

# Visual Arts

## Student Activity Book



*Tulips in Holland, Claude Monet*



*Self-Portrait, Horace Pippin*

Students Creating Their Own Works of Art

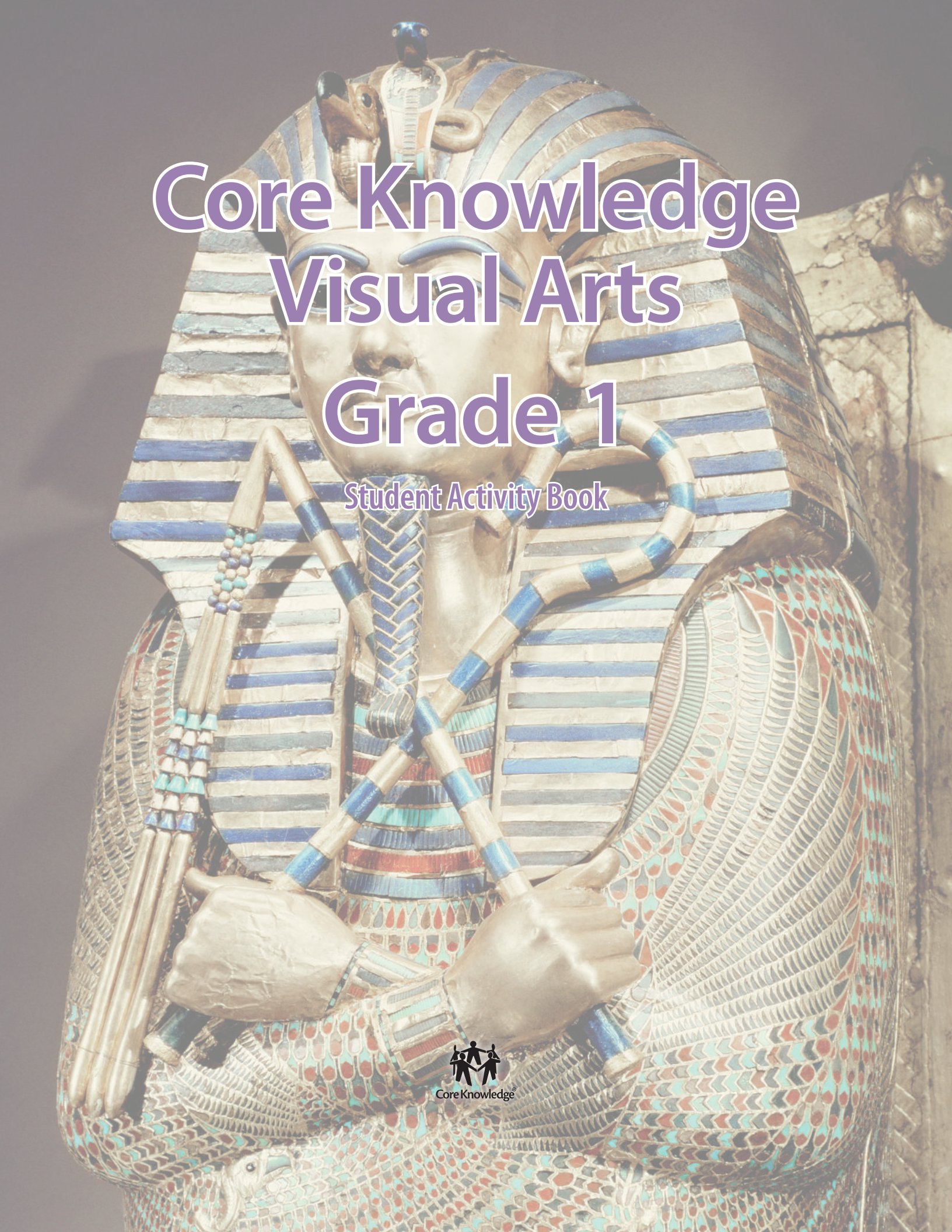


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# Core Knowledge Visual Arts Grade 1

Student Activity Book



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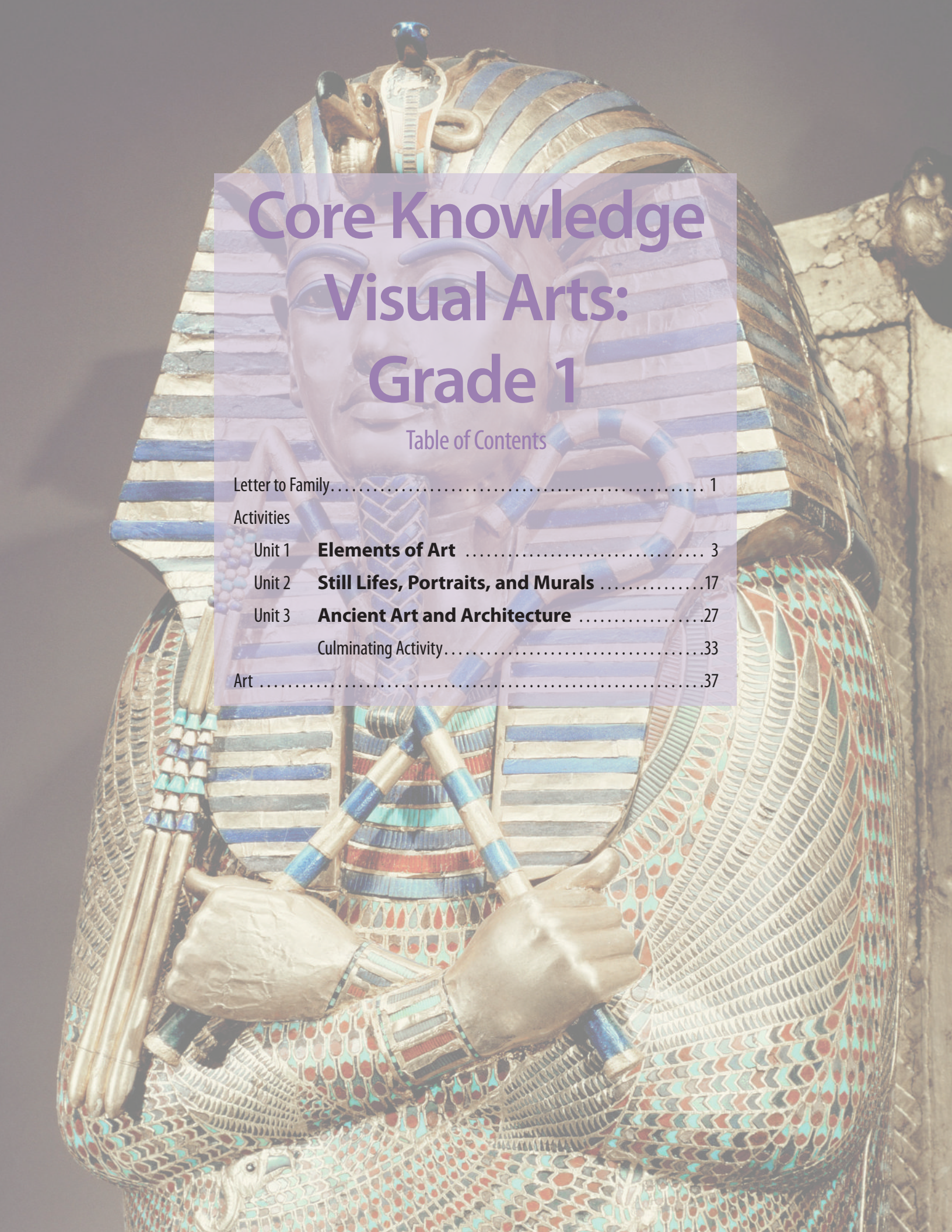
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# Core Knowledge Visual Arts: Grade 1

## Table of Contents

Letter to Family.....	1
Activities	
Unit 1 <b>Elements of Art</b> .....	3
Unit 2 <b>Still Lives, Portraits, and Murals</b> .....	17
Unit 3 <b>Ancient Art and Architecture</b> .....	27
Culminating Activity.....	33
Art .....	37



# **Core Knowledge Visual Arts**

## **Grade 1**

### **Student Activity Book**

This Student Activity Book contains pages that accompany many of the lessons from the Teacher Guide for Grade 1 Core Knowledge Visual Arts (CKVA). Each activity is identified by the unit and lesson number in which it is used. The Student Activity Book is a student component, which means each student should have a Student Activity Book.



Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using an art program called Core Knowledge Visual Arts (CKVA). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including a Student Activity Book for student use and many opportunities for creating art in the classroom.

All visual artwork is composed of color, line, shape, form, space, light, and texture. Students will study these elements throughout their use of CKVA at different grade levels.

Throughout the year, your student will have opportunities to view and describe different works of art, as well as express their personal reactions to it. They will be reminded that different people who view an artwork may have a different reaction to it, just as everyone has a different idea of what “beautiful” is.

There are three units of study in Grade 1 CKVA:

**1. *Elements of Art***

Your student will begin by learning about color, line, shape, form, and texture. They will expand their knowledge from their Kindergarten art explorations and create drawings, paintings, collages, sculptures, and crafts, applying the elements of art. They will become familiar with masterpieces created by artists such as Claude Monet, Sophie Taeuber-Arp, and Henri Matisse.

**2. *Still Lifes, Portraits, and Murals***

Your student will learn that art can be sorted into a variety of categories, including the genres of still life and portrait. Students will paint their own self-portraits, arrange and draw still-life scenes, and create a collaborative class mural. They will investigate art created by Vincent van Gogh, Paul Cézanne, and Horace Pippin.

**3. *Ancient Art and Architecture***

Your student will finish the year by learning that people throughout history have always created art and architecture. They will connect their social studies knowledge of ancient Egypt, Mesopotamia, and Mesoamerican civilizations to their explorations in art.

Throughout the year, students will be creating art in response to masterpieces in an age-appropriate way.

Please let us know if you have any questions.

