

Young Scholars of Western Pennsylvania Charter School

1st Grade Visual Arts YSWPCS

- Timeframe - Trimester

First Trimester

Big Idea(s)

Drawing and Self-Expression through Art

Building drawing skills and learning how to create representational drawings

Refining fine motor skills

Standard(s)

OCDEL:

9.1 L,M

9.3 B, D

9.4 A, B

Projects

Cow Drawings

-Students will use a template to create a cow's body, then step by step instruction to complete the head, legs, tail, and spots

-Students will chose a set of complementary colors (red and green, orange and blue, or yellow and purple) to color their cow

Trees of Life

-Students will view Gustav Klimt's work "The Tree of Life" and create a curly, oddly shaped tree drawing

-Students will add details to their trees by drawing, coloring, cutting small pieces of paper, and ultimately adding small touches of gold paint

Objective(s)

Discover different materials used for drawing
Explore ways to create dynamic pieces of artwork using various drawing techniques
Develop self-expression through drawing
Gain understanding of complementary colors and how complementary colors work together
Create an expressive tree drawing based on Klimt's work

Materials/Resources/Techology

Paper
Pencils
Colored Pencils
Templates
Visuals of Klimt's works

Vocabulary

Line
Shape
Texture
Design
Pattern
Complementary colors
Expression

Assessment(s)

Observation
Work Habits
Assessment of finished product

- Timeframe - Trimester

Second Trimester

Big Idea(s)

Continue to build drawing skills
 Begin using pastels and paint
 Learn how to use different types of paint

Standard(s)

OCDEL:

9.1 L, M

9.2 A, B, D

9.3 B

9.4 C

Projects

Self-Portraits

-Students will trace a simple template for the head to start. We will discuss how to create eyes by making football shapes, then different ways to make realistic noses, and many different ways to make mouths/smiles.

-After facial features, students will draw a neck and shoulders, then we will discuss many different ways to draw hair.

-Once all drawing is completed, students will choose from many different paint options for skin and hair colors. Once skin and hair is painted and dry, students will choose a warm color to paint their shirt, and a cool color to paint the background.

-Eyes, mouths, and noses will be filled in with colored pencil at the very end.

Van Gogh Sunflowers

-Students will view one of Vincent Van Gogh's "Sunflower" paintings in class.

-Students will use pastels to create a vase shape that is open at the top; they will learn to use curved lines at the bottom of the vase to make the vase appear more realistic.

-Using pastels, students will begin to draw large clusters of flowers in various colors above the open vase.

-Once flowers are filled in an colored, students will draw a line roughly an inch above the bottom of their vase to create a table.

Objective(s)

Create a strong self-portrait
Learn how to draw more realistic facial features
Develop confidence in drawing using pastels in lieu of pencils
Create a unique and colorful version of Van Gogh's work

Materials/Resources/Techology

Paper
Tempera paint
Paintbrushes
Pastels
Images of Van Gogh's work

Vocabulary

Self-portrait
Warm and Cool colors
oil pastel
overlapping

Assessment(s)

Observations during class
Work habits
Assessment of final piece

- Timeframe - Trimester

Third Trimester

Big Idea(s)

Continue to develop drawing and painting skills

Introduce sculpture

Standard(s)

OCDEL:

9.1 L, M

9.2 A, B, D

9.3 B

9.4 C

Projects

Macaw Paintings

- Students will learn about three types of macaws - green, scarlet, and blue - and choose one to paint.
- After tracing a basic shape for the body, wing, and tail, students will paint the body in the main color of the macaw that they chose. Students will then draw feather shapes on the wing and begin painting the wing and tail in the color pattern of the macaw.
- Students will use construction paper to draw and cut out shapes for the beak and feet, then glue them onto the main body. The wing and tail will be cut out and attached to the body. Once the macaw is assembled, students will add painted details.

Clay Pinch Pots

- Students will begin by looking at images of different types of pottery from different cultures and describing them.
- We will discuss different types of clay and where to find and how to use the clay
- Students will be given a small ball of clay to roll into a ball and instructed to press a small indent into the clay.
- After they have made the indent, students will be shown how to open up the ball of clay into a pot and how to keep the sides as even as possible
- Once the pinch pots are dry, students will be able to paint their pots.

Objective(s)

Create a representation of a macaw

Use paint and paintbrushes in a careful manner

Properly utilize scissors

Gain understanding of the term pottery

Create a well-balanced pinch pot

Materials/Resources/Techology

Paper

Pencils

Scissors

Paint

Glue sticks

Air dry clay

Images of macaws and pottery

Vocabulary

Wavy lines

pottery

pinch pot

Assessment(s)

Observation

Work Habits

Assessment of final piece