

**New Paltz Central School District
ART
First Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>UNIT: M.C. Escher and Optical Art (3 weeks)</u></p> <ul style="list-style-type: none"> • How do pictures or designs trick or fool your eyes? • Why does flat artwork sometimes look like a 3-dimensional design? • How do you think the artist made it look like the design is moving in and out? 	<ul style="list-style-type: none"> • Drawing with graphite. • Making dark, medium, and light shading to show depth. • Using repetition of value patterns to give/produce an effect of movement. 	<ul style="list-style-type: none"> • Optical art • Modern art • Artistic style of mid 20th century • Graph paper with intersecting curved lines with shading to give optical affect.
<p><u>UNIT: Portraiture After Leonardo (2 weeks)</u></p> <ul style="list-style-type: none"> • What is a portrait? • What are the features/parts of a portrait? • What is a self-portrait? • How do you make a portrait look real? 	<ul style="list-style-type: none"> • Facial proportions/delineation. • Feature placement on face of a person (real) • Shading with graphite for 3D appearance. 	<ul style="list-style-type: none"> • Renaissance • Leonardo Da Vinci • Art throughout time • Styles in history • Italy • Self-portrait
<p><u>UNIT: Cartooning (2 weeks)</u></p> <ul style="list-style-type: none"> • What is a cartoon? • Do cartoons have to look real? • Can cartoons be funny, silly, or weird? • How do you think you can make a cartoon? 	<ul style="list-style-type: none"> • Using letters, numbers, and shapes to create cartoon people and animals. 	<ul style="list-style-type: none"> • Cartoons as seen in modern culture (Disney, comic strips, etc.). • Vocabulary – cartoon, facial expression, alphabet, silly funny, weird. • Creating cartoons by drawing letters, numbers, and shapes in combination, showing facial features in odd, funny, or strange arrangements. • Resources: <ul style="list-style-type: none"> ○ Video: <i>Cartooning</i> ○ Book: <i>I Can Draw Cartoons</i>, Foster and Walter.

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<p><u>UNIT: Meet the Artist: Mondrian (2 weeks)</u></p> <ul style="list-style-type: none"> • What is the name of Mondrian’s culture/country? • What does his art look like to you? • Is it real looking? • What is abstract? • What shapes did Mondrian use? 	<ul style="list-style-type: none"> • Ruler use • Horizontal, vertical placement skills • Hand/eye coordination • Visual acuity • Fine motor development • Visual art analysis 	<ul style="list-style-type: none"> • Mondrian’s European culture • Early 20th century American art • New York City culture • Vocabulary – inspiration, abstract, horizontal, vertical, straight, contrast, direction, geometric • Strip/tape collage • Ruler design with pencil • Geometric tracing/cutting • Mixed media tissue collage • Tempera painting • Oil pastel drawing • Assessments: <ul style="list-style-type: none"> ○ Observation ○ Rubric • Resources: Mondrian prints (reproductions); teacher – made geometric design
<p><u>UNIT: The Art of Weather, Stormy Sky (2-3 weeks)</u></p> <ul style="list-style-type: none"> • What does weather look like? • Is weather a good subject/theme for art? • How do artists show weather? • What type of weather element is shown the most? 	<ul style="list-style-type: none"> • Weather knowledge with transference • Express feeling/mood with weather depiction • Landscape/cloud drawing with movement • Shading with graphite; tints/ shade with paint 	<ul style="list-style-type: none"> • Landscapes of various places at various times • Genre scenes showing life in places/times (humanists; Hudson River School) • New York Hudson Valley weather through time • Vocabulary: texture, weather, cloud formations (cumulus, nimbus, etc.) storm, sunset, sunrise • Storm sketching • Cloud formation through shading • Landscape drawing with large sky • Seascape with waves painting • Cloud collage

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		<ul style="list-style-type: none"> • Texture rubbing for sky • Torn paper collage for sky • Assessments: Rubric, observation • Resources: <ul style="list-style-type: none"> ○ Video on weather ○ Video: <i>American Light: The Huminists</i> ○ Video: <i>The Paintings of Frederick Church</i> ○ Book reproductions: <i>American Canvass</i> ○ Book: <i>Art in Action</i>, Hubbard ○ Book: <i>Discover Art</i>, Chapman ○ www.aperfectworld.org/html ○ Book: <i>The Hudson River School</i>, Louis Minks ○ Reproductions: Winslow Homer, Turner, ○ NOAA ○ NASA ○ www.theweatherchannel.com

