

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	FA
Course ID	NVA200101	Grade Level	1
Course Name	Art 1	of Credits	
SCED Code		Curriculum Type	K1 Inc

COURSE DESCRIPTION

Following the timeline of the K1 History program, first grade Art lessons introduce students to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China. Students will:

- Identify landscapes, still-lives, and portraits
- Study elements of art, such as line, shape, and texture
- Create artwork similar to works they learn about, using many materials and techniques—inspired by Vincent van Gogh’s The Starry Night, students paint their own Starry landscape using bold brushstroke, and they make clay sculptures inspired by a bust of Queen Nefertiti and the Great Sphinx

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK_ (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA4.1.A.1	Students create and revise original art to express ideas, experiences and stories.
FPA 4.1.A.2	Students investigate and apply variety of materials, resources, technologies and processes to communicate experiences and ideas through art.
FPA 4.1.A.3	Students apply the elements and principles of design to their artwork.
FPA 4.1.A.4	Students collaborate with others in creative artistic processes.
FPA 4.1.A.5	Students use art materials and tools in safe and responsible manner.
FPA 4.1.A.6	Students complete and exhibit their artwork.
FPA 4.2.A.1	Students observe and describe in detail the physical properties of works of art.
FPA 4.2.A.2	Students respond to art, using vocabulary that describes subjects, themes and symbols.
FPA 4.2.A.3	Students describe works of art using the language of artistic elements and principles.
FPA 4.2.A.4	Students explain their preference for specific works.

FPA 4.3.A.1	Students know that the visual arts have both history and specific relationships to various cultures.
FPA 4.3.A.2	Students identify specific works of art as belonging to particular cultures, times, and environments.
FPA 4.3.A.3	Students understand that history, environment, culture, and the visual arts can influence each other.
FPA 4.4.A.1	Students identify connections between the visual arts and other disciplines in the curriculum.
FPA 4.4.A.2	Students identify careers and recreational opportunities in the visual arts.
FPA 4.4.A.3	Students recognize visual artists in their family and community and explore how these artists create their work.
FPA 4.4.A.4	Students demonstrate appropriate behavior in variety of art settings.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Let's Get Started 1 Looking at Art	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify artworks as paintings or sculptures. Identify artworks that look real and artworks that look make-believe. Create an artwork of an animal.
Let's Get Started 2 Portrait and Self-Portrait	FPA.4.1.A.1-6 FPA4.2.A.1, 3	Identify a portrait painting. Define portrait and self-portrait. Create a self-portrait.
Let's Get Started 3 How Artists Use Lines	FPA4.1.A.2-5 FPA4.2.A.1, 4	Identify three kinds of lines in artworks, such as straight, zigzag, or wavy. Identify lines in nature. Identify lines in man-made objects. Draw using a variety of lines.
Let's Get Started 4 Sketchbook	FPA4.1.A.1-5 FPA4.2.A.1, 4	Describe the difference between a drawing and a sketch. Identify lines in natural or in man-made objects. Draw in a sketchbook using a variety of lines. Draw using a variety of lines.
Let's Get Started 5 Lines with Mood	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify moods associated with different lines. Create line drawings that show mood.
Let's Get Started 6 Imaginary Lines in Artworks	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify imaginary lines in artworks. Create an artwork that uses imaginary lines.
Let's Get Started 7 Meet Jacob Lawrence	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3	Describe two events in the life of Jacob Lawrence or characteristics of Lawrence's art, such as the fact that Lawrence lived in New York City or the use of bright colors in paintings. Identify diagonal lines as lines used to show movement. Draw a busy scene using diagonal lines.

