



Woodmen Hills 1st Grade Art Curriculum

Quarter 1

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.



Creating Lines and Shapes My Beautiful Place

1

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Vocabulary: line, contour line, perimeter, edge, organic shapes.

Materials: cardboard, paper, paints, cups, brushes

Remember to:

- _ Use different kinds of lines and shapes.
- _ Show a beautiful place.

Step 1: Plan and Practice

- Can you show a beautiful place with lines and shapes?

Step 2: Begin to Create

- Make lines with cardboard tools.
- Build your picture, one line at a time.
- You can change directions.

Step 3: Revise

- Did you make different lines?
- Did you make different shapes?

Step 4: Add Finishing Touches

- What colors will make your place more beautiful?
- Can you add more lines?
- What other details can you add?

Step 5: Share and Reflect

- Show your picture to your classmates.
- What do you like most about your picture?



Arranging Shapes and Lines

A Beautiful Playground

2

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Vocabulary: Geometric shapes, free form, lines

Materials: large and small shapes, glue, paint background.

Remember to:

- _ Choose free-form and geometric shapes.
- _ Cut large and small shapes.

Step 1: Plan and Practice

- How can you show a playground with colorful shapes?

Step 2: Begin to Create

- Build your picture, one shape at a time.

- You can combine shapes.
- You can put one shape on top of another.
- You can combine large and small shapes.

Step 3: Revise

- Did you choose geometric and free-form shapes?
- Did you make different shapes?

Step 4: Add Finishing Touches

- Can you add smaller shapes?
- Can you add more lines?

Step 5: Share and Reflect

- Tell classmates about your finished picture.
- Tell what you like most about your playground.



Making Textures to Touch A Beautiful Animal

3

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Make an animal shape.
- _ Add details.
- _ Use different tools to make textures in clay.

Step 1: Plan and Practice

- Can you describe their textures?

Step 2: Begin to Create

- Make a clay slab.
- Make your animal shape touch all four edges of the slab.
- How will you make textures and patterns?

Step 3: Revise

- Do you like your animal shape so far?
- Did you add texture?

Step 4: Add Finishing Touches

- What will make your animal look better?
- What other details can you add?

Step 5: Share and Reflect

- Tell classmates about your animal.
- Tell how you made textures and patterns.



Showing Expression Special People in My Life

4

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Show people who are special in your life.
- _ Show their expressions.

Step 1: Plan and Practice

- How can you show that people care about each other?

Step 2: Begin to Create

- Draw a person. Show how the person feels.
- Add more people, one person at a time.
- Paint over your drawing.

Step 3: Revise

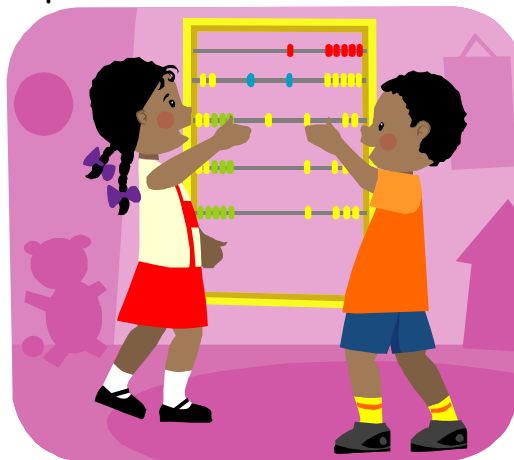
- Did you show people you care about?
- Did you show how they feel?

Step 4: Add Finishing Touches

- Can you add more color?
- What other details can you add?

Step 5: Share and Reflect

- Show your picture to your classmates.
- Ask them how the people feel.



Clay Sculpture People Every Day

5

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

_ Show the person working, playing, or resting.

_ Bend the arms and legs.

Step 1: Plan and Practice

- What are the people in the pictures doing?
- What will you show in your sculpture?

Step 2: Begin to Create

- Gently squeeze the clay in your hands.
- Start forming the head.
- How will you make arms and legs?

Step 3: Revise

- What is your person doing?
- Did you bend the arms or legs?

Step 4: Add Finishing Touches

- What details can you add?
- Make your clay smooth.

Step 5: Share and Reflect

- Display your finished sculpture.
- Tell a story about it.
- What do you like best about your sculpture?



Designing with Forms Planning Our Town 6

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Make a form.
- _ Add cut-paper shapes for details.

Step 1: Plan and Practice

- What forms will you use in your building?

Step 2: Begin to Create

- Decide on a building to make.
- What forms will you use?
- What shapes will you include?

