



Grade 1 Curriculum Map

Art

Month	Theme	Content Areas	Strategies/Best practices used to teach the skills and concepts	How students will demonstrate their understanding	Resources for this Unit	British Columbian Curriculum Standards Learning Outcomes	Expected Student Learning Results
April	Initial Learning Board Analysis of artistic techniques	Creating a board to lean on in future lessons (to protect desk), using name initials as design inspiration Analyse Van Gogh's "Sunflowers" painting Reproduce Van Gogh's "Sunflowers" painting	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning Modelling & verbal instruction	Students will: - Demonstrate an awareness of safety considerations for the use of materials, technologies, and processes - Create images for a specific purpose - Describe reasons people make visual images - Respond to specific examples, identify sources used in others' images	Primary Art D (pg. 46) Coloured card, coloured pencils, laminating sheets, laminator Primary Art B (pg. 62) Van Gogh poster, paper, crayons, pastels, pencils	A1 – A4 B1 – B3 C1 D1 – D2	1 a & d, 2 a & b, 3 b, 4 a & b.

May	<p>Flower greeting card</p> <p>French paper craft</p>	<p>Design and paint according to instructions</p> <p>Fine motor skills: Colouring, cutting & gluing</p>	Modelling & verbal instruction	<p>Students will:</p> <ul style="list-style-type: none"> - Use materials such as pencils and construction paper to create images - Use technologies such as scissors to create a variety of images 	<p>Primary Art C (pg. 34)</p> <p>Paint, paper/poster board</p> <p>DTLK website, paint, A3 paper</p>	A1 – A4 B1 – B3 C1 D1 – D2	1 a – d, 2 a & b, 3 b, 4 a & b.
June	<p>Line and shape</p> <p>a) Regular shapes (i.e. triangles, circles, squares, & rectangles)</p> <p>b) Free-form shapes</p> <p>Drawing lines – making free-form shapes (still life)</p> <p>*Special event topic* Tanabata origami</p>	<p>Sketch neighbourhood sights using only regular shapes</p> <p>Create collage from sketch</p> <p>Analyse artworks (e.g. photographs & paintings), looking for various free-form shapes</p> <p>Draw a still life using free form shapes and lines</p> <p>Paper folding with precision and patience</p> <p>Follow verbal and visual instructions</p>	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning	<p>Students will:</p> <ul style="list-style-type: none"> - Create images featuring line & shape - Use materials such as pencils and construction paper to create images - Use technologies such as scissors to create a variety of images. - Explore a range of materials, technologies, and processes to create images. - Describe examples of shape and line, and explore the use of shapes. - Describe their artworks in terms of elements and principles used. 	<p>Art Everywhere pg. 32 – 35</p> <p>Sketch books, pencils, erasers etc.</p> <p>Coloured paper/card, scissors, glue sticks</p> <p>Origami paper, scissors, curling ribbon/string (to hang)</p>	A1 – A4 B1 – B3 C1 D1 – D2	1 a – d, 2 a & b, 3 b & c, 4 a & b.
July	<p>Portraits</p> <p>a) Draw a classmate's portrait</p> <p>b) Draw a self-portrait</p>	<p>Draw using regular and free-form shapes</p> <p>Discuss and analyse special facial features (e.g.</p>	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning	<p>Students will:</p> <ul style="list-style-type: none"> - Describe examples of shape and explore the use of shapes 	<p>Art Everywhere pg. 36 – 39</p> <p>Sketch books, pencils, eraser etc.</p> <p>Coloured card & glue</p>	A1 – A4 B1 – B3 C1 D1 – D2	1 a & d, 2 a & b, 3 b, 4 a & b.