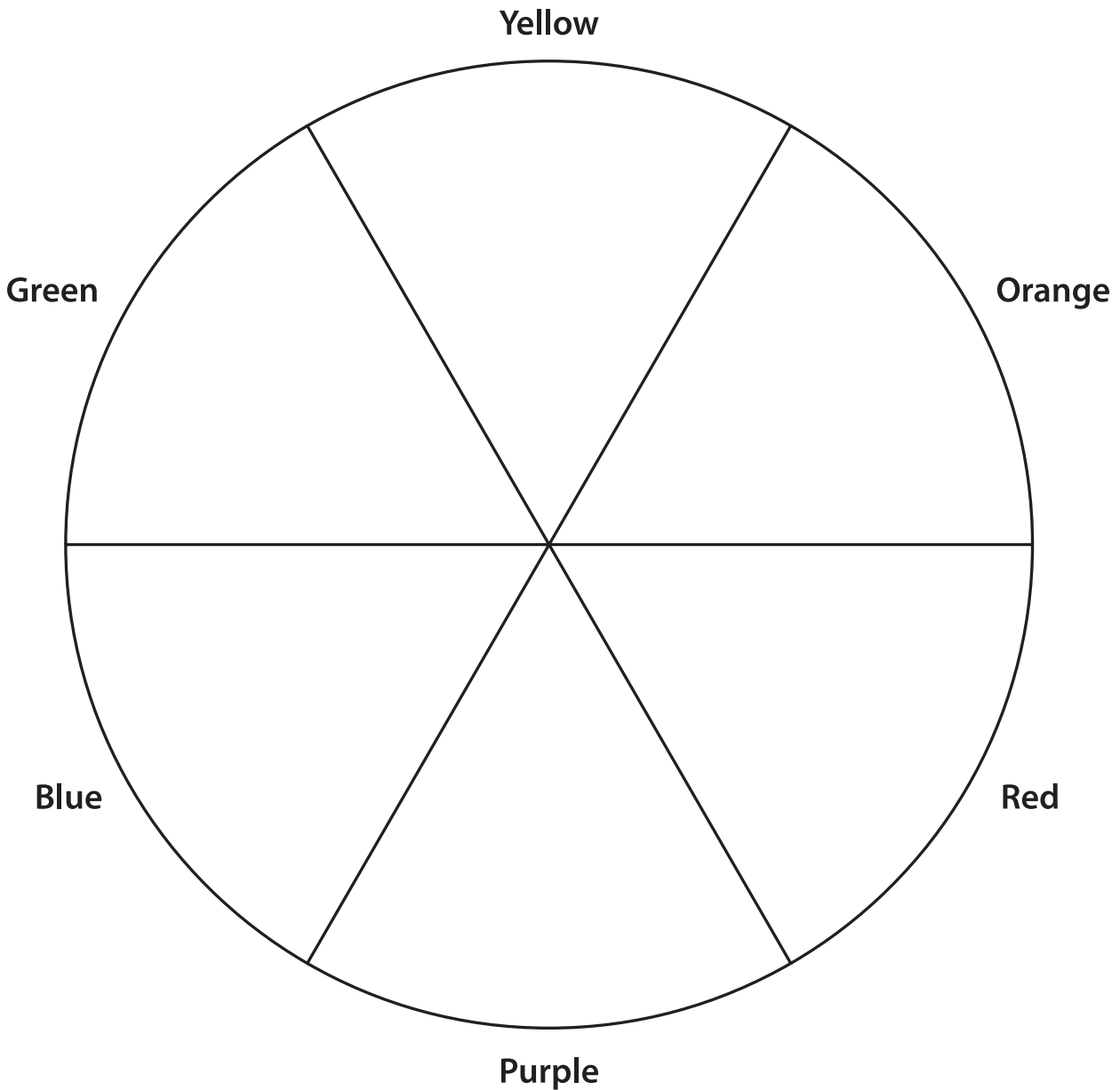




NAME: \_\_\_\_\_

Unit 1 Lesson 1  
Primary Colors and  
Secondary Colors

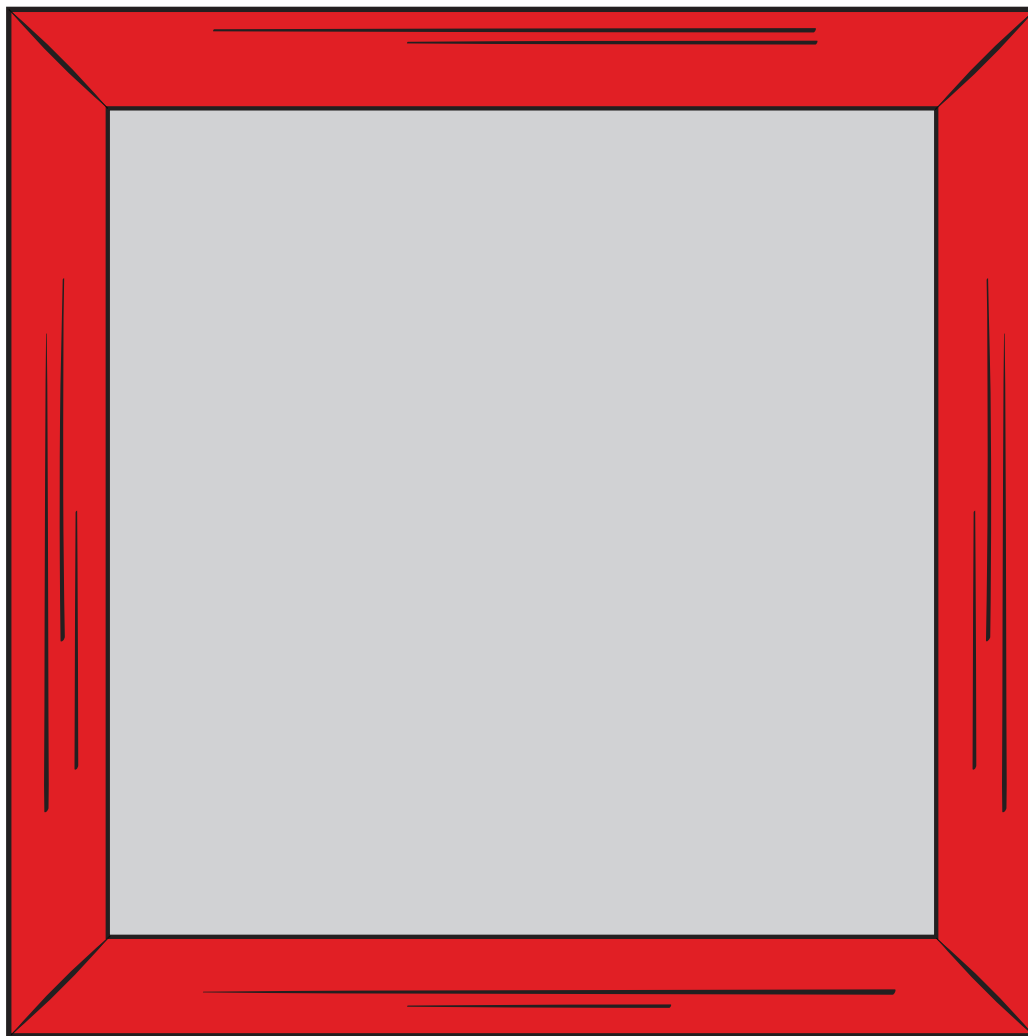
## Color Wheel



**Directions:** 1. Color each piece of the color wheel to match the label. 2. Draw a box around the names of the primary colors with the matching color crayon. 3. Underline the names of the secondary colors with the matching color crayon.

NAME: \_\_\_\_\_

## An Important Person in Black and White










's

**Directions:** Use black and white crayons to draw an important person in your life.



La piñata

 Happy	 Angry	 Excited	 Calm
 Silly	 Disappointed	 Frustrated	 Embarrassed



**Directions:** 1. How do you think the children in the painting feel? Circle the feeling.  
2. Imagine you are inside the painting *La piñata*. Draw yourself inside the painting, and show your feelings with warm and cool colors.

NAME: \_\_\_\_\_

## *Popocatépetl volcano, Mexico*



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**Directions:** 1. Imagine stepping into the painting of the Popocatépetl volcano. What might you see and hear? 2. How might you feel if you were inside the painting? Draw or write your feelings.



NAME: \_\_\_\_\_

## Drawing Repeating Lines

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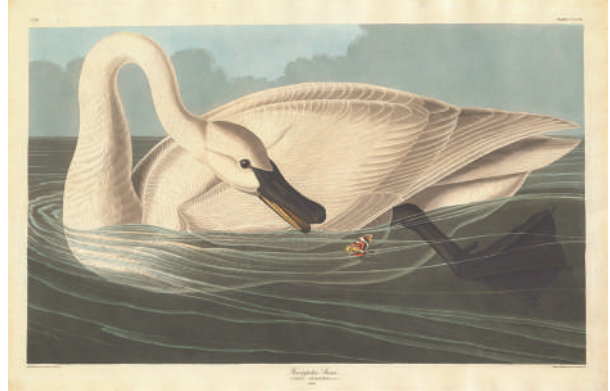
**Directions:** 1. Practice drawing each kind of line. How many can you draw? 2. Which is your favorite line and why? Draw it in the box.