	FPA4.4.A.1-4	
Let's Get Started 8 Printed Lines	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify two kinds of lines in artworks, such as straight, zigzag, or curved. Create a monoprint showing lines.
Let's Get Started 9 Read about Art and Artists: Brueghel, Inness, and Bierstadt	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3	Compare and contrast <i>Hunters in the Snow</i> by Pieter Brueghel, <i>The Lackawanna Valley</i> by George Inness, and <i>Oregon Trail</i> by Albert Bierstadt.
Shapes and Colors 1 How Artists Use Shapes	FPA4.1.A.1-5 FPA4.2.A.1,4	Identify two shapes in artworks, such as circle and triangle. Create an artwork with a variety of cut and glued shapes.
Shapes and Colors 2 Meet Piet Mondrian	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify squares and rectangles in artworks. Identify the relative size of shapes in artworks, such as small, medium, and large. Color and glue paper to create a design of shapes, inspired by the works of Piet Mondrian. Describe two events in the life of Piet Mondrian or characteristics of Mondrian's art, such as the use of lots of squares and rectangles in art or the use of shapes and colors to show Mondrian's idea of city.
Shapes and Colors 3 Shapes into Pictures	FPA4.1.A.1-6 FPA4.2.A.1,4	Identify shapes in artworks, including squares, rectangles, circles, triangles, and ovals. Draw a picture by turning a shape into a recognizable object.
Shapes and Colors 4 How Artists Use Symmetry	FPA4.1.A.1-5 FPA4.2.A.1, 2, 4	Identify symmetry in man-made or natural objects. Identify symmetry in artworks. Create a design using symmetrical shapes cut from folded paper.
Shapes and Colors 5 Drawing with Symmetry	FPA4.1.A.1-6 FPA4.2.A.1,4	Identify symmetry in artworks. Create a symmetrical picture.
Shapes and Colors 6 The Color Wheel	FPA4.1.A.1-6 FPA4.2.A.1,4	Identify the primary and secondary colors in artworks. Mix primary colors to make secondary colors.
Shapes and Colors 7 Primary and Secondary Colors	FPA4.1.A.1-6 FPA4.2.A.1,4	Identify the primary and secondary colors in artworks. Create a painting by mixing the primary colors to make the secondary colors.
Shapes and Colors 8 Meet Wassily Kandinsky	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify two different kinds of lines in artworks, such as straight and wavy. Identify two different kinds of shapes in artworks, such as circle and free-form. Identify the primary and secondary colors in artworks. Describe two events in the life of Wassily Kandinsky or characteristics of his art, such as the fact that he was a Russian painter and the fact that he painted lines, colors, and shapes. Draw design of lines, shapes, and colors while listening to music.

Shapes and Colors 9 Read about Art and Artists: van Gogh, Rousseau, and Glackens	FPA4.2.A.1-4	Compare and contrast <i>The Starry Night</i> by Vincent van Gogh, <i>The Repast of the Lion</i> by Henri Rousseau, and <i>Summer House, Bayshore</i> by William J. Glackens.
Ancient Art, Part 1 Ancient Art: Cave Paintings	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3	Identify two characteristics of cave paintings, such as the fact that they show pictures of animals and the fact that they were made in hidden areas of caves. Create a painting using the colors and animals seen in ancient cave paintings.
Ancient Art, Part 2 Ancient Art: Mesopotamia	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3	Identify two characteristics of Mesopotamian art or architecture. Create a carving in clay.
Ancient Art, Part 3 Ancient Art: Egypt, Part 1	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1, 3,4	Identify two characteristics of ancient Egyptian art or architecture, such as the fact that pyramids were built for the bodies of Pharaohs and the fact that King Tut had three decorated golden mummy cases. Draw a mummy case.
Ancient Art, Part 4 Ancient Art: Egypt, Part 2	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify two characteristics of ancient Egyptian art or architecture, such as the fact that pyramids were built for the bodies of pharaohs and the fact that tomb paintings often included hieroglyphics. Add color to a drawing of a mummy case.
Ancient Art, Part 5 Ancient Art: Egyptian Sculpture	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify one characteristic of ancient Egyptian sculpture, such as the fact that the Great Sphinx has the body of a lion and the head of a human, or that the bust of Queen Nefertiti was carved out of stone and painted. Create a clay sculpture of an imaginary creature.
Ancient Art, Part 6 Read about Art and Artists: Escher, Davis, and Hopper	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast <i>Day and Night</i> by M. C. Escher, <i>New York Waterfront</i> by Stuart Davis, and <i>Route 6, Eastham</i> by Edward Hopper.
Let Me Repeat Myself: Patterns How Artists Use Patterns, Part 1	FPA4.1.A.1-5 FPA4.2.A.1,4	Identify two patterns in artworks, such as patterns of repeating lines, shapes, or colors. Begin making a paper bird with patterns by cutting and gluing the shapes of a bird.
Let Me Repeat Myself: Patterns How Artists Use Patterns, Part 2	FPA4.1.A.1-5 FPA4.2.A.1,4	Identify two patterns in artworks, such as patterns of repeated lines, shapes, or colors. Finish making a paper bird by adding patterns.
Let Me Repeat Myself: Patterns Patterns in	FPA4.1.A.1-5	Identify two patterns in artworks, such as patterns of repeated lines, shapes, or colors. Identify patterns in natural or man-made