	c) Draw and frame a self portrait	eyelashes, eyebrows, freckles etc.) Pay attention to detail		<ul style="list-style-type: none"> - Create images for a specific purpose - Create images that represent something or someone of personal significance - Create images featuring line - Create images featuring shape 	(for frame)		
September	<p>The Color Wheel</p> <p>Painted Fan</p> <p>Warm & Cool Colors</p> <p>Tints & Shades</p> <p>Stained Glass</p>	<p>Discuss primary & secondary colours Mix paints to see which colours combine to make other colours</p> <p>Use the colours created with the paints to paint a design on a paper fan</p> <p>Compare & discuss colour tones in different paintings Draw/paint a scene in different seasons, using colour to show warmth/coolness</p> <p>Discuss tints/shades and how they are made (i.e. tints = lighter colours – add white; shades = darker colours = add black) Paint a picture using tints and shades to show light/darkness</p> <p>Use card and</p>	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning	<p>Students will:</p> <ul style="list-style-type: none"> - Describe examples of colour and explore the use of colour such as by mixing paints to discover new colours - Describe their artworks in terms of elements and principles used (e.g. warm/cool colours; tints/shades; light/dark) - Apply a variety of materials, technologies, and processes to create images - Create images featuring colour 	Art Everywhere pg. 46 - 59	A1 – A4 B1 – B3 C1 D1 – D2	1 a – d, 2 a & b, 3 b, 4 a & b.

		cellophane/tissue paper to create stained glass windows					
October	<p>Patterns of Color</p> <p>Sponge Print</p> <p>Paper Weaving</p> <p>Textured Clay Bowl</p> <p>Halloween decorations -pompom spider - origami bats - others</p>	<p>Discuss and analyse colour patterns in artworks</p> <p>Create patterns using coloured paint and different shaped sponges</p> <p>Weave strips of coloured paper together to create patterns</p> <p>Discuss and analyse textures in various artworks, fabrics, and items in the classroom vicinity Create a bowl from clay and decorate it with a range of texture and pattern designs</p> <p>Create Halloween decorations using a variety of techniques and materials</p>	Modelling & verbal instruction	<p>Students will:</p> <ul style="list-style-type: none"> - Create images that repeat images to create a patterns - Describe examples and explore the use of texture - Apply a variety of materials, technologies, and processes to create images - Use materials such as paint, pencils, crayons, fabric, modelling clay, and found objects to create a variety of images 	<p>Art Everywhere pg. 68 – 73</p> <p>Shape sponge stamps, paint, paper</p> <p>Strips of coloured paper, glue, markers</p> <p>Clay, clay tools/implements to create textures (e.g. corrugated edges of paper plates, chopsticks, etc.)</p> <p>Wool/yarn/coloured cotton balls, googly eyes, pipecleaners, PVA glue Origami paper etc.</p>	<p>A1 – A4 B1 – B3 C1 D1 – D2</p>	1 a – d, 2 a & b, 3 b& c, 4 a & b.
November	<p>Building With Found Objects</p> <p>Thanksgiving Card</p>	<p>Create sculptures using found objects</p> <p>Use line, shape, texture, pattern and colour techniques learnt in</p>	Modelling & verbal instruction	<p>Students will:</p> <ul style="list-style-type: none"> - use materials such as paint, pencils, crayons, and found objects to create a variety of images 	<p>Art Everywhere pg.78 - 79</p> <p>Found objects (e.g. milk/juice cartons, foil, wrappers, plastic containers, string, fruit trays etc.)</p> <p>Coloured paper/card, white paper, pencils, paint, brushes, water, markers, crayons,</p>	<p>A1 – A4 B1 – B3 C1 D1 – D2</p>	1 a – d, 2 a & b, 3 b, 4 a & b.