## Comparing Swans

*The Swan* by Henri Matisse



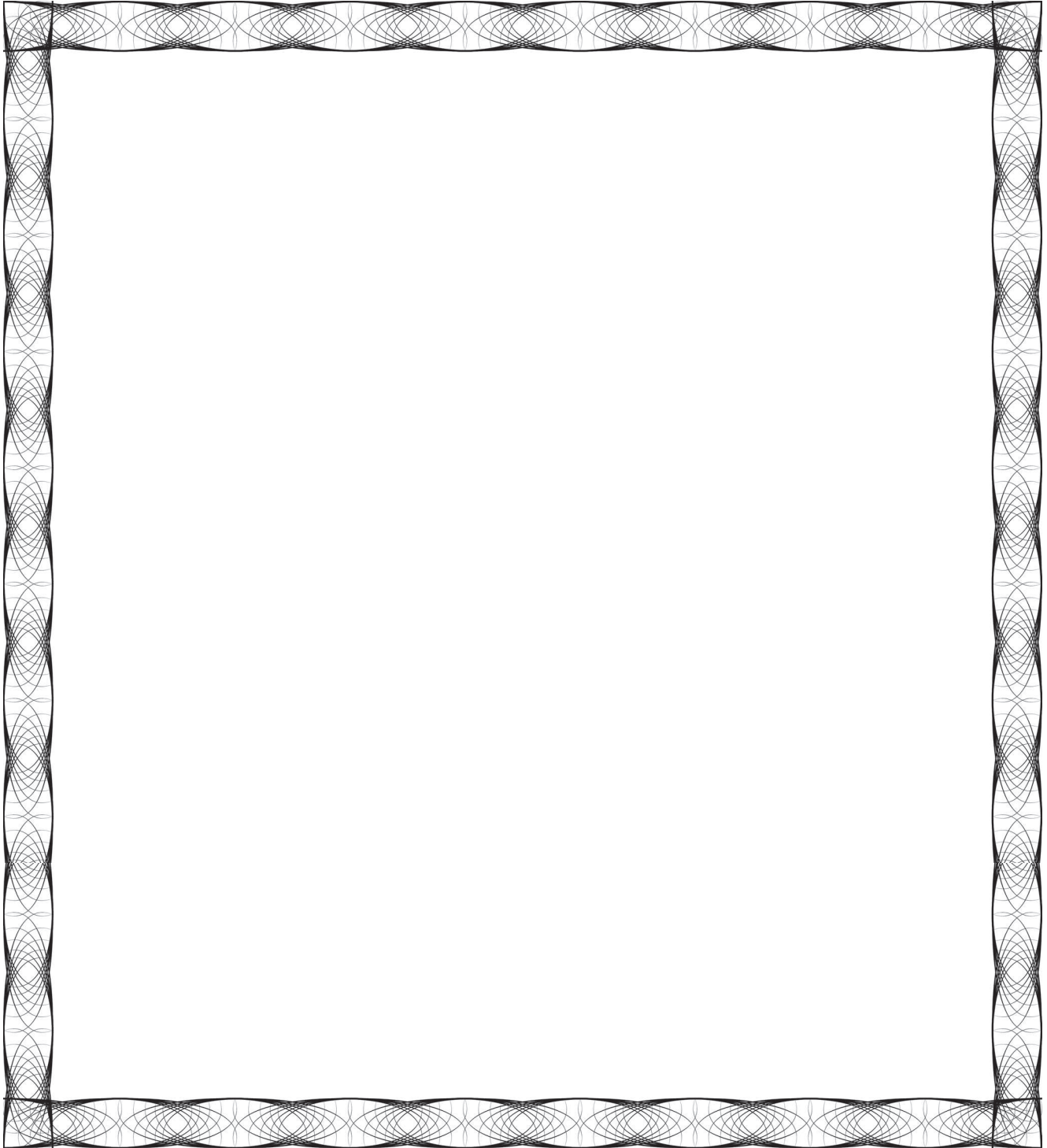
*Trumpeter Swan* by John Audubon



**Directions:** 1. Draw the kinds of lines you see in the art. 2. Which artwork did you prefer or like the most? Why?

NAME: \_\_\_\_\_



## Drawing from Observation



**Directions:** Look at the shell. What lines do you see? Tell a partner. Then draw the shell. Remember to pause and look closely at the shell as you draw.

NAME: \_\_\_\_\_

## *La presa*

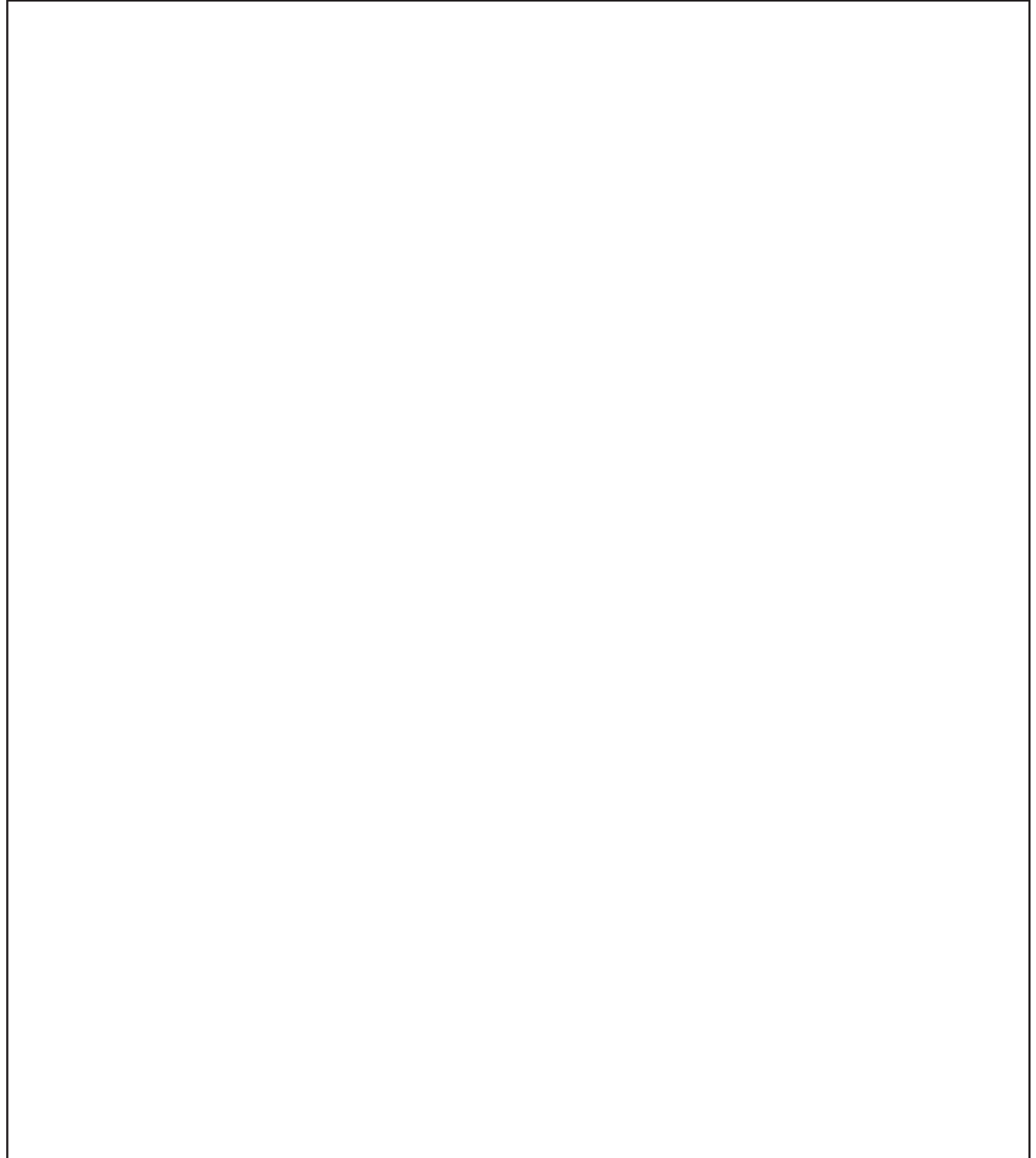


**Directions:** 1. Draw the kinds of lines you see. 2. Draw how *La presa* makes you feel. Use different lines to show your feelings.



NAME: \_\_\_\_\_

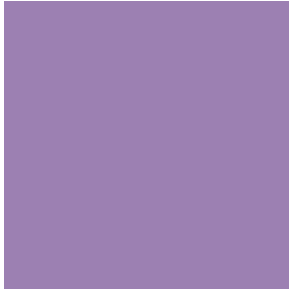
## Drawing Shapes

A large, empty rectangular box with a thin black border, occupying the majority of the page below the title. It is intended for a student to draw various shapes within its boundaries.

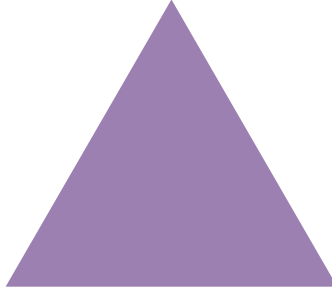
**Directions:** Fill the page with as many different shapes as you can.

NAME: \_\_\_\_\_

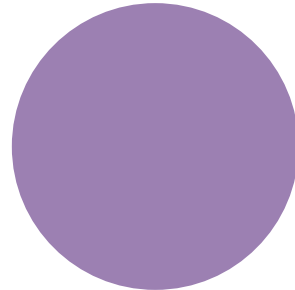
## Shapes in My Sculpture



Square



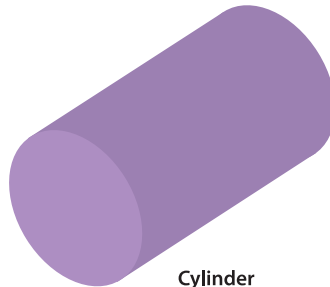
Triangle



Circle



Rectangle



Cylinder



**Directions:** 1. Look at your sculpture. What shapes did you use to make it? Circle the shapes you used. 2. Draw the shapes that you used.

NAME: \_\_\_\_\_

## Shape in Art

### Explore

### Reflection

**Directions:** Choose one artwork from your study of shapes. 1. What shapes does the artist of the artwork you chose use? Draw them in the box. 2. Draw how the art makes you feel. Use shapes to show your feelings.

NAME: \_\_\_\_\_

## Which Textures Did I Use?



**Rough**



**Smooth**



**Soft**



**Bumpy**

**Directions:** 1. Look at your collage. What textures did you use? Circle the textures you used. 2. Draw any other textures you used.