Animals	FPA4.2.A.1-4	objects. Identify one alternating pattern in artworks, such as white-black, white-black. Draw a picture of animals that have patterns.
Let Me Repeat Myself: Patterns Meet Edward Hicks	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Describe two events in the life of Edward Hicks or characteristics of his art, such as the fact that he was a Quaker minister, or that his paintings showed images of people and animals living together peacefully. Draw a peaceful scene.
Let Me Repeat Myself: Patterns Printing Patterns	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify one pattern in artworks, such as a pattern of repeated lines, shapes, or colors. Identify one alternating pattern in artworks, such as yellow-white, yellow-white. Create a printed pattern inspired by the works of Piet Mondrian.
Let Me Repeat Myself: Patterns Read about Art and Artists: O'Keeffe, Frankenthaler, and Estes	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast <i>Red Hills and Bones</i> by Georgia O'Keeffe, <i>Mountains and Sea</i> by Helen Frankenthaler, and <i>Michigan Avenue with View of the Art Institute</i> by Richard Estes.
Getting in Touch with Art: Texture 1 How Artists Use Texture	FPA 4.1.A.3, FPA 4.2.A.1, FPA 4.2.A.3	Describe two textures in nature or in man-made objects. Describe one texture in artworks, such as rough or smooth. Create a texture rubbing.
Getting in Touch with Art: Texture 2 Texture Collage	FPA4.1.A.1-5 FPA4.2.A.1,4	Describe two textures in nature or in man-made objects. Describe one texture in artworks, such as rough or smooth. Create a collage using a variety of textures.
Getting in Touch with Art: Texture 3 Texture Sculpture, Part 1	FPA4.1.A.1-6 FPA4.2.A.1,4	Describe one texture in artworks, such as rough or bumpy. Begin making a sculpture with texture.
Getting in Touch with Art: Texture 4 Read about Art and Artists: Unknown Artist, Qasim Ibn Ali, and Brueghel	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast <i>Bull-Vaulting Fresco</i> by unknown artist, <i>Shah-nameh: Siyavush Plays Polo before Afrasiyah</i> by Qasim Ibn Ali, and <i>Children's Games</i> by Pieter Brueghel.
Getting in Touch with Art: Texture 5 Texture Sculpture, Part 2	FPA4.1.A.1-6 FPA4.2.A.1, 2, 4	Describe one texture in artworks, such as rough or bumpy. Finish texture sculpture by adding paint and yarn.
As Different as Night and Day: Tints and Shades Tints and	FPA4.1.A.1-5 FPA4.2.A.1,4	Explain how tints and shades are made. Create tints and shades using paint.

