

VISUAL LANGUAGE

1st GRADE



VISUAL LANGUAGE I (K-3)

Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs



Exercise Examples

SUMMARY

"Learning to design is learning to see, an adventure that gets more and more captivating the further you go." - Oliver Reichenstein

Visual Language I is a strategic sequencing of educational visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building

exercises from the celebrated Waichulis curriculum (designed for the International Ani Art Academies) **Visual Language I** seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

"Visual arts education is now understood as critical and necessary for success in a world that is making a paradigm shift to a global model requiring higher order thinking, creativity, problem-solving, and flexibility. Even Benjamin Bloom's Taxonomy of Learning Domains – a standard model for the classification of intellectual behaviors related to learning – has been revised and restructured to make "Creating" the top of the hierarchy. The taxonomy now reflects not only the arts, in particular, but also a relevance to 21st century work. Visual arts learning includes all three of Bloom's domains of educational activities leading to higher order thinking."

-Darien Public Schools Art Department, Connecticut.

VISUAL LANGUAGE I (K-3)

OBJECTIVES

- Acquisition of media skills and processes necessary for life-long artistic learning and application.
- Development of adaptable/transferable fine motor control and hand-eye coordination.
- Development of the ability to depict, analyze and interpret the world in visual form.
- Development of creative and communication skills so as to successfully express ideas through artistically proficient products.
- Identification and exploration of the scientific and psychological aspects of the art experience.
- Development of problem-solving and critical-thinking skills.
- Strengthening of creative thinking and inventiveness.
- Development of a deeper understanding of human behavior, motivation, diversity, culture, and history.

SPECIAL NOTE

This sequential framework that is **Visual Language I (II, and III)** should be viewed as an organic system that can be altered and/or augmented to fit the specific needs of the classroom. With this in mind, it is highly recommended that the **Visual Language I** exercises be assigned in the order that they are presented so as to maximize development.

Additionally, these exercises are not meant to displace any popular pre-existing art projects that provide a fun creative experience for many, many students. The sequential framework provided here is

intended to augment that creative experience with focused practice so as to achieve the aforementioned objectives. (Please feel free to send any suggestions or feedback to aaawaichulis@gmail.com. Through constructive feedback and input we hope to continue to improve on this early framework.)

STANDARDS

Kindergarten Literacy: CCSS.ELA-LITERACY.RL.K.4, CCSS.ELA-LITERACY.RL.K.5, CCSS.ELA-LITERACY.RI.K.3, CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.3,

Kindergarten Math: CCSS.MATH.CONTENT.K.CC.A.1, CCSS.MATH.CONTENT.K.G.A.2, CCSS.MATH.CONTENT.K.G.A.3, CCSS.MATH.CONTENT.K.G.B.4, CCSS.MATH.CONTENT.K.G.B.5, CCSS.MATH.CONTENT.K.G.B.6

1st Grade Literacy: CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.3, CCSS.ELA-LITERACY.RI.1.4, CCSS.

ELA-LITERACY.RI.1.6, CCSS.ELA-LITERACY.SL.1.1., CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.3, 1st Grade Math: CCSS.MATH.CONTENT.1.G.A.1, CCSS.MATH.CONTENT.1.G.A.2,

2nd Grade Literacy: CCSS.ELA-LITERACY.RI.2.4, CCSS.ELA-LITERACY.RI.2.7, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.3

2nd Grade Math: CCSS.MATH.CONTENT.2.G.A.1,

VISUAL LANGUAGE I (K-3)

3rd Grade Literacy: CCSS.ELA-LITERACY.RI.3.4, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.3,
3rd Grade Math: CCSS.MATH.CONTENT.3.G.A.1

National Visual Arts Standards K-4: 1.a, 1.d, 2.c, 3.b,

MATERIALS

The materials for the **Visual Language I** exercises can be determined by classroom availability and the individual wishes of the teacher. Exercises may be carried out with plain paper, graphite pencil, crayon, marker, colored pencil, watercolor, acrylic, and construction paper of various colors. Additionally, some exercises may require glue, scissors and additional objects like paper plates. Please see individual exercise sheets for any specific materials required.

BASIC STRATEGY

The **Visual Language I** exercises echoes the same visual element chronology as Anthony Waichulis' Language of Drawing and Language of Painting programs. The general sequence is as follows: DOT, LINE, SHAPE, VALUE, and COLOR. You may see COLOR and VALUE trade order from Kindergarten to third grade as some concepts essential to VALUE and COLOR are more complex and thus are not addressed until the latter.

Visual Language I combines current day art projects found in most K-3 classrooms and infuses them with the LoD/LoP general sequence of development. This strategy aims to successfully balance familiarity and tradition with focused practice and efficiency.

STEPS:

See attached documentation.

VISUAL LANGUAGE I, II, III

Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs



“Learning to design is learning to see, an adventure that gets more and more captivating the further you go.”