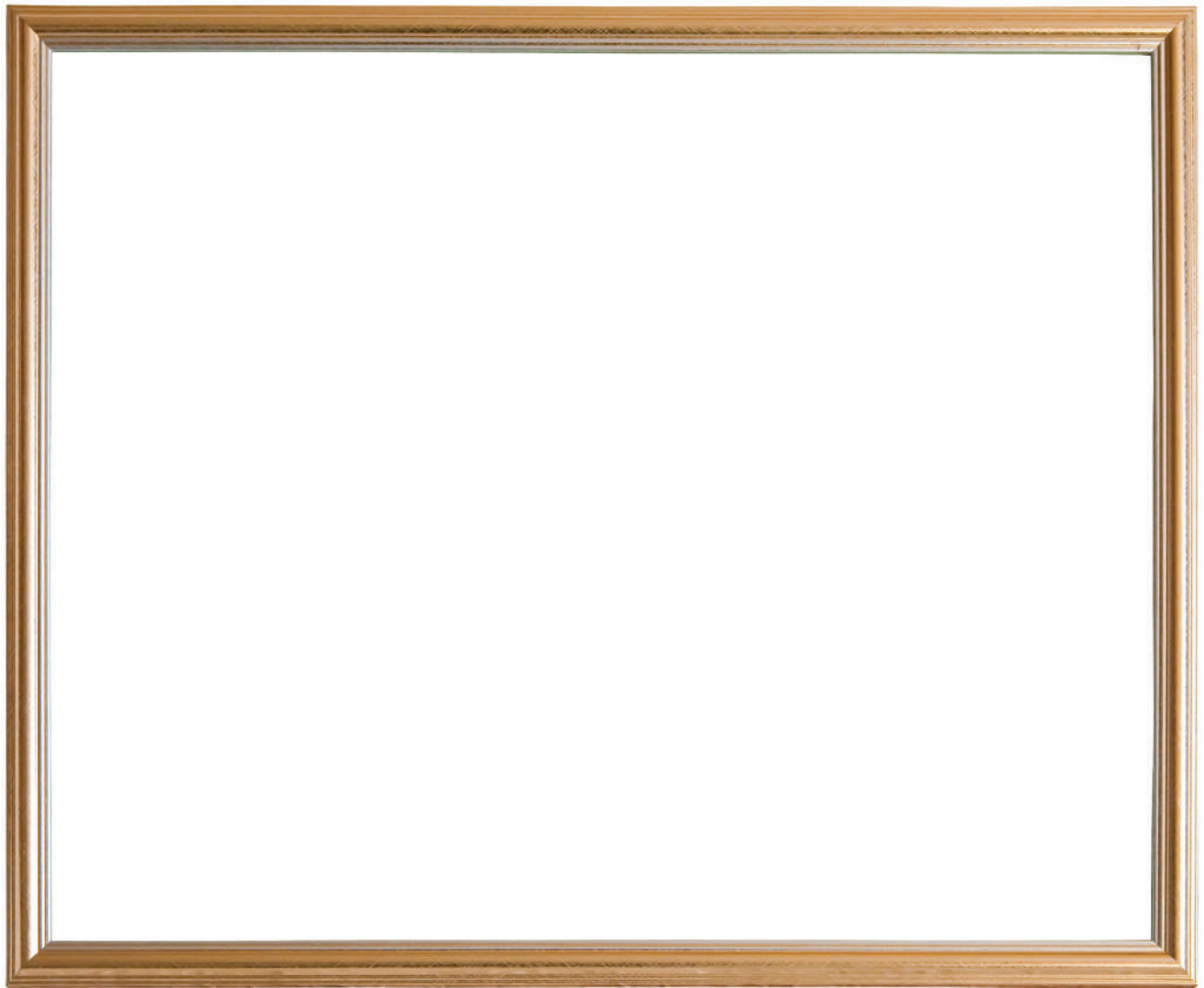


NAME: \_\_\_\_\_

## Lines as Texture

rough      smooth      soft      bumpy

1. I will draw a \_\_\_\_\_ texture.



**Directions:** 1. Complete the sentence using the texture words in the word bank. 2. Draw an animal using crayons or colored pencils to create texture with lines.

NAME: \_\_\_\_\_

## Gallery Walk

Name of Artist

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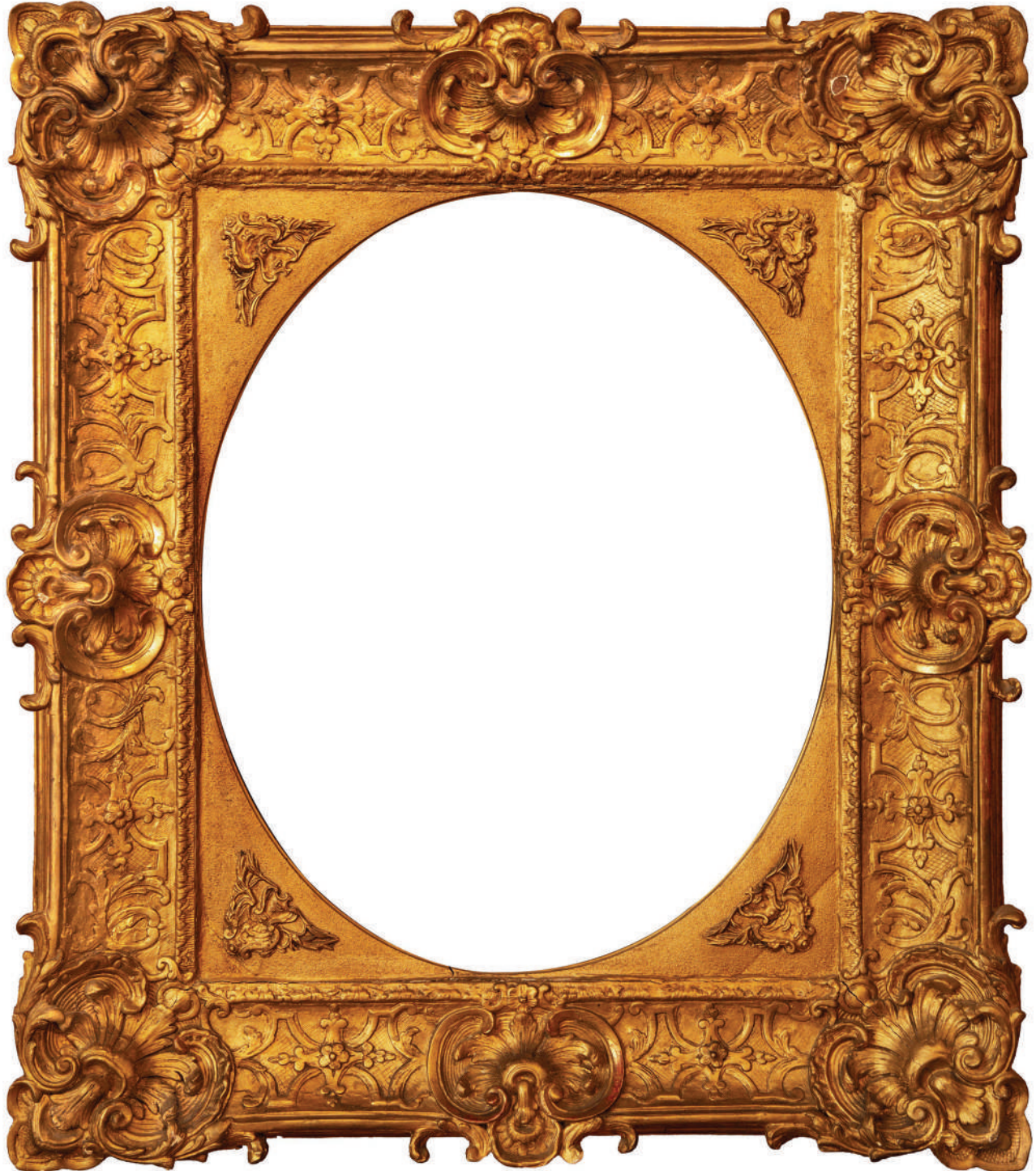
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1. Colors	2. Lines
3. Shapes	4. Textures

**Directions:** Write the name of the artist on the line at the top of the page. Then, observe and draw the elements of art you notice in their work.