Shades		
As Different as Night and Day: Tints and Shades Meet James McNeill Whistler	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Describe two events in the life of James McNeill Whistler or characteristics of his art, such as the fact that he named his paintings after pieces of music and he used shades of colors in his artworks. Identify rectangles in artworks. Identify shades in artworks. Use rectangles and shades of colors to create a portrait.
As Different as Night and Day: Tints and Shades Lily Pond, Part 1	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify tints in artworks. Explain how tints are made. Begin creating a lily pond by painting the pond water using tints.
As Different as Night and Day: Tints and Shades Lily Pond, Part 2	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify tints in artworks. Explain how tints are made. Finish creating a lily pond by making paper lily pads and flowers.
As Different as Night and Day: Tints and Shades Meet Claude Monet	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1, 3,4	Describe two events in the life of Claude Monet or characteristics of his art, such as he painted outdoors or that he painted the way light looks on objects. Create a drawing of the outdoors that shows a particular lighting condition.
As Different as Night and Day: Tints and Shades Read about Art and Artists: Utamaro, Chardin, and Catlin	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1,3, 4	Compare and contrast <i>Untitled</i> by Kitagawa Utamaro, <i>The House of Cards</i> by Jean-Baptiste-Siméon Chardin, and <i>Archery of the Mandan</i> by George Catlin.
How Artists See People Portrait and Self-Portrait	FPA4.1.A.1-5 FPA4.2.A.1, 4	Define portrait and self-portrait. Identify a portrait. Draw a portrait.
How Artists See People Meet Leonardo da Vinci	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Describe two events in the life of Leonardo da Vinci or characteristics of his art, such as the fact that he filled journals with ideas for inventions and made sketches and drawings of animals and people. Draw self-portrait showing expression. Draw a portrait.
How Artists See People Self-Portrait Painting, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe two characteristics of portraits and self-portraits, such as portrayal of setting and expression. Begin painting self-portrait.
How Artists See People Self-Portrait Painting, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe two characteristics of portraits and self-portraits, such as portrayal of setting and expression. Finish painting self-portrait.

How Artists See People Storytelling in Art	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe the visual story in a painting. Create a painting that tells story.
How Artists See People Memories and Stories in Paintings	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe a visual story in a painting. Describe how paintings can show memories of the artist. Create a drawing that shows a memory.
How Artists See People Read About Art and Artists: Homer, Prendergast, Pippin	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast artworks by Winslow Homer, Maurice Prendergast, and Horace Pippin.
Scenic Overlook: Landscapes 1 Landscapes	FPA4.1.A.1-5 FPA4.2.A.1-4	Define landscape. Name two features of a landscape, such as trees, lakes, and mountains. Identify a landscape painting. Identify the horizon line in landscape paintings. Draw a landscape.
Scenic Overlook: Landscapes 2 How Artists See Trees	FPA4.1.A.1-5 FPA4.2.A.1, 4	Define landscape. Identify a landscape painting. Create a painting of a hardwood tree and a painting of an evergreen tree.
Scenic Overlook: Landscapes 3 Meet Vincent van Gogh, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Describe two events in the life of Vincent van Gogh or characteristics of his art, such as the fact that he painted pictures by dabbing his brush on the canvas and that he was born in Holland. Begin creating a landscape painting inspired by <i>The Starry Night</i> by Vincent van Gogh.
Scenic Overlook: Landscapes 4 Meet Vincent van Gogh, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.4.A.1, 3, 4	Describe two features of <i>The Starry Night</i> by Vincent van Gogh, such as the dabs of paint or the use of many colors in the sky. Complete a landscape painting inspired by <i>The Starry Night</i> by Vincent van Gogh.
Don't Move: Still Life Paintings Still Life Paintings, Part 1	FPA4.1.A.1-5 FPA4.2.A.1-4	Define the term still life. Identify a still life painting. Identify two patterns in artworks, such as patterns of zigzags and stripes. Begin creating a still life by painting a patterned setting.
Don't Move: Still Life Paintings Still Life Paintings, Part 2	FPA4.1.A.1-5 FPA4.2.A.1-4	Define the term still life. Identify a still life painting. Identify two patterns in artworks, such as patterns of zigzags and stripes. Finish still life by adding vase of flowers.
Don't Move: Still Life Paintings Walking Around a Still Life	FPA4.1.A.1-5 FPA4.2.A.1-4	Define the term still life. Identify a still life painting. Draw a still life showing more than one view of an object.
Don't Move: Still Life Paintings Read about	FPA4.2.A.1-4	Compare and contrast <i>Piñata</i> by Diego Rivera, <i>Baseball Players</i>

