



COPPELL ISD ART YEAR AT A GLANCE

SUBJECT 1ST
GRADE ART

GRADE 1
LEVEL

5 UNITS

Program Transfer Goals

- **OATG1: APPRECIATE AND EVALUATE THE ARTS**
- **OATG2: CREATE OR PERFORM CREATIVE WORKS OF ART**
- **OATG3: RECOGNIZE HISTORICAL AND CULTURAL INFLUENCE AND IMPACT OF THE ARTS ON THE GLOBAL COMMUNITY AND APPLY THEIR UNDERSTANDING OF THESE RELATIONSHIPS**
- **OATG4: RECOGNIZE AND DEMONSTRATE THE IMPORTANCE OF COLLABORATION IN THE ARTS**

PACING [CONTENT AREAS ARE TO ADJUST THE TIMELINE AS APPROPRIATE - NOTING UNIT TIMELINES AND DISTRICT ASSESSMENTS]

First Nine Weeks		Second Nine Weeks	Third Nine Weeks		Fourth Nine Weeks
Unit 1 Art Room Procedures 2 weeks	Unit 2 Expression 7 weeks		Unit 3 Culture 8 weeks	Unit 4 Service 10 weeks	Unit 5 Discovery 10 weeks
BOY		MOY 5TH GRADE	DCA	EOY/ Final Exams	

UNIT 1 PROCEDURES 2 WEEKS	UNIT 2 EXPRESSION 7 WEEKS	UNIT 3 CULTURE 8 WEEKS	UNIT 4 SERVICE 10 WEEKS	UNIT 5 DISCOVERY 10 WEEKS
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Assurances for a Guaranteed and Viable Curriculum [STANDARDIZED ACROSS ALL CONTENT AREAS]

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

The district curriculum units may be found: <http://tinyurl.com/Coppell-Curriculum>

UNIT 1: ART ROOM PROCEDURES

TIMELINE: GRADING PERIOD #1: 2 WEEKS

Unit Summary: Learners will understand Art expectations and procedures....

Transfer Goal:

- Use proper procedures in the art room
- Use art to translate their ideas into appropriate actions to improve conditions.

Students will know...

- Entrance and exit procedures
- Materials expectations

Students will be skilled at...

- Using materials safely and properly
- The rules, procedures and etiquette
- Conflict resolution
- Managing personal space

UNIT 2: EXPRESSION

TIMELINE: GRADING PERIOD #1: 7 WEEKS

Unit Summary: Learners will communicate, integrate and evaluate ideas from self, peers, family or community using the elements and principles of art and expressive qualities.

Transfer Goal:

- TG2 . . . create passion-driven artistic expressions utilizing significant themes while communicating their ideas effectively with diverse audiences
- TG6 . . . make purposeful decisions about using the Elements and Principles of Art in order to successfully communicate their inventive ideas

Students will know...

- Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with materials, concepts, media and art-making processes.

Students will be skilled at...

- Identify similarities and differences using the senses
- Identify Elements
- Express thoughts and ideas creatively using a variety of media.

- Explain ideas in personal artwork

UNIT 3: CULTURES

TIMELINE: GRADING PERIOD #2: 8 WEEKS

Unit Summary: Students will be able to independently use their learning to recognize their own and others' perspectives and develop respect for the traditions and contributions of diverse cultures creating global awareness.

Transfer Goal:

- TG1 . . . recognize their own and others' perspectives and develop respect for the traditions and contributions of diverse cultures, creating global awareness.
- TG3 . . . appreciate how history, culture, and personal sensibilities influence the development of products, ideas, concepts, technology and aesthetics.

Students will know...

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Individual aesthetic and empathetic awarenesses developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.
- Art communicates meaning and serves as a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding.
- People create and interact with objects, places and design, which shapes and enhances their lives.

Students will be skilled at...

- Identify variations among subjects in the environment
- Demonstrate understanding that art is created globally by all people throughout time.
- Identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

UNIT 4: SERVICE

TIMELINE: GRADING PERIOD #3: 10 WEEKS

Unit Summary: Students will be able to independently use their learning to use the arts to translate their ideas into appropriate actions to improve conditions in our world.

Transfer Goal:

- TG4 . . . use the arts to translate their ideas into appropriate actions to improve conditions in our world.

Students will know...

- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Art communicates meaning and serves as a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding.

Students will be skilled at...

- Manipulative skills required for diverse art processes
- Creating works of art with an empathetic purpose
- Identifying similarities and differences in art
- Discussion of purpose of art in everyday life

UNIT 5: DISCOVERY

TIMELINE: GRADING PERIOD #4: 10 WEEKS

Unit Summary: Investigate art as an ongoing interdisciplinary process that involves informed, analytical decision making and visual analysis.

Transfer Goal:

- TG5 . . . investigate art as an ongoing interdisciplinary process that involves informed, analytical decision making and visual analysis.

Students will know...

- Artists and designers experiment with materials, concepts, media and artmaking processes.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- People gain insights into meaning of artwork by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Students will be skilled at...

- Inventing images that combine a variety of lines, shapes, colors, textures and forms
- Relating visual art to other disciplines
- Compiling collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purpose of self-evaluations or exhibitions.