NAME: \_\_\_\_\_

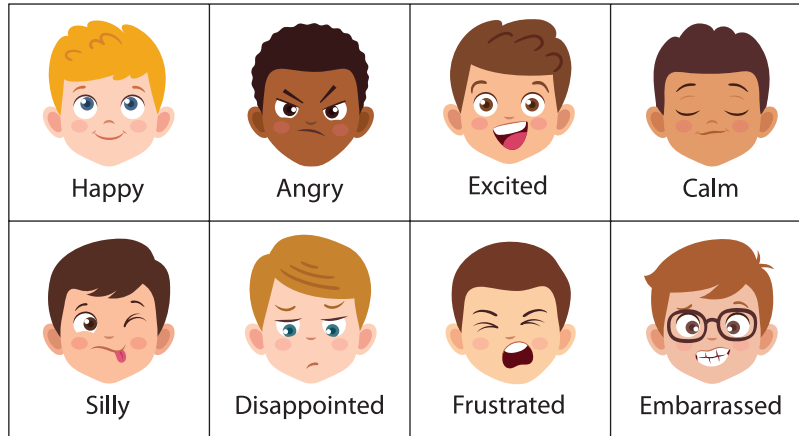
## Draw a Portrait



**Directions:** Draw a portrait of a person you know.

NAME: \_\_\_\_\_

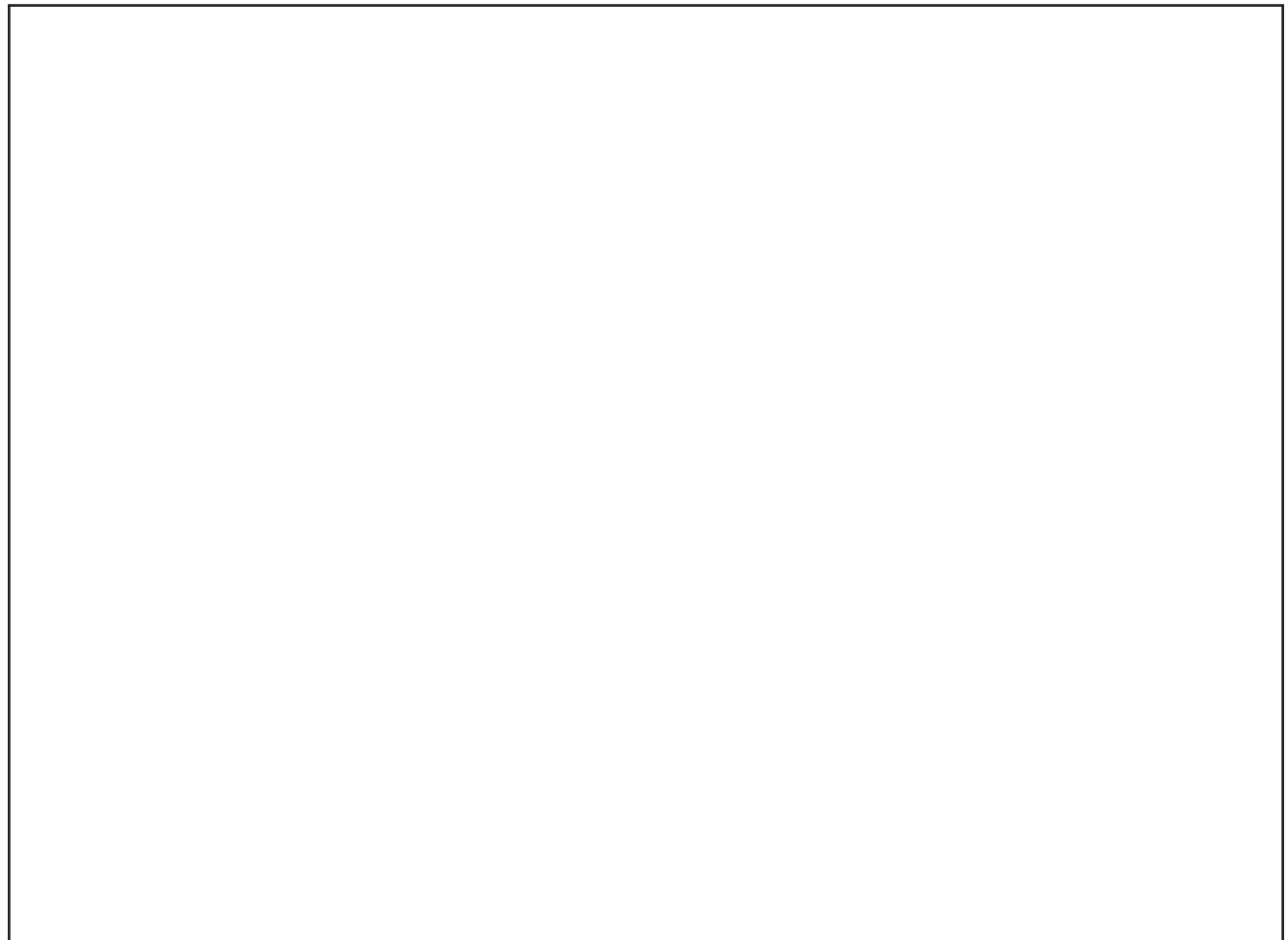
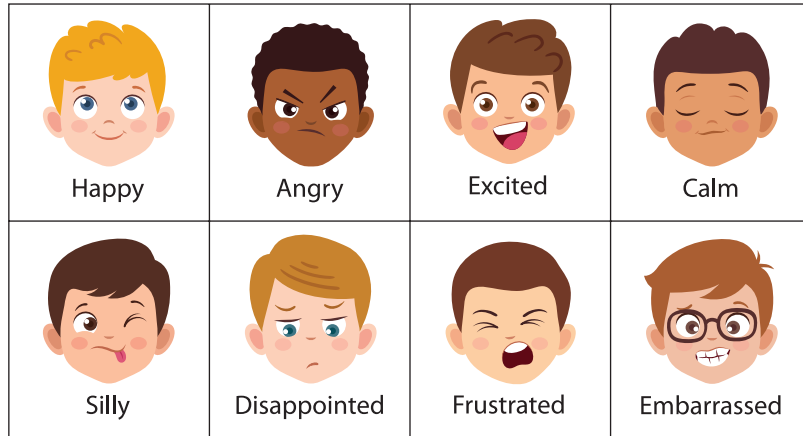
## *Self-Portrait (Van Gogh)*



**Directions:** 1. What emotion do think Van Gogh was expressing? Circle it. 2. Draw the lines you see in the art.

NAME: \_\_\_\_\_

## Self-Portrait (Pippin)



**Directions:** 1. What emotion do you think Horace Pippin was feeling? Circle the feeling.  
2. Draw the shapes you see in the art.



NAME: \_\_\_\_\_

## Draw a Still Life



**Directions:** Pick a small object from the bag. With your group, place and arrange your objects on the table. Then, draw a still life of the objects.

NAME: \_\_\_\_\_

## Draw a Still Life with Flowers



**Directions:** Draw a still life of the flowers. Draw in the style of Vincent van Gogh's *Iris*. Use color, line, shape, and texture in your drawing.

NAME: \_\_\_\_\_

## Draw a Portrait and a Still Life

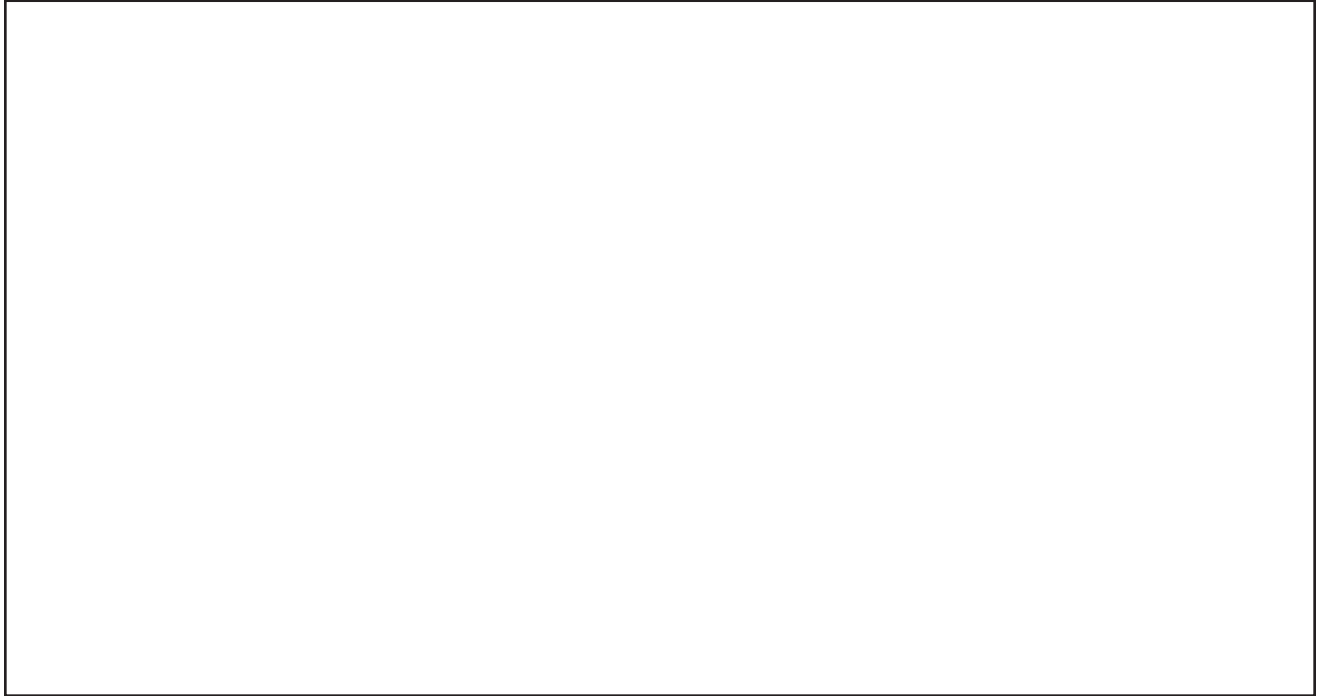


Portrait

Still Life

A large, empty rectangular box with a black border, intended for drawing a portrait.A large, empty rectangular box with a black border, intended for drawing a still life.

**Directions:** 1. Choose one or two items to draw. Circle your choice(s). 2. Draw a portrait of someone who is holding the apple, car, and/or flower you chose in the Portrait box. 3. Draw a still life that includes the apple, car, and/or flower you chose in the Still Life box.

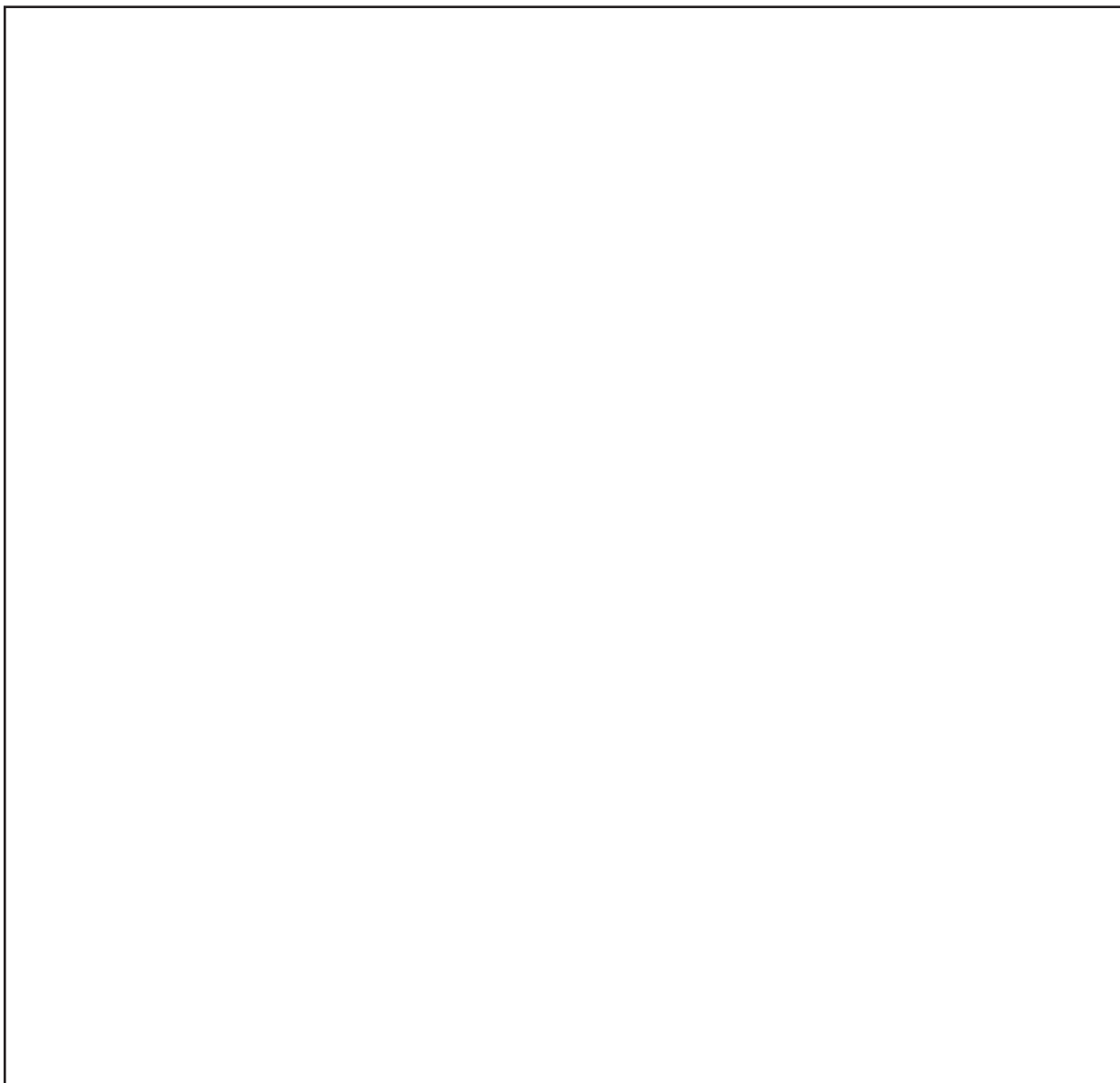
*The History of Medicine in Mexico*

**Directions:** 1. What colors does Diego Rivera use in his mural? Draw the colors in the box. 2. How do you think Diego Rivera felt when he painted the left side of the mural? Circle the feeling, and write the letter *L*. 3. How do you think he felt when he painted the right side? Circle the feeling, and write the letter *R*.