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<p><u>UNIT: Shadow From Light (weeks)</u></p> <ul style="list-style-type: none"> • What is a shadow? • How is a shadow made? • How are shadows used in artwork? • How can sculpture have shadows? • Where are shadows found in nature? 	<ul style="list-style-type: none"> • Shadowing with graphite • Making cast shadows in drawing/painting • Shadowing to make illusion of 3-D 	<ul style="list-style-type: none"> • Rembrandt • Leonardo da Vinci • M.C. Escher • Vocabulary: shadow, value, cast shadow, dark, medium, light, contrast, artists' names • Portrait with shadowing • Landscape with cast shadows • Value scale • Highlight on still life • 3-D form • Still life painting • Assessments: <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Teacher-made examples ○ Reproductions of various artists ○ Books, slides, videos on the physics of light and shadow ○ www.art.net/studios/visual/Rebecca/CastShadowEdge.html ○ Book: <i>Shape and Form</i>, Albert W. Portor

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<p><u>UNIT: I Am the Artist (2 weeks)</u></p> <ul style="list-style-type: none"> • What is an artist? • How does an artist speak through art? • How can you make art? • Are you an artist? • What would you like to say through your art? 	<ul style="list-style-type: none"> • Confidence • Risk-taking • Self image enhancement • Personal creative development • Portraiture with proportional features • Pattern motif with star • Use of ruler/straight edge • Fine motor development 	<ul style="list-style-type: none"> • Portraiture in various cultures • Islamic architectural elements • Art examples from Egyptian, Greek, Roman, and other cultures • Vocabulary – portrait, Sully, Van Gogh, line, pattern, design, artist, art • Self portrait with patterned border • Drawing/painting of home environment • Creative experiences with symbols and elements/principles of design • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ <i>Adventures in Art and Artists at Work</i> (Wilton Art Appreciation Series) ○ Slides, reproductions of various art from various cultures ○ <i>Principles of Design: Pattern</i>, Albert W. Porter ○ <i>Pattern Design</i>, Archibald Christie ○ <i>Encyclopedia of Ancient Egypt</i>, Gill Harvey ○ <i>The Art of Ancient Egypt</i>, Shirley Gulbok ○ <i>Art Smart</i>, Susan Rodriguez

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<p><u>UNIT: Art IS... (2-3 weeks)</u></p> <ul style="list-style-type: none"> • What is art to you? • How can you make art? • Where is art? • How are you an artist? • How many kinds of art can you name? 	<ul style="list-style-type: none"> • Higher order thinking skills (transference), analysis • Listening/responding skills • Personal creative development • Self-expression of meaningful feelings, emotions, ideas • Exploration of various media 	<ul style="list-style-type: none"> • The artist as a “mirror” of time/place • The art of chosen culture • Vocabulary – culture, artist, create, subject, theme, emotion, feelings, mood • Rubber stamping with art sayings • Embellishments of magazine cutouts with mixed media • Lettering <i>Art Is...</i> with illustration • “I Am the Artist” journal cover design • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources <ul style="list-style-type: none"> ○ <i>Adventures in Art and Artists at Work</i> (Wilton)

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<p><u>UNIT: The Nature of Art (2 weeks)</u></p> <ul style="list-style-type: none"> • What is nature? • How do things found in nature inspire you? • What art looks like nature? • Do you like and appreciate nature? • How would you use nature for your art work? 	<ul style="list-style-type: none"> • Aesthetic valuing in art and nature • Visual training • Self confidence • Nature observation skills • Idea/detail fluency • Knowledge transference 	<ul style="list-style-type: none"> • Various landscapes in different cultures at different times • Use of natural materials in artwork by various cultures at various times • Vocabulary – nature, artist, landscape, architecture, detail, collage, hand building clay, inspire • Nature collage • Landscape drawing/painting • Ceramic hand building • Mosaic • Nature printing • Wooden Sculpture • Assessments <ul style="list-style-type: none"> ○ Observation ○ Rubric • Resources: <ul style="list-style-type: none"> ○ Various slides, filmstrips, videos about natural phenomena and nature in art and nature’s inspiration for art in various scientific disciplines (earth science) • Books: <ul style="list-style-type: none"> ○ <i>Down the Colorado</i>, John W. Powell ○ <i>The Hudson River School</i>, Louise Minks ○ <i>Nature Printing</i>, Laura D. Bethmann ○ <i>Appalachian Wilderness</i>, Elliot Porter