Oliver Reichenstein

The Visual Language program is a strategic sequencing of visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building from the celebrated Waichulis curricula, The Visual Language system seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

Each grade repeats the same journey connecting dots with line, configuring lines into both shapes and values, marries value to shape to yield form, and then ignites each element with the magnificent contributions of color. Repetition is a key component for this learning model however great care was taken to embed it into a myriad of various arenas. For example, the earliest exercises in these K-12 adaptations place the same focus on dot-line repetition that is found in the successful Waichulis curricula--however--this repetitions is hidden in a number of matching challenges, connect-the-dot projects, guiding tracings and puzzles. Additionally, this variety presents significant opportunities for collateral contributions to other areas of study.

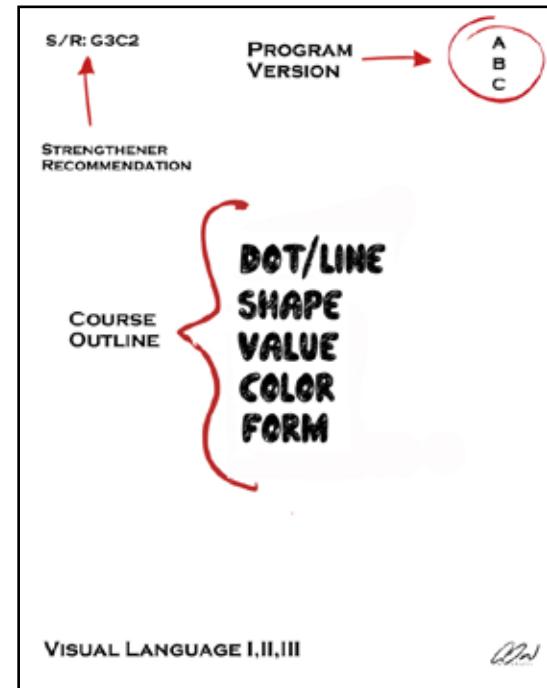
Visual Language I, II and III follows a theoretically sound process and rational sequence that is inherent to most successful educational systems. It is highly recommended that while teachers may customize the content of the individual sections, the overall hierarchy of development should remain intact. (**Dot-Line-Shape-Value-Color-Form.**)

Cover sheet will divide key sections for easy navigation and planning. Additional cover sheets for particular exercises may be added to help teachers understand why a certain project may be beneficial.

In addition, exercise sheets will contain a program version or “depth-route” indicator that will rate a particular exercise’s impact for better planning based on available classroom hours. While each grade follows the same sequential pattern of the **Dot, Line, Shape, Value*, Color, Form*** – worksheets will now contain a depth code of A,B, or C: “A” representing a course with minimal hours to invest, “B” representing intermediate, and “C” representing a robust course. This way teachers can effectively and efficiently strategize with a clear and quick reference based on their time.

* **Value and Form are not introduced until 2nd grade.**

‘Strengthening indicators’ can also be found on certain assignment pages. These indicators will suggest potential exercises within the overall curriculum (if applicable) that will allow a student to try their hand at an early activity that may better prepare the student for the marked challenge. (For example – on a particularly challenging grade 4 Line assignment sheet you may see a strengthening exercise recommendation for a Grade 3 exercise, Line section, Page 7.)