Step 3: Revise

- Do the parts of your building fit together?
- What details can you add?

Step 4: Add Finishing Touches

- How will you show windows?
- How will you show doors?

Step 5: Share and Reflect

- Put your building with those made by your classmates.
- Plan your town.



Color and Detail

Telling a Make-Believe Story

7

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Mix your colors.
- _ Add details to show the creature in a setting.

Step 1: Plan and Practice

- How will the make-believe setting look?
- How will the make-believe creature look?

Step 2: Begin to Create

- What big shape will you draw first?
- What other lines and shapes will you add?
- Use chalk to plan your painting.

Step 3: Revise

- What colors did you mix?

- What details can you add?

Step 4: Add Finishing Touches

- How will your creature stand out from the setting?
- What textures or patterns can you show?

Step 5: Share and Reflect

- Show your painting to your classmates.· Tell about your story.



Painting Characters in a Setting Telling a Real Story

8

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Paint the characters in your story.
- _ Paint a colorful setting for your story.
- _ Mix tint and shades.

Step 1: Plan and Practice

- Where will your story take place?
- Will you show sky? Will you show ground?

Step 2: Begin to Create

- Use paint to show the main parts of your setting.
- Show the people in your story.

Step 3: Revise

- Did you show characters in a setting?
- Have you mixed tint and shades?

Step 4: Add Finishing Touches

- What details can you add?
- Is anything missing that you wanted to show?

Step 5: Share and Reflect

- Write about your painting.
- What story does your painting tell?
- Tell what you want others to see.



Constructing a Story Book A Pocket Book for Stories

9

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Tell your story with four different parts.
- _ Show some things the same.

_ Show some things different.

Step 1: Plan and Practice

- Show your character in four ways.

Step 2: Begin to Create

- Make a picture for each story card.
- Show a character in different actions.
- Show one action on each card.

Step 3: Revise

- Did you tell your story in four different parts?
- Did you show a character in different actions?
- What stays the same? What changes?

Step 4: Add Finishing Touches

- Add details to your pictures.
- Decorate your pocket book.

Step 5: Share and Reflect

- Find a partner.
- Share your story cards and pocket book.
- Can you tell your story different ways?



Shape and Pattern Fancy Flying Insects

10

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Make shapes of insect parts.
- _ Add shapes and colors to make patterns.

Step 1: Plan and Practice

- What flying insect will you make?

Step 2: Begin to Create

- Draw shapes of insect parts.
- You can make patterns with little shapes.
- What colors will you make?

Step 3: Revise

- Did you show insect parts?
- Did you add small shapes?
- Did you make patterns?

Step 4: Add Finishing Touches

- What details will help make your insect fancy?

- Where can you add lines?
- Where can you add patterns?

Step 5: Share and Reflect

- Show your finished insect to your classmates.
 - What do you like most about your insect?



Resist Painting Nature at Night

11

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.

2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Plan your picture.
- _ Cover most of your paper with your drawing.
- _ Add details.

Step 1: Plan and Practice

- What do you see?
- What will show in your picture?

Step 2: Begin to Create

- You can plan the sky.
- You can plan the land.
- You can plan to show creatures awake at night.

Step 3: Revise

- How did you plan your picture?
- Does your drawing cover most of the paper?
- Does your picture show nature at night?
- Can you see all the parts?

Step 4: Add Finishing Touches

- Can you add more color?
- What other details can you add?

Step 5: Share and Reflect

- Show your picture to your classmates.
- What do you like about your picture?



Natural Forms Clay Creatures

12

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

_ Pinch your clay to make an animal form.

_ Pose your animal sculpture.

Step 1: Plan and Practice

- What animal will you create?
- Is your animal a pet, or is it a zoo or a farm animal?

Step 2: Begin to Create

- How will you begin?
- What big form will you make?

Step 3: Revise

- Turn your sculpture to see all sides.
- Does your sculpture look like an animal?
- Did you pose your animal?

Step 4: Add Finishing Touches

- Did you add eyes and other details to your animal?
- What other details can you add?
- What textures can you show?

Step 5: Share and Reflect

- Show your animal to your classmates.
- Talk about how the sides are different and the same.
- What do you like best about your animal?



Big and Little Shapes
A Building to Remember

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Show a special building.
- _ Add details with small shapes and other materials.

Step 1: Plan and Practice

- What building will you show?
- Make some sketches of the building you want to show.

Step 2: Begin to Create

- Use a piece of cardboard for a base.
- What shapes will you need?
- What other materials will you add for details?