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<p><u>UNIT: Millions of Colors</u> <u>(2 weeks)</u></p> <ul style="list-style-type: none"> • How many colors are there? • Where do colors come from? • Are colors light and dark? • What colors do you think have to be here first? • How can you change a color? 	<ul style="list-style-type: none"> • Personal creative development/expression • Risk taking skills/behaviors • Fine motor skills • Color blending • Scientific method of inquiry/questioning • Color discrimination 	<ul style="list-style-type: none"> • Colors in differing cultural aspects such as architecture, painting, mosaics, clothing, etc. • Vocabulary – color, hue • Color wheel making • Oil pastel drawings • Straw painting • Mixed media tissue collage • Multi colored printing • Tempera painting • Water color techniques • Tints, tone, shade blending • Assessments: <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Video – <i>Color</i> (Wilton, Series 200) ○ Slides of artwork, nature, built environments, etc. ○ Color reproductions of various styles/periods of painting (Impressionism, Fauvism, etc.) ○ Teacher made color paddles, color wheel ○ <i>Light and Color in Painting</i> (slides), The National Gallery of Art ○ <i>Color and Value</i>, Joseph A. Cutto

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<p><u>UNIT: African-American Art (2 weeks)</u></p> <ul style="list-style-type: none"> • Where do African Americans come from? • Who was William J. Johnson? Romare Beardon? • How does a person's life/culture affect his/her artwork? • Does it matter what race you are? • What does his painting (artist) look like? How does it use color? How does it make you feel? 	<ul style="list-style-type: none"> • Art "criticism" - responding/valuing • Cultural awareness/acceptance • Style awareness • Theme awareness 	<ul style="list-style-type: none"> • Harlem Renaissance, New York City – 20th century • William J. Johnson or Romare Beardon • Vocabulary-theme, African-American, style, race, William J. Johnson or Romare Beardon, Harlem Renaissance • Drawing/painting genre or surreal • Portraiture • Drawing African-American themes • Illustrating verse around African-American themes • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ <i>The Harlem Renaissance, Working with Pattern</i> (Scholastic Art) ○ <i>The Art of Oceana, Africa, and the Americas</i> ○ Reproductions of various African-American artists ○ www.nmaa-ryder.si.edu/Johnson/hisstory.html ○ www.nmaa-ryder.si.edu/Johnson/resource.html ○ www.liu.edu/cwis/cwp/library/aavaahp.html (African Americans in the visual arts, a historical perspective)

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<p><u>UNIT: Multi-Cultural Diversity (2 weeks)</u></p> <ul style="list-style-type: none"> • What is a culture? • Are you in a culture? • Do cultures have different art styles/themes/images/expressions? • Do cultures change? 	<ul style="list-style-type: none"> • Appreciation of cultural diversity/acceptance • Transference of knowledge of human traits to concrete art works • How the artists are inspired by their culture 	<ul style="list-style-type: none"> • History through art of various cultures at various times, e.g., Ancient Greek/Roman, African, European, Asian • Vocabulary – the country/region studied themes/motifs/place names/nature • Ceremonial or utilitarian artwork of various cultures • Sculpture of various cultures • Zuni, Hopi, Pueblo pottery motifs • Cunieform/pictograph/heiroglyphs of ancient culture • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ <i>Multi-cultural Books to Make and Share</i>, Susan Gaylord ○ <i>Global Art</i>, Mary Ann Kohl and Jean Potter

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<p><u>UNIT: Meet the Artist: Matisse (2-3 weeks) (or other artist)</u></p> <ul style="list-style-type: none"> • Do you like Matisse’s work? • Is it simple or complicated? • What colors does he use a lot? • What do the lines do? • Is his work real or abstract? 	<ul style="list-style-type: none"> • Cutting and gluing • Overlapping shapes • Making tints and shades • Fine motor skills • Making simple/abstract things 	<ul style="list-style-type: none"> • Early 20th century France • Late 19th century France • Fauvism period • Vocabulary – abstract, simple, intense color, tints, shades, contrast, mobile, mixed-media • Matisse style painting • Construction/fadeless paper cut-outs/glue • Mobile with simple curvilinear shapes • Mosaic with Matisse simple form • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources <ul style="list-style-type: none"> ○ Matisse reproductions ○ <i>The Art of Matisse</i>, Julian Pendall