VISUAL LANGUAGE I,II,III

Waichulis

VISUAL LANGUAGE I, II, III

DOT / LINE

SHAPE

VALUE

COLOR

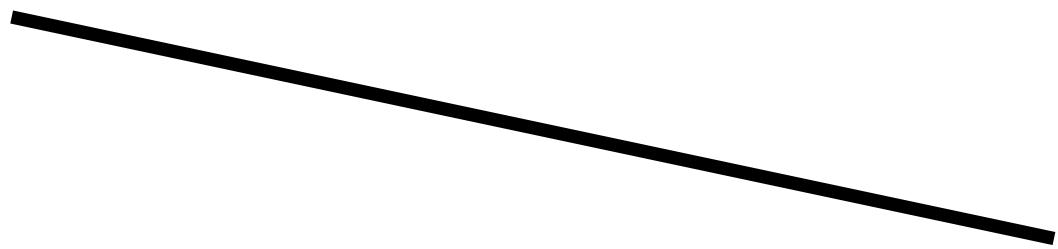
FORM


Warchulis
1st Grade

DOT



LINE




wachulis

First Marks 1st Grade

STRAIGHT

CURVED

WAVY

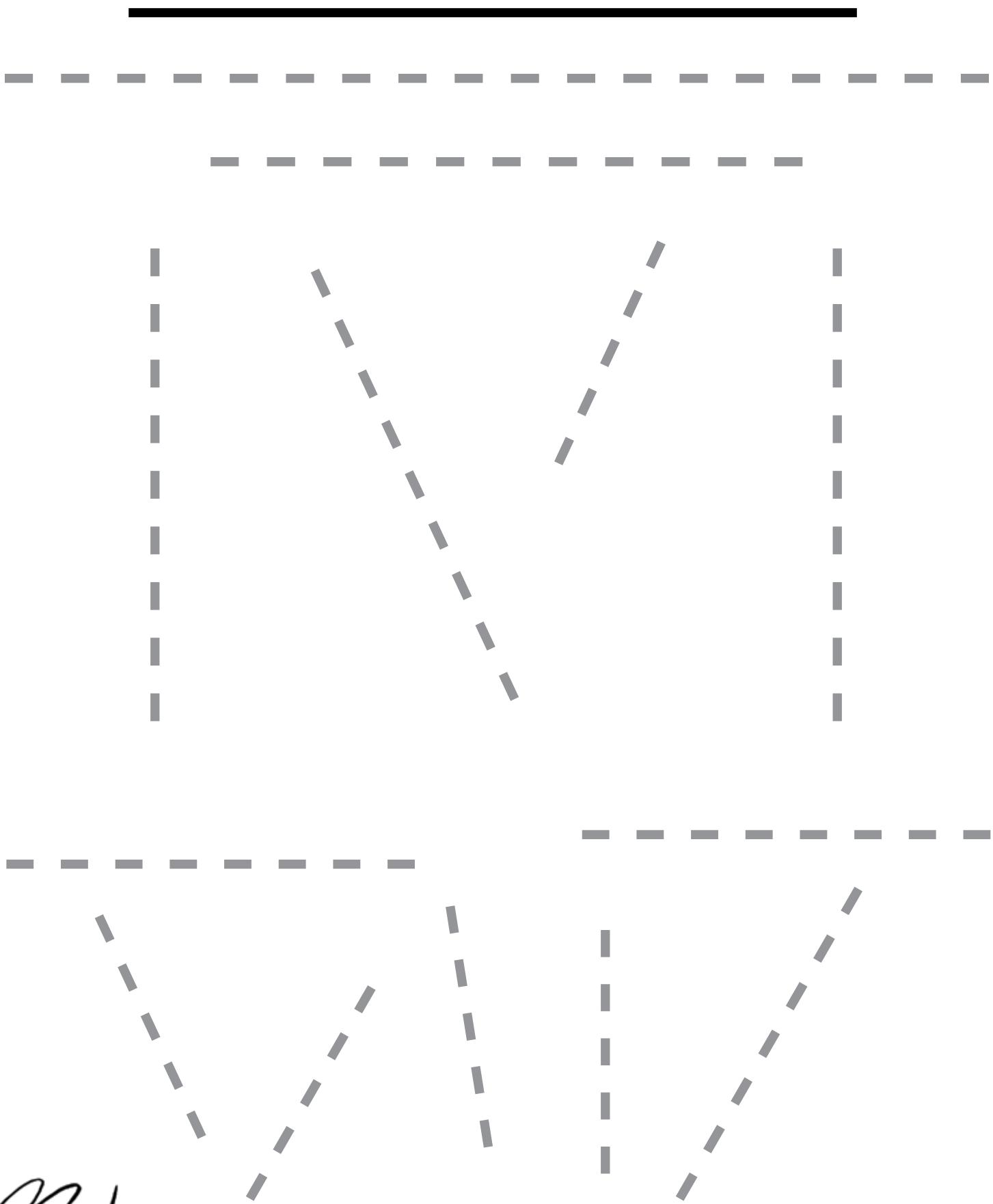
ZIGZAG

BROKEN

SPIRAL



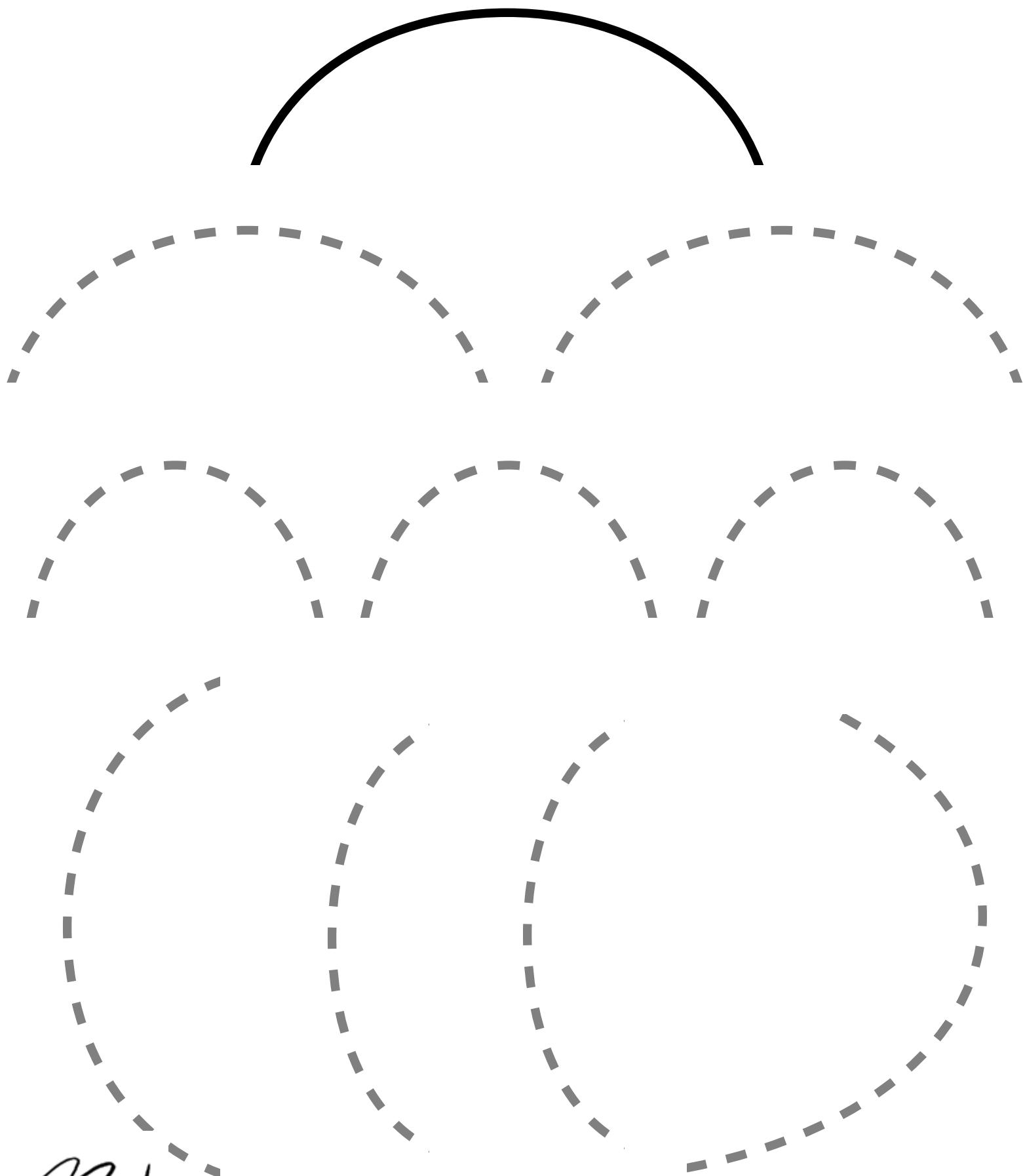
STRAIGHT



