

Design Basics: Drawing/Painting

Unit #: APSDO-00067506

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Grade(s): 1

Subject(s): Visual Arts

Course(s): GR. 1 - ART

Unit Focus

In this unit, first grade students will continue to use lines, shapes, and sketching techniques in their work. Students will apply their learning to a variety of projects. Primary instructional tools and materials include items such as paper, pencil, crayon, colored pencil, and marker.

In this unit, first graders will also learn about different types of paint and painting techniques such as sponging and splattering. They will focus on an awareness of proportions when mixing colors. Student growth will be measured by observation and a finished piece of art. Primary instructional materials include a variety of paints, sponges, brushes, and other art media.

Stage 1: Desired Results

Established Goals

Transfer

Standards

- Connecticut Goals and Standards
 - *Visual Arts: PK-12*
 - CREATING
 - Generate and conceptualize artistic ideas and work. (*ART.CREA.01 PK-12*)
 - Organize and develop artistic ideas and work. (*ART.CREA.02 PK-12*)
 - Refine and complete artistic work. (*ART.CREA.03 PK-12*)

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.
- T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.
- T3 (T103) Analyze a piece of artwork according to the elements and principles of design.
- T4 (T102) Provide specific, actionable feedback to another artist during the creative process.

Meaning

Understanding(s)

Essential Question(s)

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| | <p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U3 (U102) Artists communicate meaning through their work.</p> <p>U4 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U5 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> | <p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q3 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q4 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p> |
| | Acquisition | |
| | Knowledge | Skill(s) |
| | <p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 That sketching is a preliminary step for drawing or painting</p> <p>K2 That basic shapes can be identified and combined to draw or paint real life objects</p> <p>K3 That through practice and controlled use of materials, drawing and painting skills can be developed</p> | <p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Using a basic sketching technique as a preliminary step in drawing or painting</p> <p>S2 Identifying and using basic shapes (geometric and organic) to draw and paint real life objects</p> <p>S3 Practicing proportion in mixing paint</p> <p>S4 Using different types of painting techniques</p> |