Step 3: Revise

- Does your building need more shapes?
- Have you added details?

Step 4: Add Finishing Touches

- Rub the foil over your glued shapes.
- Rub to show details.
- Fold over the foil edges.

Step 5: Share and Reflect

- Show your picture to your classmates.
- Ask if they know what buildings you have shown.
- What do you like most about your artwork?



Planning a Project A Quilt to Remember

14

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Use cut paper for the parts of your face.
- _ Add colors and details.

Step 1: Plan and Practice

- How are the quilts the same?
- How are they different?
- How will you design your part of the quilt?

Step 2: Begin to Create

- Use cut-paper shapes to make your face.
- What parts of your face will you show?
- What colors will you choose?

Step 3: Revise

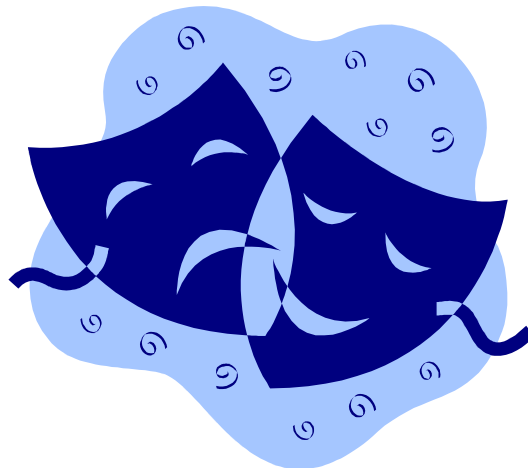
- Do the shapes show the parts of your face?
- Do you like the colors?

Step 4: Add Finishing Touches

- What other details can you add?
- Make sure your pieces are glued flat.

Step 5: Share and Reflect

- Show your finished picture to your classmates.
- How will your class arrange the quilt parts?
- Are you happy with your part of the quilt?



Designing a Paper Mask

Celebrating with Masks

15

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Fit your mask to your head.
- _ Add details with paper shapes and markers.

Step 1: Plan and Practice

- What animal mask will you make?

Step 2: Begin to Create

- What is the big shape for your animal mask?
- Draw the big shape.

Step 3: Revise

- Does your mask fit your head?
- Can you see through the eyes?
- What details can you add?

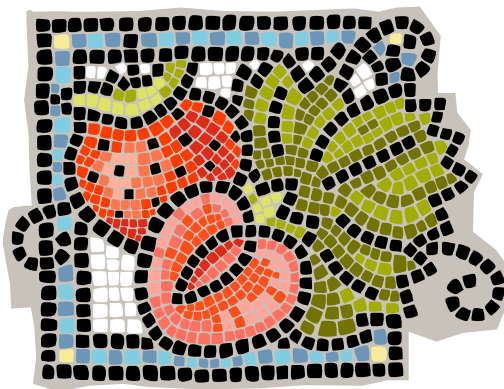
Step 4: Add Finishing Touches

- Add straps to tie your mask to your head.

- Are all your shapes glued?

Step 5: Share and Reflect

- Wear your mask to show your classmates.
- Is it like others in your class? How?
- Will you make another mask sometime? Why?



Differences in Shapes Changes over Time

16

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Plan your artwork to show changes in nature.
- _ Create a background with cut-paper shapes.
- _ Cut smaller shapes for each step of the change.

Step 1: Plan and Practice

- What will you show?
- Make some practice drawings to show how things change.

Step 2: Begin to Create

- Choose colored papers for your background.
- Cut large shapes to show plants in the ground or water.

Step 3: Revise

- Does your artwork show a change in nature?
- Did you use shapes to show changes?

Step 4: Add Finishing Touches

- What details will make the changes show up better?
- What else does your background need?

Step 5: Share and Reflect

- Share your finished artwork with your classmates.
- Find an artwork that is very different from yours.



Creating with Paper Dressing Up and Down Puppet 17

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Understanding:

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.

3. Visual arts tell stories with mood and emotion through images.

Remember to:

- _ Draw yourself dressed two ways.
- _ Fill your paper with your drawing.
- _ Add details.

Step 1: Plan and Practice

- What two ways will you show yourself?

Step 2: Begin to Create

- What clothes will you show?
- What details will show the different ways you dress?

Step 3: Revise

- Do the front and back look different?
- What can you add?

Step 4: Add Finishing Touches

- Glue the two sides of your puppet together on a stick.
- Are your puppet sides glued together all around?

Step 5: Share and Reflect

- Use your puppet to tell about when you were dressed up.
- Tell about a time when you were dressed differently.