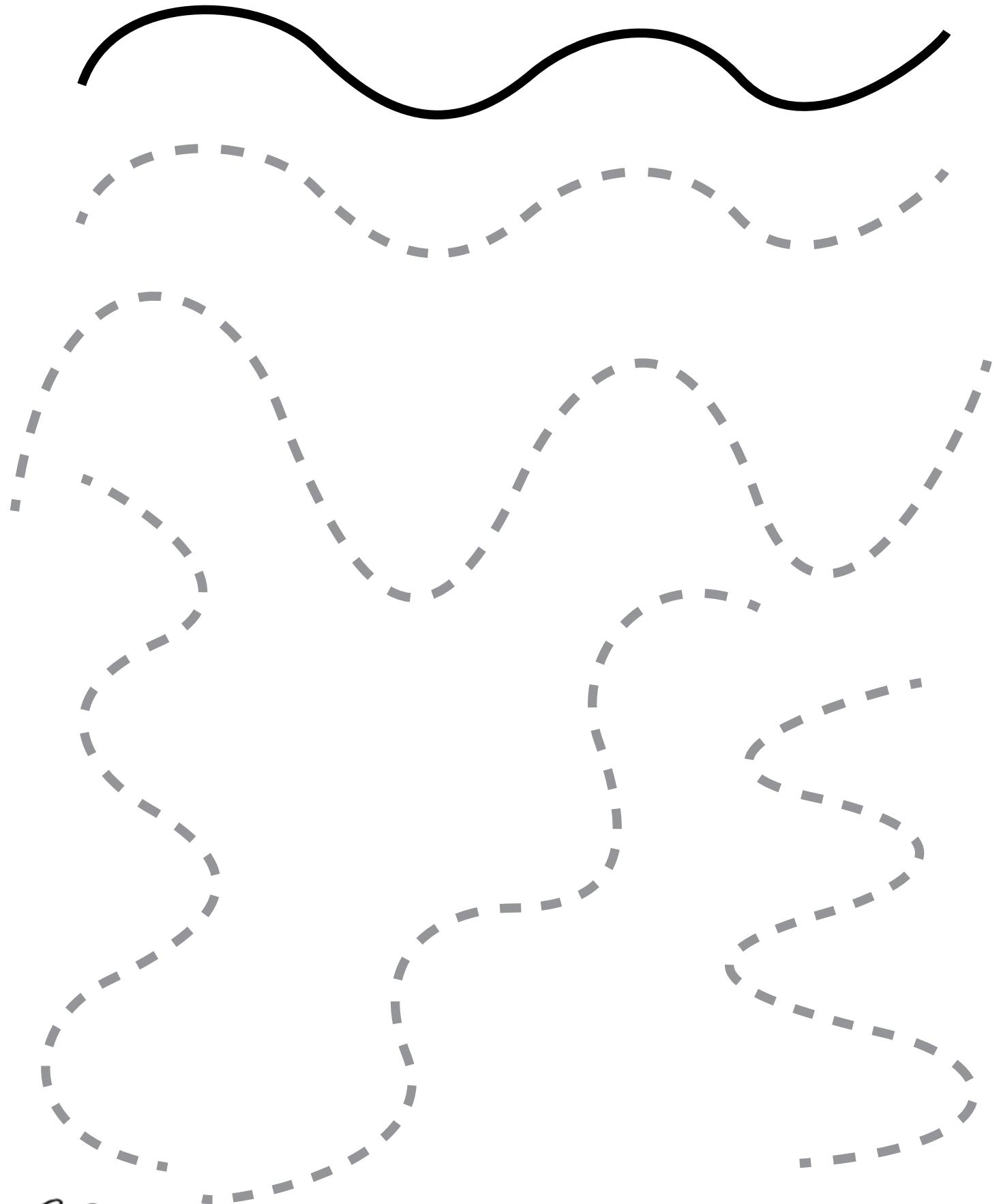
Don
wachulis

Basic Line 1st Grade

CURVED



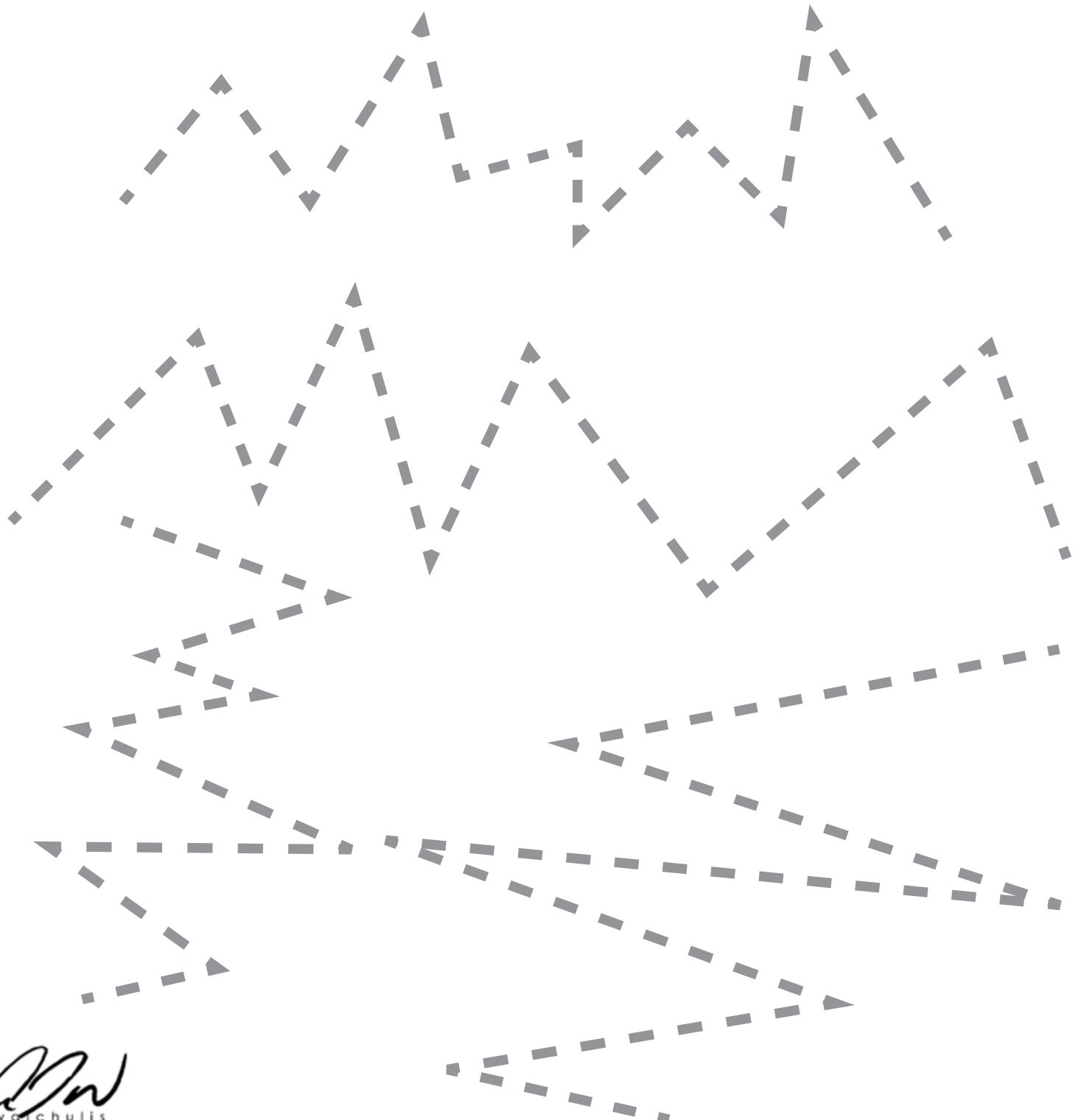
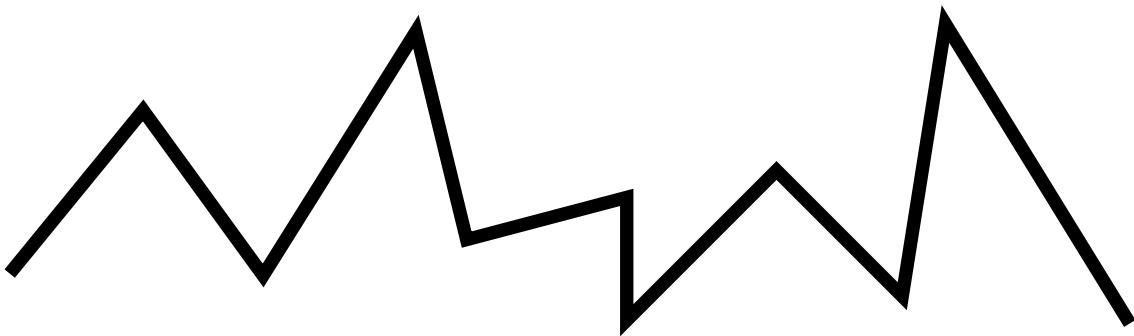
WAVY