Art and Artists: Rivera, de Kooning, Grooms	FPA4.3.A.1-3 FPA4.4.1, 34	by Elaine de Kooning, and <i>Fast Break</i> by Red Grooms.
1 From Sculpture to Architecture 1 Sculpture	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1, 4	Describe the difference between a painting and a sculpture. Identify an example of a sculpture. Create a sculpture of a hippopotamus.
1 From Sculpture to Architecture 2 Plaster Sculpture	FPA4.2.A.1-4	Describe the difference between a painting and a sculpture. Identify an example of a sculpture.
1 From Sculpture to Architecture 3 Architecture, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.4.1- 4	Define the term architecture. Identify an example of architecture. Begin constructing model of building.
1 From Sculpture to Architecture 4 Architecture, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.4.A.1-4	Define the term architecture. Identify an example of architecture. Finish constructing model of building.
1 From Sculpture to Architecture 5 Interiors, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Define the term interior. Identify an interior. Begin to create a diorama of an interior.
1 From Sculpture to Architecture 6 Interiors, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Define the term interior. Identify an interior. Finish creating a diorama of an interior.
1 Ancient Art, Part 1 Ancient Art: Greece, Part 1	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify two characteristics of ancient Greek paintings and vases, such as the fact that many Greek paintings were destroyed in ancient times or that Greek artists painted pictures on their vases. Begin to make a paper vase by cutting the vase and drawing picture on it.
1 Ancient Art, Part 2 Ancient Art: Greece, Part 2	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify two characteristics of ancient Greek art and architecture, such as the fact that Greek artists painted pictures on their vases or that the Parthenon is the most famous Greek temple. Finish making a paper vase by adding patterns and the color black.
1 Ancient Art, Part 3 Ancient Art: Greek Architecture	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify one characteristic of ancient Greek architecture, such as the fact that there are three types of Greek columns. Draw a building with features of ancient Greek architecture.
1 Ancient Art, Part 4 Ancient Art: Greek	FPA4.1.A.1-5	Identify one characteristic of ancient Greek sculpture, such as the fact that the Parthenon had relief sculptures on the

Sculpture	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1, 3,4	rectangular friezes. Create a relief sculpture out of clay.
1 Ancient Art, Part 5 Ancient Art: China	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify two characteristics of ancient Chinese bronze or jade artworks, such as the fact that bronze vessels had spiral and animal designs, or that Chinese rulers believed that bronze and jade were more valuable than gold and silver. Create a small suit of construction paper in the style of ancient Chinese jade burial suits.
1 Ancient Art, Part 6 Ancient Art: Chinese Horses, Part 1	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify one characteristic of ancient Chinese sculptures, such as the fact that artists made sculptures of horses because the Chinese thought horses were powerful. Begin to create a paper sculpture of a horse.
1 Ancient Art, Part 7 Ancient Art: Chinese Horses, Part 2	FPA4.1.A.1-5 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify one characteristic of ancient Chinese horse sculptures, such as the fact that Chinese artists made sculptures of horses because they thought horses were powerful. Complete a paper sculpture of a horse.
1 Ancient Art, Part 8 Ancient Art: Chinese Silk Painting, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify one characteristic of ancient Chinese silk paintings, such as the fact that painted silk banners were used in funerals. Begin to design a picture on cloth using traditional Chinese subject matter.
1 Ancient Art, Part 9 Ancient Art: Chinese Silk Painting, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1, 3,4	Identify two characteristics of ancient Chinese art, such as the fact that many ancient Chinese artworks were found in tombs, and that the Chinese made paintings on silk. Finish picture on cloth by adding paint.
1 Ancient Art, Part 10 The Blue Ribbon	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify the use of lines, shapes, colors, patterns, and textures in artworks. Identify artworks as landscapes, still lifes, portraits, or self-portraits. Identify an artwork inspired by the art or architecture of ancient cultures. Identify artworks as paintings or sculptures.