2. Demonstrated the use of balance, color and shape in their collage.</p> <p>A3. Explored technique and how to cut shapes to create a collage of their subject.</p>	<p>A1-A5. Aesthetics and Criticism: Oral response, group discussion, participation and outcome of project. Ability to use balance, color, and shape. Ability to work well with classmates during the collaborative parts of the project.</p> <p>A1-A5. Art Production: A Class Picture Book. Each student created one page of the book</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4B</b></p> <p><b>ARTS1-K4-4E</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4D</b></p>	< <b>Print This Month</b>

		<p>Resources:</p> <p>Art Media - paint, paper, paint rollers, paint scrapers, sponges, large brushes, small brushes, scissors, glue, permanent markers.</p> <p>Art History - Students read and discussed a variety of Eric Carle's children's books. They watched a video segment that showed him in his studio and how he creates his collaged illustrations.</p>	<p>A4. Worked respectfully and in collaboration with peers to create a class book.</p> <p>A5. Created a complete sentence about their illustration to handwrite and add to their collage and the class book.</p>	(both the illustrator and author of their page) which included a painted paper collage and a sentence of the story.		
December	<p>What are the different kinds of lines?</p> <p>What are patterns?</p> <p>What are geometric shapes? organic ( abstract) shapes?</p> <p>How is color used in a painting?</p>	<p>SHAPES, LINES, COLORS, AND KANDINSKY</p> <p>A. Elements and Principles: Shape, Line, Color, Balance</p> <p>Resources:</p> <p>Art Media - paper, watercolor markers, permanent markers</p> <p>Art History - Kandinsky's painting, <i>Moscow I</i></p> <p>Architecture books from the library. Visuals of New York City and other cities around the world.</p>	<p>A1. Identified, orally, the basic geometric shapes, different types of lines, and the difference between abstract shapes and geometric shapes.</p> <p>A2. Identified, orally, the three characteristics (shape, color and line) of Kandinsky's paintings.</p> <p>A3. Developed fine motor skills.</p> <p>A4. Demonstrated and applied the use of line, color, and shape to create an abstract city.</p> <p>A5. Identified, orally, characteristics of a city.</p>	<p>A1-A5. Aesthetics and Criticism: Oral response from group and individual discussion and outcome of projects. Ability to fill the whole paper with the city design. Ability to identify abstract and realistic shapes. Assessment of fine motor control. Ability to identify lines, colors and shapes.</p> <p>A1-A5. Art Production: Abstract City</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4B</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS1-K4-4D</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4A</b></p> <p><b>ARTS3-K4-4B</b></p> <p><b>ARTS3-K4-4D</b></p>	< Print This Month
January	<p>How does emotion affect works of art?</p> <p>How can you show emotion, action, in art?</p>	<p>ACTIVE LINES</p> <p>A. Elements and Principles: Line, Balance, Rhythm</p> <p>Resources:</p> <p>Art Media - black paper, string, paint</p> <p>Art History - Jackson Pollock ("Action Jackson" children's book)</p>	<p>A1. Distinguished the similarities between the rhythm we hear can hear in music and the rhythm we can see in artwork.</p> <p>A2. Developed fine motor skills.</p> <p>A3. Developed eye-hand coordination.</p> <p>A4. Discovered and applied the different techniques of painting with string.</p> <p>A5. Identified, orally, the "active" characteristics of Jackson Pollock's artwork.</p>	<p>A1-A5. Aesthetics and Criticism: Oral response and outcome of projects. Assessment of fine motor control. Ability to identify rhythm in selected artwork.</p> <p>A1-A5. Art Production: Action Paintings</p>	<p><b>ARTS2-K4-4D</b></p> <p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS1-K4-4D</b></p> <p><b>ARTS3-K4-4C</b></p>	< Print This Month
February	<p>Why is color so important when painting a picture?</p> <p>How does color affect your feelings when viewing a picture</p> <p>What are the warm colors?</p> <p>What are the cool colors?</p>	<p>WARM AND COOL LANDSCAPES</p> <p>A. Elements and Principles: Line, Balance, Color, Space</p>	<p>A1. Distinguished the differences between warm and cool colors.</p> <p>A2. Demonstrated and applied the proper holding of a brush (fine motor).</p> <p>A3. Identified, orally, the three</p>	<p>A1-A6. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify warm and cool colors and fine motor control.</p> <p>A1-A6. Art Production: Warm and Cool Landscape Painting</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4B</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4B</b></p> <p><b>ARTS3-K4-4D</b></p> <p><b>ARTS4-K4-4B</b></p>	< Print This Month