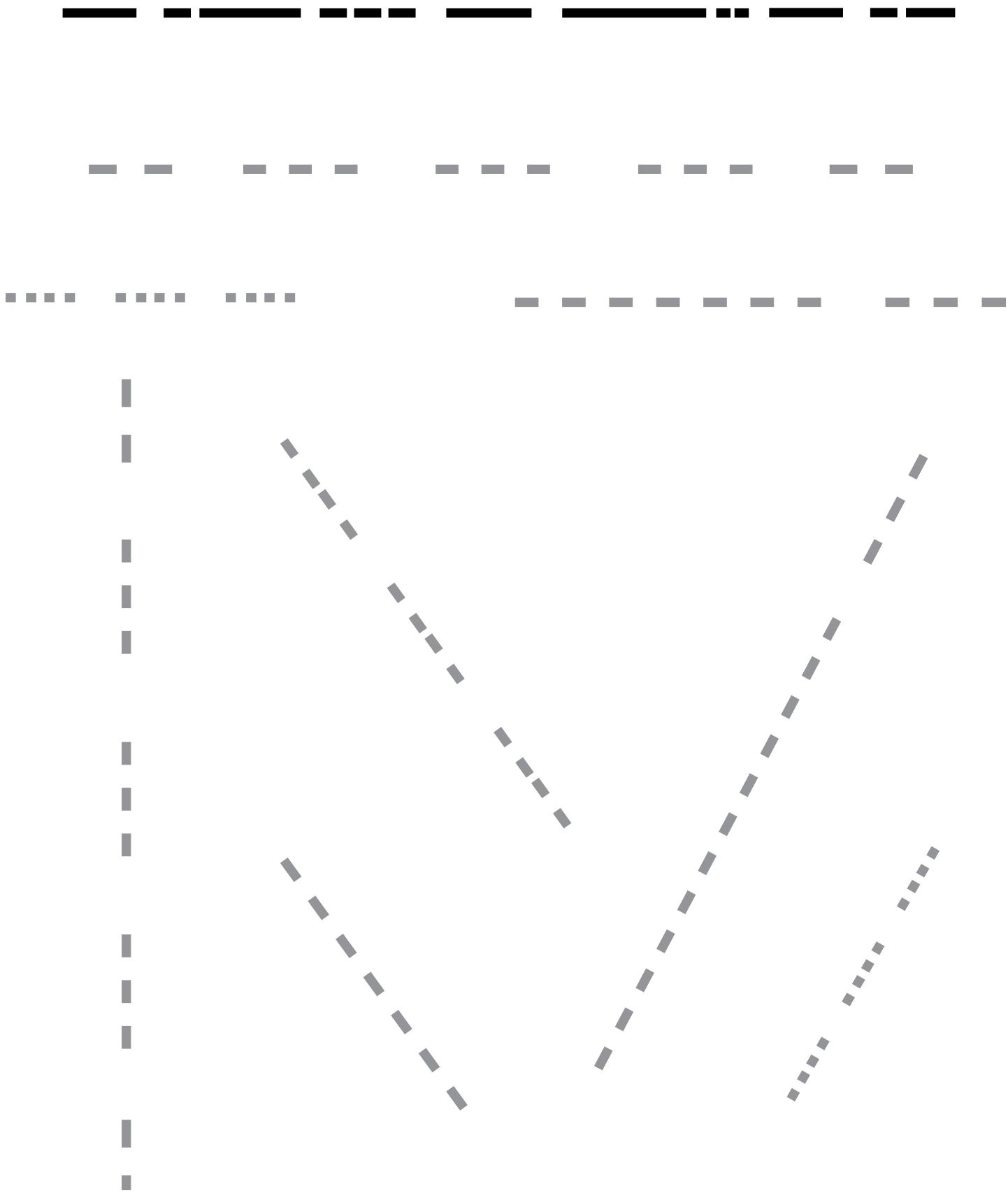
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Basic Line 1st Grade

ZIGZAG



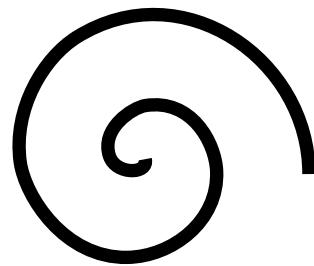
BROKEN



Don
wachulis

Basic Line 1st Grade

SPIRAL



A ●

● E

B ●

● G

C ●

● J

D ●

● B

E ●

● F

F ●

● L

G ●

● H

H ●

● A

I ●

● K

J ●

● C

K ●

● I

L ●

● D

With a straight line, connect the dots that match.

