



GRADE 1 ART

COURSE SYLLABUS

GRADE LEVEL: G1

TEACHER: Christopher Pekarik

SCHOOL YEAR: 2023-2024

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COURSE DESCRIPTION:

This course is designed to consistently give students a sound basis for visual literacy and appreciation, accomplishment in art making, and an understanding of historical context, and provide opportunities for community engagement and visibility. Through experiential learning and critical engagement, we will foster an understanding of and respect for the crucial contributions of art to society.

At the most basic level, Grade 1 Art students will not only be introduced to the proper use of media techniques and supplies in a respectful and fun environment, encouraging creativity, self-expression, and critical thinking skills but will also learn about Art History, introducing Grade 1 students to the most ancient form of Art: Prehistoric Art. Students will enjoy art class one period a week (45 minutes) during the school year.

COURSE OBJECTIVES:

At the end of this course, students will be able to:

- Observe the repeated patterns made by our surroundings, such as patterns made by the leaves on a tree or the bricks in our building.
- Identify lines, colors, shapes and forms, and textures; and observe changes in the shadows and the sunlight.
- Identify perspective, noticing how objects appear larger when close and smaller when far away.
- Use the visual information to create works of art on paper and in three-dimensional constructions, using geometric shapes and lines that express feelings.
- Discover how artists use the same lines and colors that they do in their own work.
- Use new vocabulary as they tell why they like a work of art, they made and learn about various artwork in the world around them.
- Make proper use of art supplies and materials (such as acrylic, tempera, watercolors, oil pastels, glue, and scissors) to create different artworks of their liking.

Lower School Art Room Rules

During Art Class, students are expected to follow guidelines that will allow them to grow their artistic selves by doing creative projects in a safe, responsible, engaging, and positive environment. All rules are explained in detail to students in our first class together. They are also informed that breaking the rules consistently will result in an infraction in the school system.

These are the rules that students coming to class are expected to follow:

1. **Be Positive.** Students are expected to try and enjoy our class activities as much as possible and have an open mindset to help them enjoy learning new things. We might be doing our favorite activities all the time, but we can always choose to enjoy trying it out. The same applies to doing activities that are new to us. We can choose to be curious and open to enjoying new activities. Students are expected to make only positive comments and feedback to their classmates.
2. **Be Engaged.** Students need to be attentive when I am introducing a topic, giving directions, and explaining the expectation for the class in progress. Students show their engagement by sitting properly, making eye contact with the speaker, and asking questions if needed.
3. **Participate.** Once students understand what they are expected to do, students will participate in the activities. Students need to try their best, following the guidelines given beforehand. Students are also expected to clean up and be mindful and responsible when using the supplies provided.
4. **Respect.** Students need to show respect in 4 ways:
 - To the teacher, by listening and following directions, saying hello and goodbye as they come and leave the room, by having a fine attitude
 - To their classmates, by treating others in the same way they would like to be treated
 - To our classroom and supplies, no wasting or damaging tools and materials
 - To ourselves, by trying our best, monitoring our own behavior, and giving our best effort
5. **My actions, my consequences.** Students understand the rules and know that by not following them, they will receive consequences, which are a personal choice, by choosing to break the rules beforehand.

ACADEMIC DISHONESTY

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgment, getting a parent to

write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.

4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

ASSESSMENT:

	9-10 POINTS	7-8 POINTS	5-6 POINTS	3-4 POINTS	0-2 POINTS	GRADES 1-5	GRADES 6-8
Application of processes and skills to communicate creatively through art	Work exceptionally unique, detailed and interesting. Student can explore several different options and can take creative risks.	Work generally unique, detailed and interesting. Explores some different options.	Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed or interesting. Work is similar to examples shown.	Work not unique, detailed or interesting, and shows no original ideas or risks taken.	15%	12%
Proper use of media techniques	Exceptional understanding and application of the elements of art and technique used.	Good understanding and application of elements of art and techniques used.	Basic understanding and application of the elements of art and technique.	Minimal understanding or application of the elements of art or principles of design.	No understanding or application of the elements of art or principles of technique application.	15%	12%
Craftsmanship and Neatness	Work done with exceptional care and attention to detail and neatness. Shows exceptional growth in skills and techniques	Work done with good care and attention to detail and neatness. Shows good growth in skills and techniques.	Work done with basic care and attention to detail and neatness. Shows some growth in skills and techniques.	Work done with minimal care and attention to detail or neatness. Shows minimal growth in skills and techniques.	Work done with no care or attention to detail or neatness.	30%	30%
Completion of an art project within a given time frame demonstrating art skills while following guidelines and techniques	Exceptional understanding of project requirements. Assignment followed independently and work is all complete and consistent.	Good understanding of project requirements. Work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed, and work is somewhat complete and consistent.	Minimal understanding of project requirements. Work is incomplete or inconsistent.	Lack of understanding of project requirements. Assignment NOT followed and work is incomplete.	15%	12%
Responsible use of art supplies in the creation of art	Material and tools used in the classroom are cared for with care and responsibility. Student can independently clean up after self.	Material and tools used are cared for under direct supervision.	Needs to be reminded to be careful with material and tools used in class.	Needs help to care for supplies and to clean up after self.	Lack of effort and responsibility to care for material and tools used in class.	15%	12%
Art Reflection	Rich in content, provides insightful analysis, synthesis and evaluation of student's own work and the process used to create an artwork. No or occasional grammatical or stylistic errors.	Substantial information, evidence of analysis, synthesis and evaluation. Sometimes not too clear. Few grammatical or stylistic errors.	Information is thin and further explanation is needed. Obvious grammatical or stylistic errors.	Reflection is rudimentary and superficial with little analysis or off topic. Grammatical or stylistic errors interfere with content.	Student did not submit an art reflection.		12%
DEPARTMENT						10%	10%

SUBJECT: GRADE 1 ART
1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th 3 Days of Class <i>10~ First Day / Orientation Day</i>	Introduction to Art Class. Feeling Welcome, introduction to classroom expectations and rules, Self Portrait. ONLINE CLASS
Week 2 Aug 14th to 18th <i>15-Opening Mass</i>	ART THROUGH HISTORY LEVEL 1: Prehistoric Art. Introduction to topic and first sketch ONLINE CLASS
Week 3 Aug 21nd to 25th <i>22 fire drill</i>	ART THROUGH HISTORY LEVEL 1: Prehistoric Art. Sketch final design on cardboard ONLINE CLASS
Week 4 Aug 28th to Sep 1st	ART THROUGH HISTORY LEVEL 1. Prehistoric Art. Outline with oil pastels and discuss. ONLINE CLASS

Week 5 Sep 4th to 8th <i>8~ Mass & Birthday Mother Mary</i>	ART THROUGH HISTORY LEVEL 1. Prehistoric Art Color and finish up
Week 6 Sep 11th to 15th FYI – Pre-Exam Days 12-14	ART THROUGH HISTORY LEVEL 1 PART II: Greek/Roman Civilization Art Mosaic
Week 7 Sep 18th to 22nd	ART THROUGH HISTORY LEVEL 1 PART II: Greek/Roman Civilization Art Mosaic
Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 Moon Festival</i>	NO CLASS
Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i>	ART THROUGH HISTORY LEVEL 1 PART II Finish up Mosaic

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i>	Technique 1 Acrylic and enlarging sketch LEARNING FROM THE MASTERS LEVEL 1 Vincent Van Goh <ul style="list-style-type: none"> Tempera Sunflowers Day 1 Introduction and practice sketch (Zoom in technique)
Week 2 (11) Oct 16th to 20th	Technique 1 Acrylic and enlarging sketch LEARNING FROM THE MASTERS LEVEL 1 Vincent Van Goh <ul style="list-style-type: none"> Tempera Sunflowers Day 2 Sketch in final cardboard
Week 3 (12) Oct 24th to 28th <i>27 – Book Fair</i> <i>27- Masquerade Night</i>	Technique 1 Acrylic and enlarging sketch LEARNING FROM THE MASTERS LEVEL 1 Vincent Van Goh <ul style="list-style-type: none"> Tempera Sunflowers Day 3 Paint flower centers using a printing technique (Q tips)
Week 4 (13) Oct 30th to Nov 3rd <i>1-All Saint's Day Mass</i>	Technique 1 Acrylic and enlarging sketch LEARNING FROM THE MASTERS LEVEL 1 Vincent Van Goh <ul style="list-style-type: none"> Tempera Sunflowers Day 4 Paint flower petals using the Double Dip technique
Week 5 (14) Nov 6th to 10th	Technique 1 Acrylic and enlarging sketch <ul style="list-style-type: none"> Finish Artwork
Week 6 (15) Nov 13th to 17th	Technique 2: Tempera and look alike sketch <ul style="list-style-type: none"> Seasonal Art: Christmas Project Day 1
Week 7 (16) Nov 20th to 24th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	Technique 2: Tempera and look alike sketch <ul style="list-style-type: none"> Seasonal Art: Christmas Project Day 2
Week 8 (17) Nov 27th to Dec 1st FYI – Pre-Exam Days 28-30 <i>28-Gr.12 Q2 Exam</i>	Technique 2: Tempera and look alike sketch <ul style="list-style-type: none"> Seasonal Art: Christmas Project Day 3