		<p>Resources:</p> <p>Art Media - paper, warm colored paint, cool colored paint, Q-tips, brushes</p> <p>Art History - Vincent VanGogh, George Inness, and Helen Frankenthaler</p>	<p>characteristics of a landscape (sky, land and water).</p> <p>A4. Developed eye-hand coordination.</p> <p>A5. Discovered and applied different painting techniques.</p> <p>A6. Translated idea of landscape into visual form.</p>			
March	<p>What are 2 dimensional objects?</p> <p>What are 3 dimensional objects?</p> <p>What are sculptures?</p> <p>What are some of the things that you see in a playground?</p>	<p>PLAYGROUND SCULPTURES</p> <p>A. Elements and Principles: Form, Shape, Line, Pattern</p> <p>Resources:</p> <p>Art Media - styrofoam plates, brown paint, assorted colors of pipe cleaners, assorted colors of pony beads, scissors.</p> <p>Art History - Contemporary sculptor, Richard Serra.</p> <p>Various visuals of current playgrounds and playgrounds from the past (powerpoint).</p>	<p>A1. Developed fine motor skills.</p> <p>A2. Identified, orally, the characteristics of a sculpture.</p> <p>A3. Translated ideas about a playground into a 3-dimensional form.</p> <p>A4. Evaluated the differences between a painting and a sculpture.</p> <p>A5. Identified, orally, the differences between form and shape.</p>	<p>A1-A5. Aesthetics and Criticism: Oral response and outcome of projects. Ability to identify form, shape and pattern and the differences between 2-D and 3-D. Assessment of fine motor control.</p> <p>A1-A5. Art Production: Playground Sculptures</p>	<p><b>ARTS3-K4-4A</b></p> <p><b>ARTS3-K4-4C</b></p> <p><b>ARTS1-K4-4D</b></p> <p><b>ARTS1-K4-4A</b></p> <p><b>ARTS4-K4-4A</b></p>	<p>&lt; Print This Month</p>
April	<p>What are rain forests?</p> <p>What do you see in rain forests?</p> <p>What are some of the animals in rain forests?</p> <p>What are habitats?</p>	<p>ROUSSEAU'S JUNGLE ANIMALS</p> <p>A. Elements and Principles: Color, Form, and Pattern</p> <p>Resources:</p> <p>Art Media - Paper plates, giant crayons, construction paper, hole punchers, scissors, and glue</p> <p>Art History - Henri Rousseau's works:</p> <p>"Struggle between Tiger and Bull"</p> <p>"In a Tropical Forest"</p> <p>"Tropical Jungle"</p> <p>"Suprised! Storm in the Forest"</p> <p>Children's book - <a href="#">A Weekend with Rousseau</a> by Gilles Plazy</p>	<p>A1. Identified, orally, the characteristics of Henri Rousseau's paintings.</p> <p>A2. Discovered and applied a mask making technique.</p> <p>A3. Participated in recreating/acting out a piece of artwork.</p> <p>A4. Developed fine motor skills.</p> <p>A5. Reproduced a 3-D animal face with construction paper.</p> <p>A6. Developed cutting techniques.</p> <p>A7. Identified, orally the characteristics of a jungle habitat.</p> <p>A8. Created a jungle collage using construction paper that became a backdrop for the "acting out" of Rousseau's painting.</p>	<p>A1-A8. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify the characteristics of Henri Rousseau's paintings and aspects of his life that influenced his work. Ability to create a realistic mask of a bull, monkey, tiger or lion. Participation and active involvement in the "recreation" of the Rousseau painting.</p> <p>A1-A8. Art Production: Tiger, Bull, Lion and Monkey Masks and an individual collaged jungle backdrop.</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4B</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS1-K4-4E</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4C</b></p> <p><b>ARTS3-K4-4A</b></p> <p><b>ARTS4-K4-4C</b></p>	<p>&lt; Print This Month</p>