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<p><u>UNIT: Cartooning (2 weeks)</u></p> <ul style="list-style-type: none"> • Do cartoons look like real things or real people? • How do cartoon faces tell how the character feels? • What is a cartoon? • Are cartoons a form of art? • Can you draw a cartoon? 	<ul style="list-style-type: none"> • Simplification of images • Graphic representation of facial expressions • Eye/hand coordination • Fine motor skills • Caricature • Imagination 	<ul style="list-style-type: none"> • Cartoons in the news • Publications for humor, satire, or advertisement of various cultures • Vocabulary – cartoon, simple, simplify, facial expression, advertise, humor, funny, silly • Cartoon character invention/drawing • Animation flip book • Cartoon story board • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Video: <i>Be a Cartoonist</i>, Mid-Com ○ <i>I Can Draw Cartoons</i>, Walter Foster and Len Epstein ○ <i>Blitz Cartooning Kit</i>, Bruce Blitz

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<p><u>UNIT: <i>The Starry Night</i> of Van Gogh (2-3 weeks) (or other painting)</u></p> <ul style="list-style-type: none"> • Do stars have to look like dots and circles? • Can stars swirl like spirals? • How did Vincent Van Gogh paint stars? • What is a brush stroke? • Who was Vincent Van Gogh? 	<ul style="list-style-type: none"> • Higher order thinking (analysis) • Science ↔ Art transference • Astronomy 	<ul style="list-style-type: none"> • Post Impressionist Period • Present culture/astronomy • Vocabulary – swirl, spiral, star, shimmer, glitter, Vincent Van Gogh, brushstroke, astronomy, telescope, constellation, movement • Drawing/painting starts • Creating spiral design • Making foil/glitter star collage • Drawing Van Gogh’s self portrait • Creating a new constellation of stars • Landscape in Van Gogh’s style of brush stroking • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ <i>The World of Van Gogh</i>, Robert Wallace ○ <i>Van Gogh</i>, Grace Evans (with slides) ○ <i>Moment and Rhythm</i>, Gerald Brommer ○ <i>The Starry Night</i> reproduction ○ www.ibiblio.org/wm/paint/auth/gogh/starry-night ○ www.mgscr.hubblesite.org ○ www.hubblesite.org/newscenter/newsdesk/archive/releases/2004/10/ ○ www.mgsre.hubblesite.org/hu/db/2004/10/images/a/formats/web-print.jpg ○ Reproductions/slides: <i>The Inquiring Eye: Post Impressionism</i>, National Gallery of Art

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<p><u>UNIT: Ceramic Hand Building</u> <u>(2 weeks)</u></p> <ul style="list-style-type: none"> • Where does clay come from? • How can clay be changed in shape? • What could you make from clay? • Why did ancient cultures (people) make things out of clay? • How could you build and join clay pieces? 	<ul style="list-style-type: none"> • Eye/hand coordination • Fine motor skills • Clay modeling and joining • Slab/coil making 	<ul style="list-style-type: none"> • Zuni, Hopi, Pueblo Native American cultures • African cultures • Ancient Greece (and others) • Vocabulary – clay, model, slab, coil, build, construct, molif, various cultures' names • Native American pottery/clay work • African masks • Bas-relief clay design • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Video: <i>Native Art of North America</i>, J Weston Walch ○ <i>The World of the American Indian</i>, The National Geographic Society ○ <i>Ceramics, A Potter's Handbook</i>, Glenn C. Nelson

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<p><u>UNIT: 3-D Has Sides and Thickness</u> <u>(weeks)</u></p> <ul style="list-style-type: none"> • How can you make/build art that stands up? • What is sculpture? • What does “three dimensional” mean? • What can you use to join the parts of a sculpture? • What are cubes, cylinders, spheres, cones, and pyramids? 	<ul style="list-style-type: none"> • Measure • Identify three dimensional objects • Compare 2D to 3D • Fastening, gluing, taping skills • Folding skills • Clay modeling (fine motor skills) • Cutting/tearing skills 	<ul style="list-style-type: none"> • Various cultures and their 3D art examples • Zuni, Hopi, Pueblo Indian pottery • African masks • 19th – 20th century western sculpture • Vocabulary – three dimensional, thick, measure, sculpture, slab, coil, mobile, assemblage • Various additive sculpture • Various subtractive sculpture • Mobile • Relief Sculpture • Clay hand building/modeling/joining • Architecture components • Paper folding sculpture • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Video: <i>Louise Nevelson</i>, National Gallery of Art ○ <i>Discover Art</i>, L. Chapman ○ <i>Art in Action</i>, G. Hubbard ○ Slides, filmstrips with examples of sculpture around the world at different periods ○ <i>Let’s Discover Paper</i>, J. Rhomberg ○ <i>The Internet-Linked Encyclopedia of Ancient Egypt</i>, Gill Harvey