Week 9 (18) Dec 4th to 9th <i>8 - Foundation Day Celebrations</i>	Technique 2: Tempera and look alike sketch <ul style="list-style-type: none"> Seasonal Art: Christmas Project Day 4
Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> <i>15-16 ~Q2 Exams</i>	Technique 2: Tempera and look alike sketch <ul style="list-style-type: none"> Seasonal Art: Finish up Christmas project + activity for early finishers
Dec 18th to Jan 1st	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 2nd to 5th <u>3 Days of Class</u> <u>2- record day</u> <u>4-New Year Mass</u>	Seasonal Art CNY Poster <ul style="list-style-type: none"> Day 1 Outline Dragon Shape
Week 2 (21) Jan 8th to 12th	Seasonal Art CNY <ul style="list-style-type: none"> Day 2 Add white details and background
Week 3 (22) Jan 15th to 19th	Seasonal Art CNY <ul style="list-style-type: none"> Day 3 Add black and detailing
Week 4 (23) Jan 22nd to Jan 26th	Still Life Sketch <ul style="list-style-type: none"> Day 1 Look alike sketch
Week 5 (24) Jan 29th to Feb 2nd	Still Life Sketch <ul style="list-style-type: none"> Day 2 Outline with permanent marker
Week 6 (25) Feb 5th to 7th	Still Life Sketch <ul style="list-style-type: none"> Day 3 Outline with permanent marker
Feb 8th to 16th	CHINESE NEW YEAR
Week 7 (26) Feb 19th to 23rd <i>19-lenten mass</i> <i>20-22 Pre-exam days</i>	Still Life Sketch <ul style="list-style-type: none"> Day 4 Outline with permanent marker
Week 8 (27) Feb 26th to March 1st <i>4 days of class</i> <i>26-29 IOWA</i> <i>28-Memorial Holiday</i>	Still life sketch <ul style="list-style-type: none"> Day 1 Paint flowers
Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 – Q3 Exams</i>	Still life sketch: Real flowers <ul style="list-style-type: none"> Day 2 Make a symmetrical vase and fill the background

4th QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments

Week 1 (29) March 11th to 15th <u>4 Days of Class</u> <i>11~ Q3 Exams</i> <i>12~ Q4 Begins</i>	Seasonal Art: Easter Day 1
Week 2 (30) March 18th to 22nd <i>18-22 ~ Fire Drill</i> <i>19-Feast of St Joseph</i>	Seasonal Art: Easter Day 2: Warm and cool colors review
March 25th to April 5th	EASTER BREAK
Week 3 (31) April 8th to 12th <i>10-Easter Mass</i>	Seasonal Art: Easter Day 3
Week 4 (33) Apr 15th to 19th	My Dream Street collage art day 1 (shapes)
Week 5 (34) Apr 22nd to 26th <i>22-26 ~ AP Mock Exams</i>	My Dream Street collage art day 2 (finish shapes and add detail with markers)
Week 6 (35) April 29th to May 3rd <i>1-2~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29~ ~ AP Exams</i>	End of the year-day project
Week 7 (36) May 6th to 10th <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Clean up areas and hand back sketchbooks and other work.
Week 8 (37) May 13th to 17th <u>4 Days of Class</u> <i>15-16~ Q4 Exams</i> <i>17-record day</i>	Various activities
Week 9 (38) May 20th to 24th <u>21-24 Student Clearance</u> <i>21~ Baccalaureate Mass</i>	No Class
Week 10 (39) May 27th to June 2nd <u>4 Days of Class</u> <u>30- students last day</u> <u>31-teacher's staff meeting</u>	