NAME: \_\_\_\_\_

## Plan a Class Mural

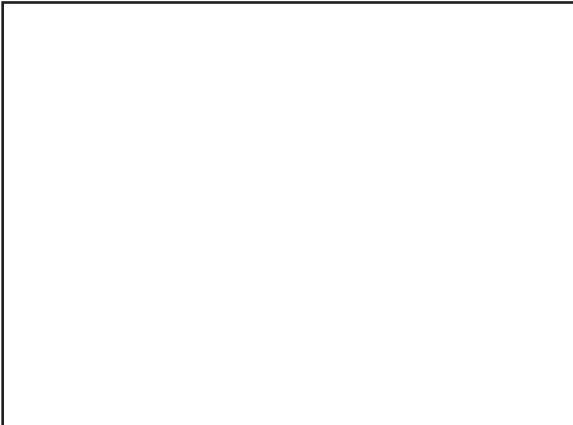


**Directions:** 1. What is your class mural about? 2. Share your ideas with your group. How can you combine your ideas? Draw your plan for your group's part of the mural.

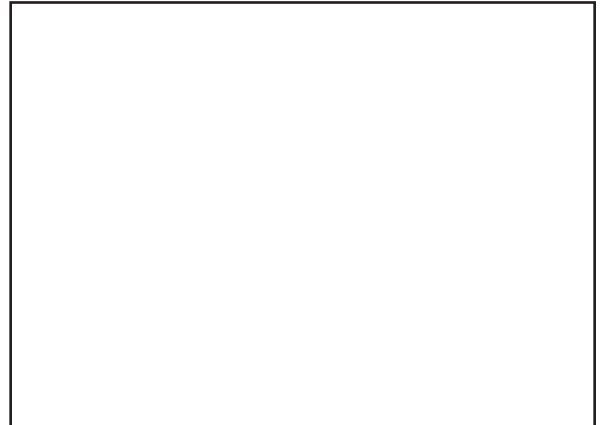
NAME: \_\_\_\_\_

## Class Mural Reflection

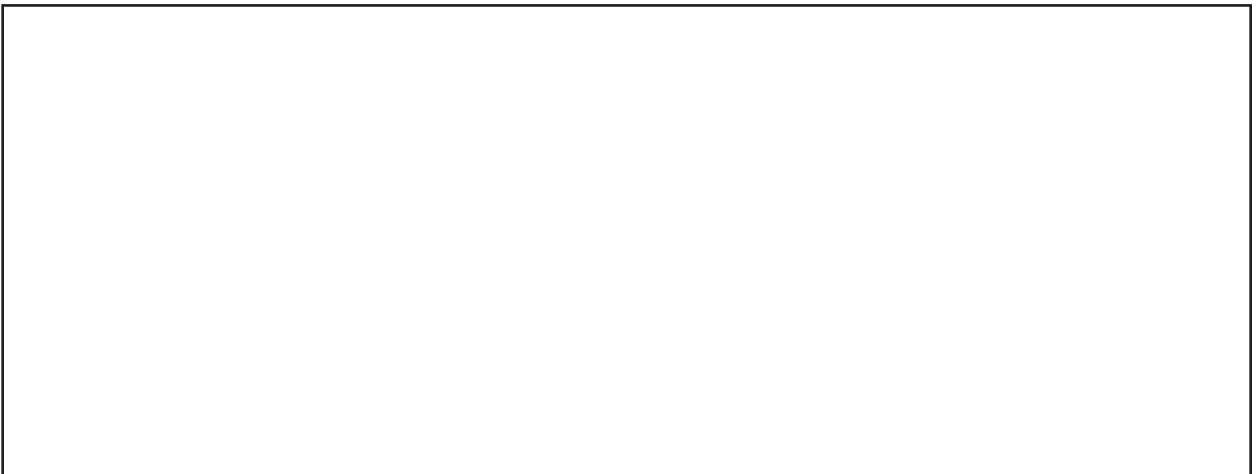
1. Lines



Shapes



Colors



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**Directions:** 1. Draw the lines, shapes, and colors you see in the class mural. 2. What is your favorite part of the mural? Why?

NAME: \_\_\_\_\_

## Unit 2 Assessment

Title

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Artist

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**Portrait**



**Self-Portrait**



**Still Life**



**Mural**



**Colors**

**Lines**

**Shapes**

**Textures**

**Directions:** Pretend you work in a museum. Share what you know about your work of art.  
1. Circle the word that describes the art. 2. Draw the elements of art you see.

NAME: \_\_\_\_\_

## Draw Cave Art



**Directions:** Draw your favorite animal. Use the colors and lines used by prehistoric artists to make your drawing.



## Design a Mummy Case



**Directions:** Use lines and shapes to decorate this mummy case for an ancient Egyptian king.



## Egyptian Art Reflection



Colors

Lines

Shapes

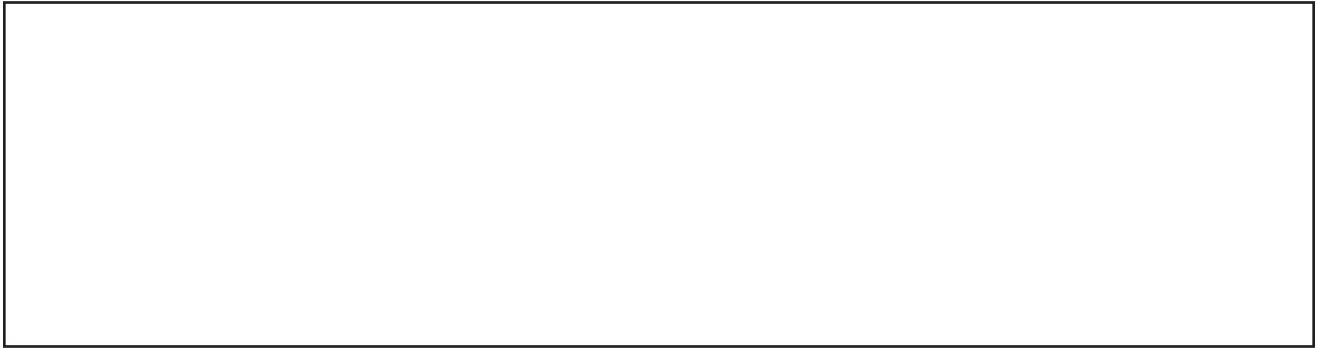
Textures

**Directions:** 1. What elements of art do you see on the Great Sphinx? 2. Draw the rest of Queen Nefertiti's body. What might the queen be wearing or holding?

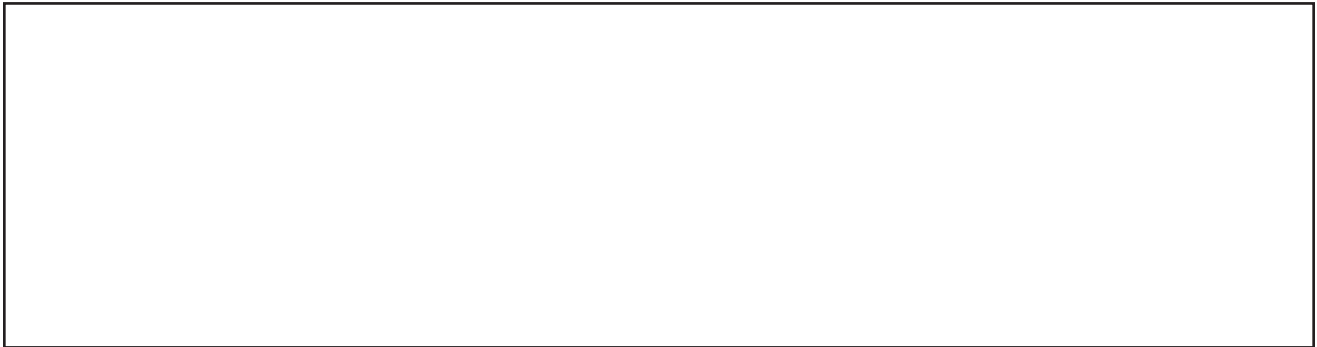
NAME: \_\_\_\_\_

## Build a Pyramid Reflection

Draw the blocks you used.



Draw the block that worked best.



Draw what your pyramid looked like.



**Directions:** Think about the pyramid you built with your group. Complete the prompts.

NAME: \_\_\_\_\_

## Plan Your Project

**Cave Painting**



**Bust**



**Ziggurat**



<b>Colors</b>	<b>Lines</b>
<b>Shapes and Forms</b>	<b>Textures</b>

--

**Directions:** 1. Circle the type of art you will make. 2. Draw the elements of art you will use. 3. Draw an idea for your project.

NAME: \_\_\_\_\_

## Guessing Game



**Running Horses**



**Great Sphinx**



**Tutankhamun's  
Coffin**



**Queen Nefertiti**



**Ziggurat of Ur**



**Pyramid of  
the Moon**



**Great Pyramids  
of Giza**

**Lines**

**Colors**

**Directions:** 1. Circle your artwork or building. 2. Draw the lines in your artwork or building. 3. Draw or describe the colors in your artwork or building.