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		<ul style="list-style-type: none">○ <i>The Art of Ancient Egypt</i>, Shirley Glubok○ Video: <i>Native Art of North America</i>, J. Weston Walch○ <i>Paper Capers</i>, Steve and Megumi Biddle○ <i>The ABC's of Origami</i>, Claude Sarasas○ <i>Shape and Form</i>, Albert W. Potter

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<p><u>UNIT: Rock Art (2 weeks)</u></p> <ul style="list-style-type: none"> • Why did people paint on rocks and rock walls? • How did they make their “paint”? • What things did they usually paint? • Are there paintings still here today? • Did they make rock sculpture? • Can art be from a long time ago? 	<ul style="list-style-type: none"> • Sense of time – past/present • Simple image recognition • Pre-reading skills • Drawing skills • Blending colors • Recreating ancient images/icons • Drawing animals 	<ul style="list-style-type: none"> • Paleolithic art • Pre-Columbian Native American Art • Ancient rock art traditions • Vocabulary – rock art, earth colors, cuneiform, petroglyphs, pictograph • Paper Mache • Rock painting • Ceramic slab painting • Mobile with petroglyphs • Mural with rock art images • Cuneiform design • Crumpled paper painting • Styrofoam etching print • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ Video: <i>Native Art of North America</i>, J.W. Walsh ○ Posters/prints of petroglyphs/rock art images

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		<ul style="list-style-type: none"> ○ <i>A Guide to Zuni Fetishes and Carvings</i>, Kent McManis ○ <i>Rock Art of the Southwest</i>, Liz and Peter Welsh ○ www.mnsu.edu/emuseum/prehistory/rockart/definitions.html ○ www.upenn.edu/museum/games/cuneiform.html ○ <i>Paleolithic Cave Art</i>, Peter Ucko and Andree' Rosenfeld ○ Video: <i>Animals</i> - Wilton Art Appreciation Series ○ Video: <i>Native Americans: The First Peoples</i>, Edu. Videos ○ www.pueblopottery.net ○ www.puebloarts.com
<p><u>UNIT: What's the Matter? (2 weeks)</u></p> <ul style="list-style-type: none"> ● What is matter? ● What kinds of matter can artists, shape, mold, model, or draw? ● How do artists make art that looks like different matter? ● What kind of matter is artwork? 	<ul style="list-style-type: none"> ● Knowledge of different forms of matter ● Higher order thinking skills. ● Personal creative development ● Media manipulation ● Drawing, painting, and sculpting skills 	<ul style="list-style-type: none"> ● Various cultures that use or depict differing types of matter to create art ● Winslow Homer ● Van Gogh's <i>The Starry Night</i> ● Vocabulary – matter, artwork, creativity, spiral, solid, gas, texture ● Resources <ul style="list-style-type: none"> ○ <i>Form and Space</i>

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<p><u>UNIT: Spanish Art With Diego Rivera (2 weeks)</u></p> <ul style="list-style-type: none"> • Where do Spanish people live? • Where is Mexico? • How does the country a person lives in affect his/her art? • Who was Diego Rivera? • What was his art like? • What is a mural? 	<ul style="list-style-type: none"> • Spanish language (words chosen by teacher) • Diversity awareness/empathy/acceptance • Enlarging images (scale/proportion) • Figure drawing • Color knowledge 	<ul style="list-style-type: none"> • Diego Rivera’s country and times • Vocabulary – Diego Rivera, mural, painting, scale, proportion, intermediate colors • Kraft roll mural • Painting in Rivera’s style • Paper cut-outs (collage) • Figure drawing • Spanish phrase/vocabulary illustration • Assessments <ul style="list-style-type: none"> ○ Rubric ○ Observation • Resources: <ul style="list-style-type: none"> ○ www.cita.net/lessons/spanish/level2/diego.html ○ <i>Los Soridos Para Empezar</i>, Barbara Gregorich ○ “¿Hablo Español?”, Lynn Brisson ○ <i>Beginner’s Spanish</i>, Mark Stacey