		previous lessons to create a Thanksgiving card			pastels etc.		
December	<p>Christmas/winter decorations - snowflake & snowman mobile</p> <p>Christmas/New Year greeting cards</p>	<p>Design and decorate a mobile comprising snowflakes and/or snowmen</p> <p>Use line, shape, texture, pattern and colour techniques learnt in previous lessons to create a Christmas/New Year greeting card</p>	Modelling & verbal instruction	<p>Students will:</p> <ul style="list-style-type: none"> - Use processes such as painting, drawing, weaving, photography, collage, printmaking, and assemblage to create a variety of images - Create images in response to a particular memory 	<p>White cardboard (thick), glitter/glitter glue, snowflake templates (if needed), hole punch, string/ribbon to hang</p> <p>Coloured paper/card, white paper, pencils, paint, brushes, water, markers, crayons, pastels etc.</p>	<p>A1 – A4 B1 – B3 C1 D1 – D2</p>	1 a – d, 2 a & b, 3 b& c, 4 a & b.
January	<p>Happy New Year - this year/last year comparison</p> <p>My Winter Holidays Mosaic</p> <p>Butterfly Monoprint</p>	<p>Draw and/or paint images depicting comparisons of last year and the new year</p> <p>Create a mosaic of a favourite memory from the winter holidays Design and create mosaic pictures demonstrating the concepts of colour and pattern</p> <p>Use paint to create an image of a butterfly, demonstrating the concept of balance</p>	Modelling & verbal instruction	<p>Students will:</p> <ul style="list-style-type: none"> - Create images that represent concepts of time - Use processes such as painting, drawing, weaving, photography, collage, printmaking, and assemblage to create a variety of images - Explore a range of materials, technologies, and processes to create images 	<p>Sketchbook, pencils, eraser, paint, brushes, palettes</p> <p>A3 paper, pencil, eraser, coloured paper/card (for students to tear and stick), glue.</p> <p>Art Everywhere pg. 106 - 107 A3/B4 paper, paint, brushes, cups of water, palettes</p>	<p>A1 – A4 B1 – B3 C1 D1 – D2</p>	1 a – d, 2 a & b, 3 b, 4 a & b.
February	Picture With Paper Cut-Outs	<p>Discuss concept of symmetry</p> <p>Create image using cutout shapes (both organic & freeform) demonstrating symmetry</p>	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning	<p>Students will:</p> <ul style="list-style-type: none"> - Apply a variety of materials, technologies, and processes to create images - Create images 	<p>Art Everywhere pg. 108 - 135</p> <p>Sketchbooks, coloured paper, scissors, glue, coloured pencils</p>	<p>A1 – A4 B1 – B3 C1 D1 – D2</p>	1 a – d, 2 a & b, 3 b& c, 4 a & b.

	Seascape Painting	Paint a seascape image using watercolour paints		featuring pattern - Create images featuring shape	A3/B4 paper, watercolour paints, brushes, cups of water		
	Origami Animals	Paper folding with precision and patience Follow verbal and visual instructions			Origami paper		
March	Grade 1 Memories Booklet	Use techniques and concepts learnt throughout the year to design create a booklet illustrating memories of grade 1	Modelling & verbal instruction Brainstorming and discussion of vocabulary Questioning	Students will: - Explore a range of materials, technologies, and processes to create images - Create images that represent concepts of time - Describe their artworks in terms of elements and principles used	Coloured cardboard (laminated, holes punched), A4 paper, coloured pencils, markers	A1 – A4 B1 – B3 C1 D1 – D2	1 a – d, 2 a & b, 3 b, 4 a & b.
	Outdoor Sketches	Sketch an outdoor scene, demonstrating concepts learnt throughout the year (e.g. line, shape, shade, tint, symmetry etc.)			Sketchbooks, coloured pencils		

Overall aims for the Grade One Art Program of Study

Pupils should be able to;

- Use a range of materials creatively to design and make products.
- Draw, paint and make sculptures to develop and share their ideas, experiences and imagination.
- Demonstrate wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Be able to explain about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

*Please note that Art is related to the theme studied in English using various mediums and styles of art.

Over the course of the school year Art classes will be directed by the following ESLRs:

1. AIS is preparing 'global minded' students that:
 - c. Develop and understanding and open minded approach towards other cultures and histories.
 - d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrates a desire to learn and understand.
2. AIS students develop a respect for themselves and others by:

- a. Co-operating and working together on academic and non-academic group projects.
- b. Demonstrating a positive attitude, enthusiasm and active participation.

4. At AIS students develop a healthy self-confidence:

- a. By showing they are prepared to risk take and challenge themselves by trying new things.
- b. Being motivated learners with a curiosity about the working universe around them.