

**Grade Level / Course Summary with Big Ideas:**

During the first grade curriculum students will explore how artists throughout history have used their emotions to help create works of art. Learners will also examine how studying a work of art can create an emotional response to the viewer. Learners will examine the essential questions listed below through contemporary artists and art historical references. Throughout each unit learners will examine biographical information about an artist and how that has influence on their work. By the end of the year learners will have gained an understanding of how art can be used to express emotion and create an emotional response for viewers. Learners will also learn more about expressing their own feelings through the creation of personal artworks. The national arts standards and Pennsylvania Standards for the Arts and Humanities will be addressed in each unit of study.

Big Ideas:

Artists and Emotions

How does what an artists experience influence their artwork?

How does an artists emotions influence their artwork?

How can a work of art make you feel an emotion?

**Grade Level Modules (Units):**

**Suggested Timeline**  
**# of Weeks or # of Class Periods/Lessons**

**1. Artists and Happiness-5 weeks**

In this unit learners will look at how artists have used joyful life experiences to help inspire their artwork. Learners will examine what makes them feel happy and how to represent their happiness in an original work of art. Artists may include but are not limited to Christopher Hughes, Takashi and Romero Britto.

**2. Artists and sadness- 5 weeks**

In this unit learners will study how artists throughout history have used their feelings of sadness to make a work of art and help them feel better when they had these emotions. Artists may include but are not limited to Vincent Van Gogh and Pablo Picasso.

**3. Artists and excitement- 5 weeks**

In this unit learners will examine how artists can make the viewer feel excited about their artwork by the type of colors and shapes that they use in their artwork. Artist and movements may include but not limited to Kandinsky and fauvism.

**4. Artists and peace- 5 weeks**

In this unit learners will examine how some artists use a process of creating that gives them peace as they work. Learners will learn about the term mindfulness and practice creating while in this mindset. Artist and movements may include but are not limited to Wolfgang Laib and zentangles.

**5. Artists and inquiry- 5 weeks**

In this unit learners will learn about how artists wonder about the world. Learners will explore artist's who use their emotions of curiosity and questions to help solve problems and create. Artists and art forms may include but are not limited to Olafur Olaisson and graphic design.

### **Learning Activities/Modes of Formative and Summative Assessment:**

- Sketch books
- Collaborative group work
- Projects
- Displaying work
- Inquiry based large group instruction
- Small group instruction
- Checklists

### **Primary Instructional Resources:**

NAEA art journal  
Appropriate computer and Internet resources  
Posters of class content and artists displayed during instruction