## What I Learned This Year



**Directions:** Create a drawing that shows what you learned this year about art. Here are some ideas to include in your drawing:

- Elements of art: color (such as primary and secondary), line, shape, texture, form
- Portrait, still life, and mural painting
- Ancient art and architecture







**Core Knowledge<sup>®</sup>**

**Grade 1**  
**Art Masterpieces**







*Tulips in Holland* by Claude Monet









*Arrangement in Grey and Black No. 1 (Whistler's Mother)* by James McNeill Whistler





*The Swan* by Henri Matisse



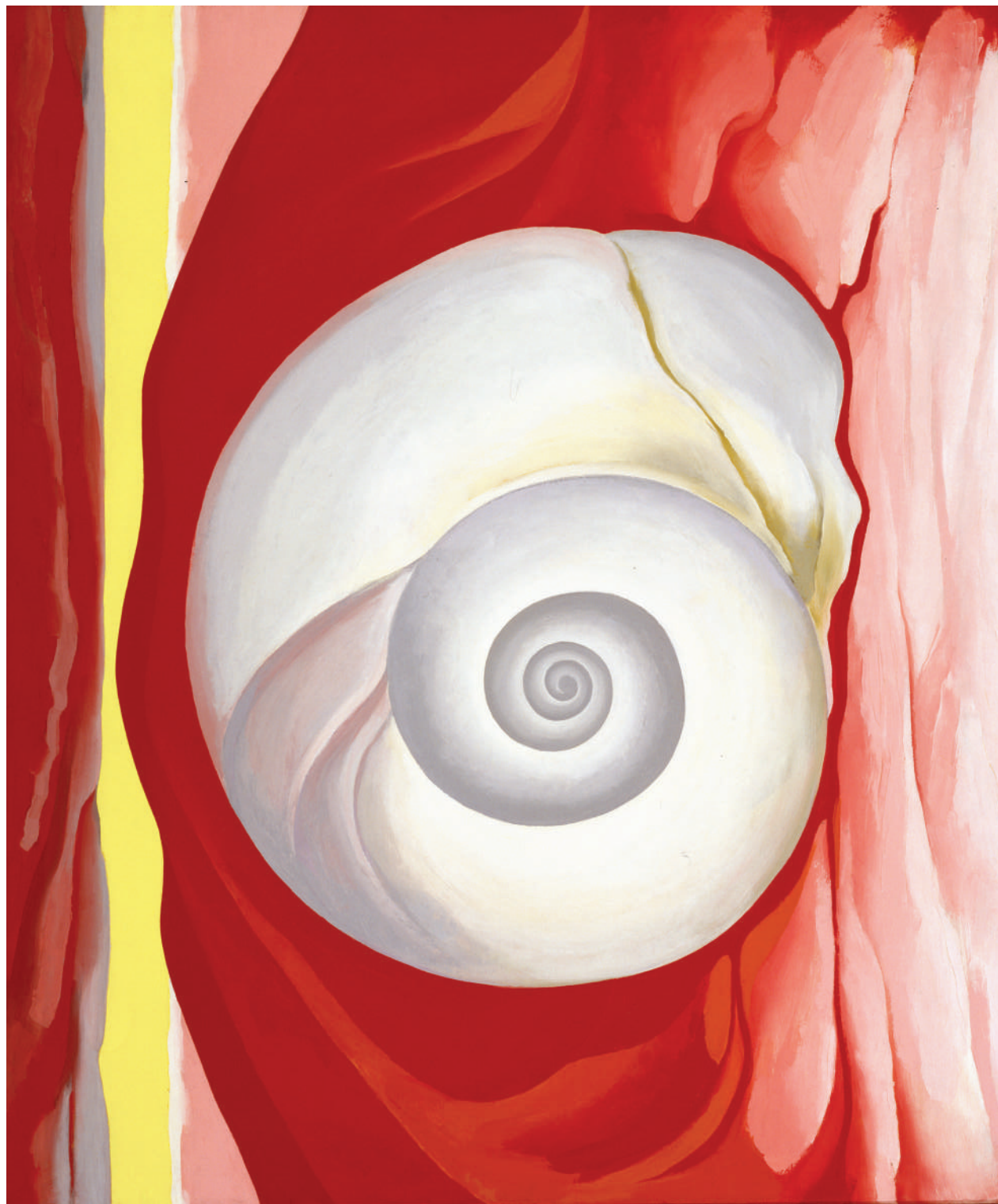




Trumpeter Swan by John Audubon







*Red Hill and White Shell* by Georgia O'Keeffe







Stone City, Iowa by Grant Wood







*Dada Head* by Sophie Taeuber-Arp





*The Little Fourteen-Year-Old Dancer* by Edgar Degas







*Young Hare* by Albrecht Dürer



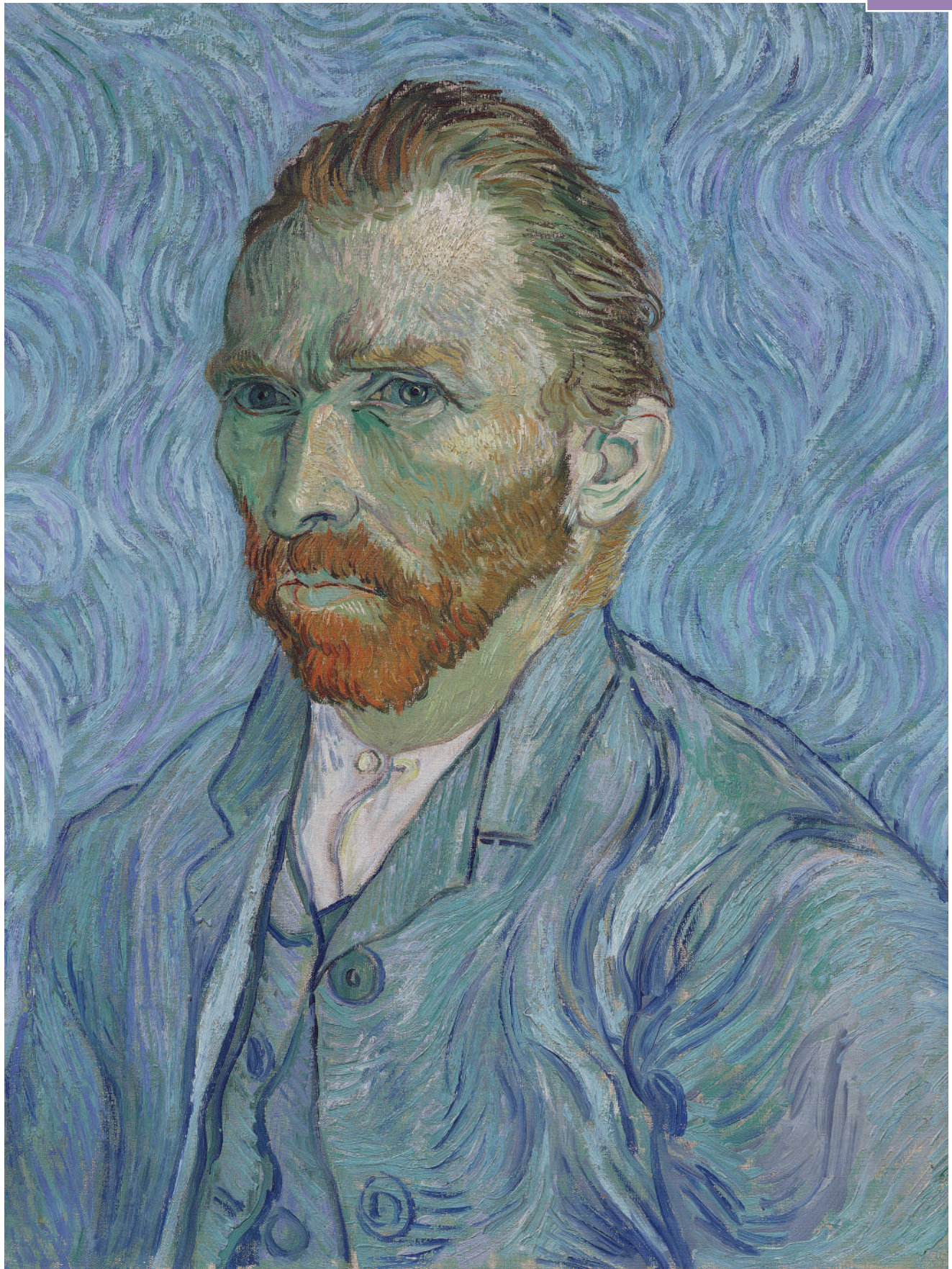




*Mona Lisa* by Leonardo da Vinci





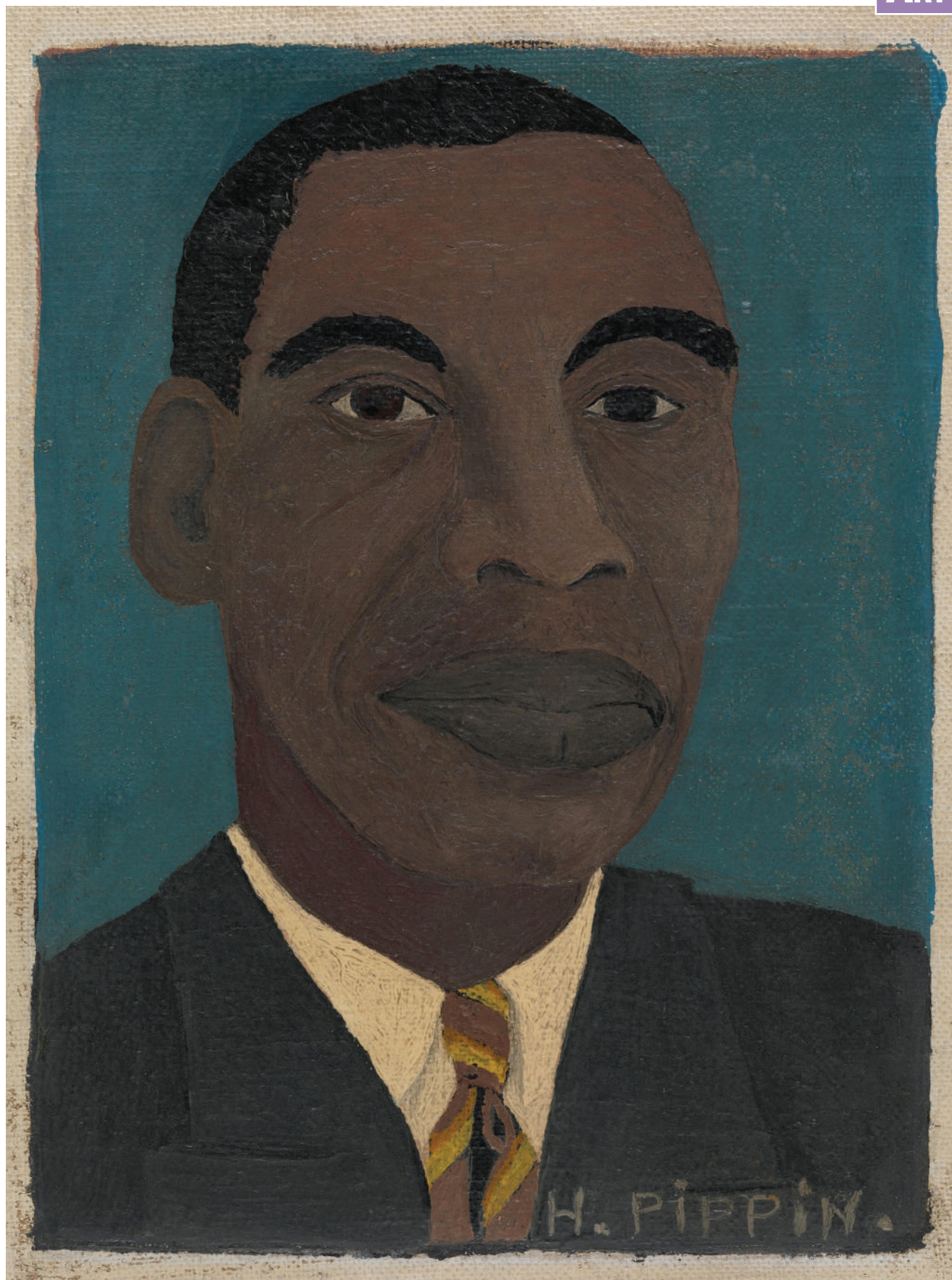


*Self-Portrait* by Vincent van Gogh









*Self-Portrait* by Horace Pippin