May	<p>What are rain forests?</p> <p>What plants and animals do you see in a rain forest?</p> <p>What are habitats?</p>	<p>ROUSSEAU'S JUNGLE ANIMALS</p> <p>A. Elements and Principles: Color, Form, and Pattern</p> <p>Resources:</p> <p>Art Media - Paper plates, giant crayons, construction paper, hole punchers, scissors, and glue</p> <p>Art History - Henri Rousseau's works:</p> <p>"Struggle between Tiger and Bull"</p> <p>"In a Tropical Forest"</p> <p>"Tropical Jungle"</p> <p>"Surprised! Storm in the Forest"</p> <p>Children's book - <a href="#">A Weekend with Rousseau</a> by Gilles Plazy</p>	<p>A1. Identified, orally, the characteristics of Henri Rousseau's paintings.</p> <p>A2. Discovered and applied a mask making technique.</p> <p>A3. Participated in recreating/acting out a piece of artwork.</p> <p>A4. Developed fine motor skills.</p> <p>A5. Reproduced a 3-D animal face with construction paper.</p> <p>A6. Developed cutting techniques.</p> <p>A7. Identified, orally the characteristics of a jungle habitat.</p> <p>A8. Created a jungle collage using construction paper that became a backdrop for the "acting out" of Rousseau's painting.</p>	<p>A1-A8. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify the characteristics of Henri Rousseau's paintings and aspects of his life that influenced his work. Ability to create a realistic mask of a bull, monkey, tiger or lion. Participation and active involvement in the "recreation" of the Rousseau painting.</p> <p>A1-A8. Art Production: Tiger, Bull, Lion and Monkey Masks and an individual collaged jungle backdrop.</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4B</b></p> <p><b>ARTS1-K4-4C</b></p> <p><b>ARTS1-K4-4E</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4C</b></p> <p><b>ARTS3-K4-4A</b></p> <p><b>ARTS4-K4-4C</b></p>	<p>&lt; Print This Month</p>
June	<p>What are some of the shapes used in ties?</p> <p>What are geometric and organic shapes?</p> <p>What are the characteristics of patterns?</p> <p>What is the meaning of contemporary?</p>	<p>PATTERNED FATHER'S DAY TIES - FASHION DESIGN</p> <p>A. Elements and Principles: Line, Pattern, and Shape</p> <p>Resources:</p> <p>Art Media - tag board, markers, rulers, stencils, pencils, and scissors</p> <p>Art History - Men's ties, online fashion designer websites that specialize in men's ties</p>	<p>A1. Identified, orally, different types of lines and the basic geometric shapes.</p> <p>A2. Identified, orally, the characteristics of a pattern.</p> <p>A3. Discovered and explored an aspect of contemporary fashion design (men's ties).</p> <p>A4. Explored how art and artmaking can connect to life experiences and contemporary culture.</p> <p>A5. Demonstrated, developed, and applied the use of a pattern.</p>	<p>A1- A5. Aesthetics and Criticism: Display and oral response, outcome of projects. Ability to identify and create a pattern using different shapes and lines.</p> <p>A1- A5. Art Production: Patterned Father's Day Ties - Fashion Design</p>	<p><b>ARTS1-K4-4A</b></p> <p><b>ARTS1-K4-4E</b></p> <p><b>ARTS2-K4-4D</b></p> <p><b>ARTS3-K4-4A</b></p> <p><b>ARTS3-K4-4B</b></p> <p><b>ARTS4-K4-4B</b></p> <p><b>ARTS4-K4-4C</b></p>	<p>&lt; Print This Month</p>

**Key to Standards used in this Map**

- ARTS1-K4-4A** [9 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. [Elementary]
- ARTS1-K4-4B** [5 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events. [Elementary]
- ARTS1-K4-4C** [7 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas. [Elementary]
- ARTS1-K4-4D** [3 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - reveal through their own art work understanding of how art mediums and techniques influence their creative decisions. [Elementary]
- ARTS1-K4-4E** [4 occurrences] - ARTS Standard 1 - Key Idea 4 [Visual Arts] - Performance Indicator 4E - identify and use, in individual and group experiences, some of the roles

and means for designing, producing, and exhibiting art works. [Elementary]

**ARTS2-K4-4A** [1 occurrence] - ARTS Standard 2 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent. [Elementary]

**ARTS2-K4-4D** [7 occurrences] - ARTS Standard 2 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - give examples of adults who make their livings in the arts professions. [Elementary]

**ARTS3-K4-4A** [6 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses. [Elementary]

**ARTS3-K4-4B** [5 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works. [Elementary]

**ARTS3-K4-4C** [4 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.). [Elementary]

**ARTS3-K4-4D** [3 occurrences] - ARTS Standard 3 - Key Idea 4 [Visual Arts] - Performance Indicator 4D - explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.). [Elementary]

**ARTS4-K4-4A** [1 occurrence] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4A - look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures. [Elementary]

**ARTS4-K4-4B** [2 occurrences] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4B - look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics. [Elementary]

**ARTS4-K4-4C** [4 occurrences] - ARTS Standard 4 - Key Idea 4 [Visual Arts] - Performance Indicator 4C - create art works that show the influence of a particular culture. [Elementary]

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Great Women Artists: Georgia O'Keeffe - The program provides an in-depth look into her life, and includes numerous examples of her works while examining her style which made her unique in the world of art. This original program also features spectacular imagery and many rare historical photographs. Books. Georgia O'Keeffe Museum Collections - Georgia O'Keeffe has been the subject of many fine art books, but this generously designed volume is a standout. Published to mark the tenth anniversary of the Georgia O'Keeffe Museum in Santa Fe, New Mexico, it showcases 335 works.