A ●

● J

B ●

● H

C ●

● A

D ●

● K

E ●

● G

F ●

● C

G ●

● I

H ●

● E

I ●

● D

J ●

● L

K ●

● B

L ●

● F

With a straight line, connect the dots that match.

A ●

● H

B ●

● E

C ●

● J

D ●

● F

E ●

● B

F ●

● C

G ●

● I

H ●

● G

I ●

● K

J ●

● D

K ●

● A

L ●

● L

With a straight line, connect the dots that match.

1	●		●	3
2	●		●	6
3	●		●	10
4	●		●	4
5	●		●	12
6	●		●	1
7	●		●	11
8	●		●	9
9	●		●	2
10	●		●	5
11	●		●	7
12	●		●	8

With a straight line, connect the dots that match.

1	●		●	12
2	●		●	6
3	●		●	5
4	●		●	7
5	●		●	3
6	●		●	1
7	●		●	11
8	●		●	9
9	●		●	2
10	●		●	10
11	●		●	4
12	●		●	8

With a straight line, connect the dots that match.

1	●		●	5
2	●		●	11
3	●		●	8
4	●		●	6
5	●		●	12
6	●		●	10
7	●		●	1
8	●		●	7
9	●		●	2
10	●		●	9
11	●		●	4
12	●		●	3

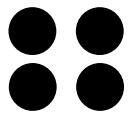
With a straight line, connect the dots that match.



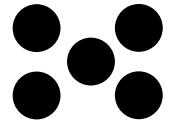




1



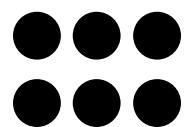
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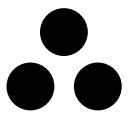
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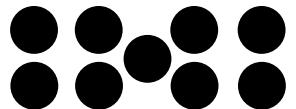
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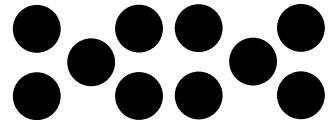
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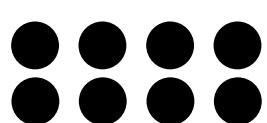
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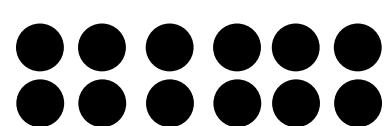
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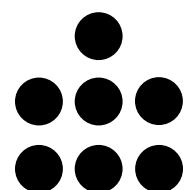
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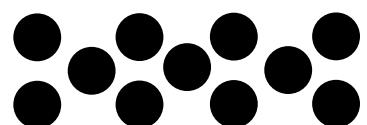
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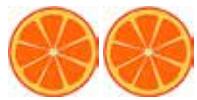
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12