*Apples and Oranges* by Paul Cézanne







*Irises* by Vincent van Gogh



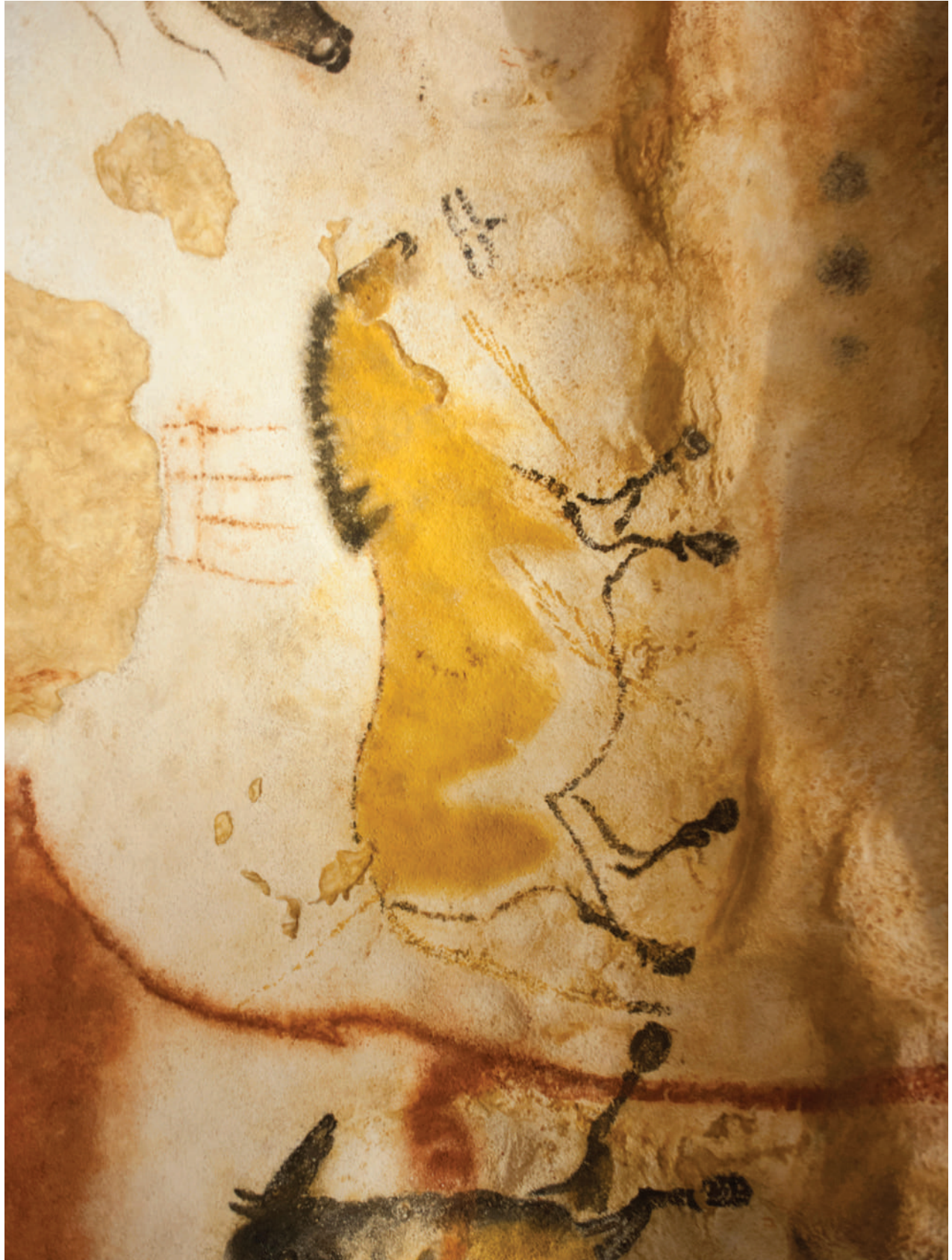




*The History of Medicine in Mexico: The People's Demand for Better Health by Diego Rivera*



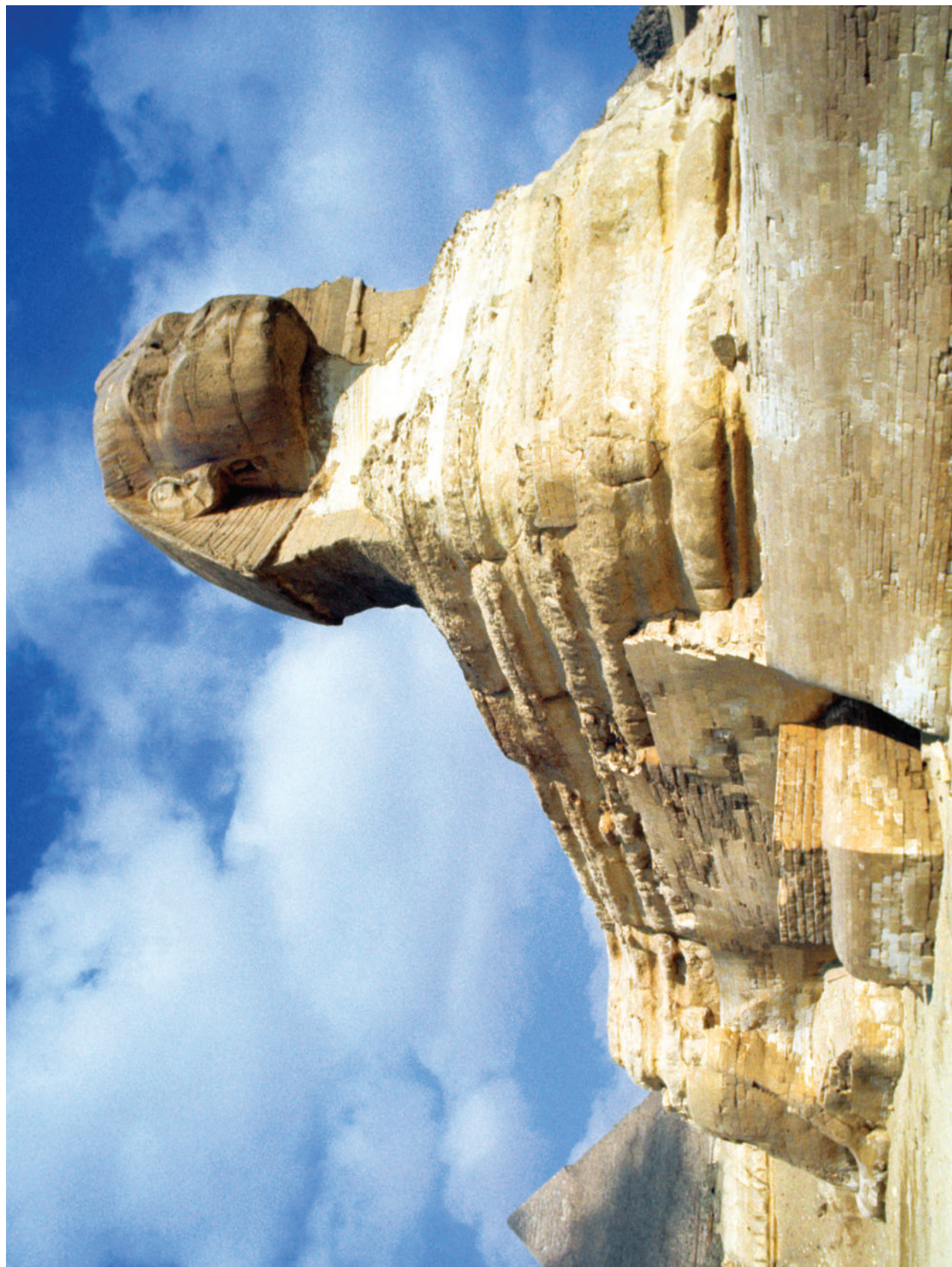




Running Horses from the Cave of Lascaux







Great Sphinx







Tutankhamun's Coffin







Bust of Queen Nefertiti







**Ziggurat of Ur  
in Mesopotamia**



**Great Pyramids of Giza**



**Teotihuacán: Pyramid of  
the Moon**





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**Core Knowledge Visual Arts™ GRADE 1**

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Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expression and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

**Core Knowledge GRADE 1**

units in this volume include:

**Elements of Art  
Still Lifes, Portraits, and Murals  
Ancient Art and Architecture**

**See Core Knowledge Music Grade 1 for more  
information about Grade 1 Music units.**

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