1



2



3



4



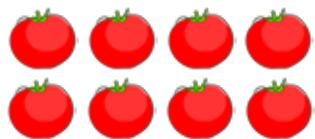
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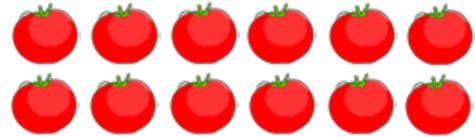
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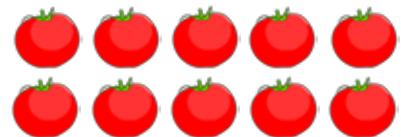
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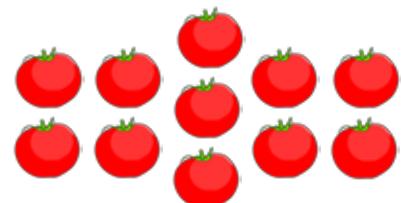
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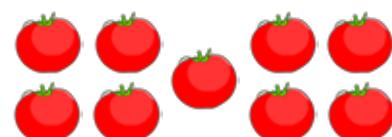
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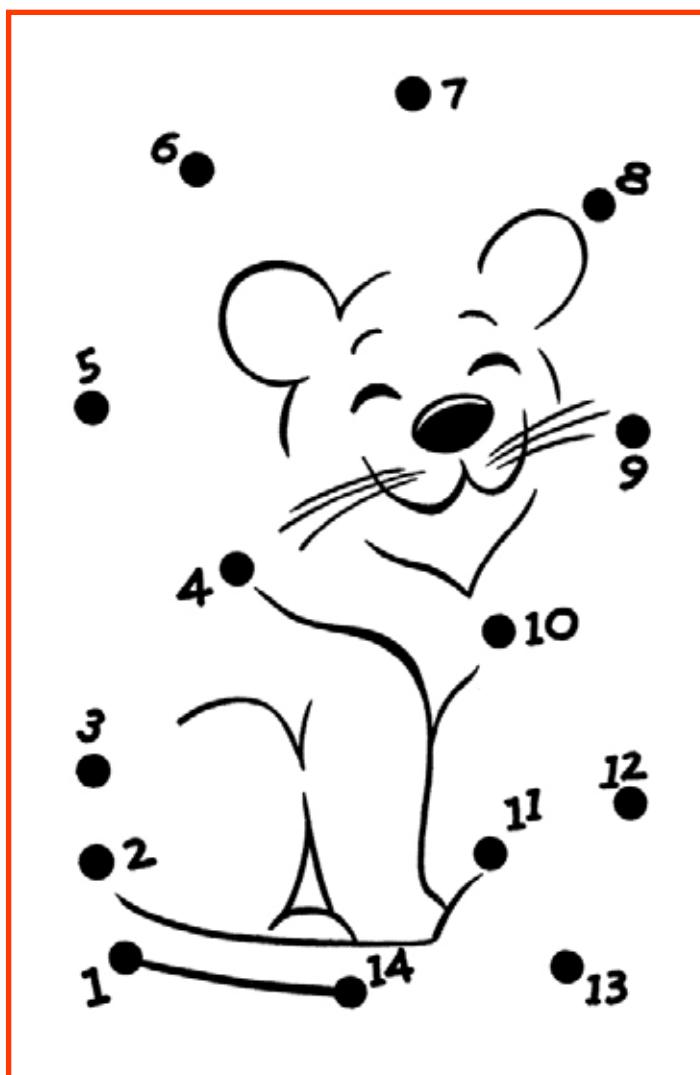
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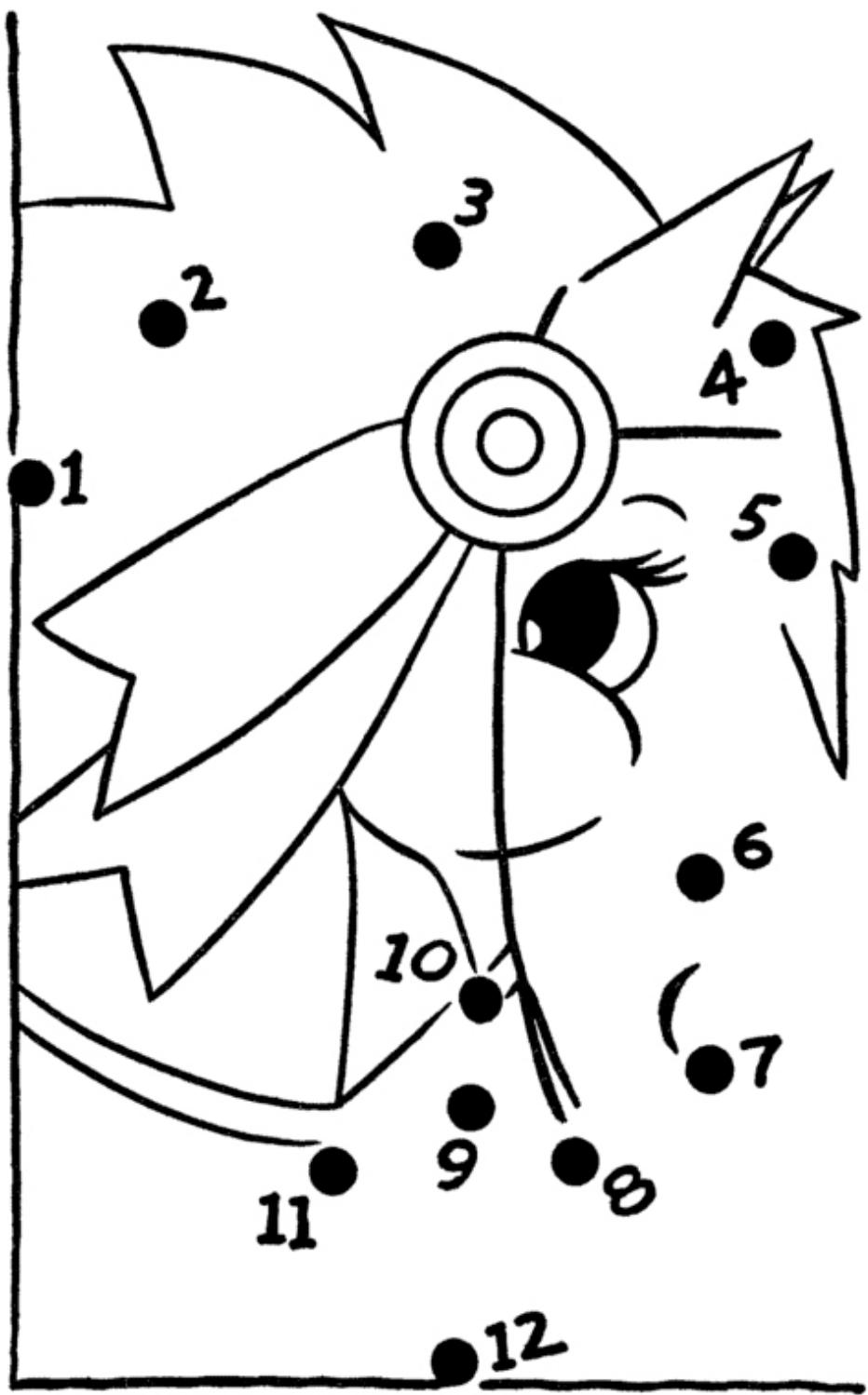
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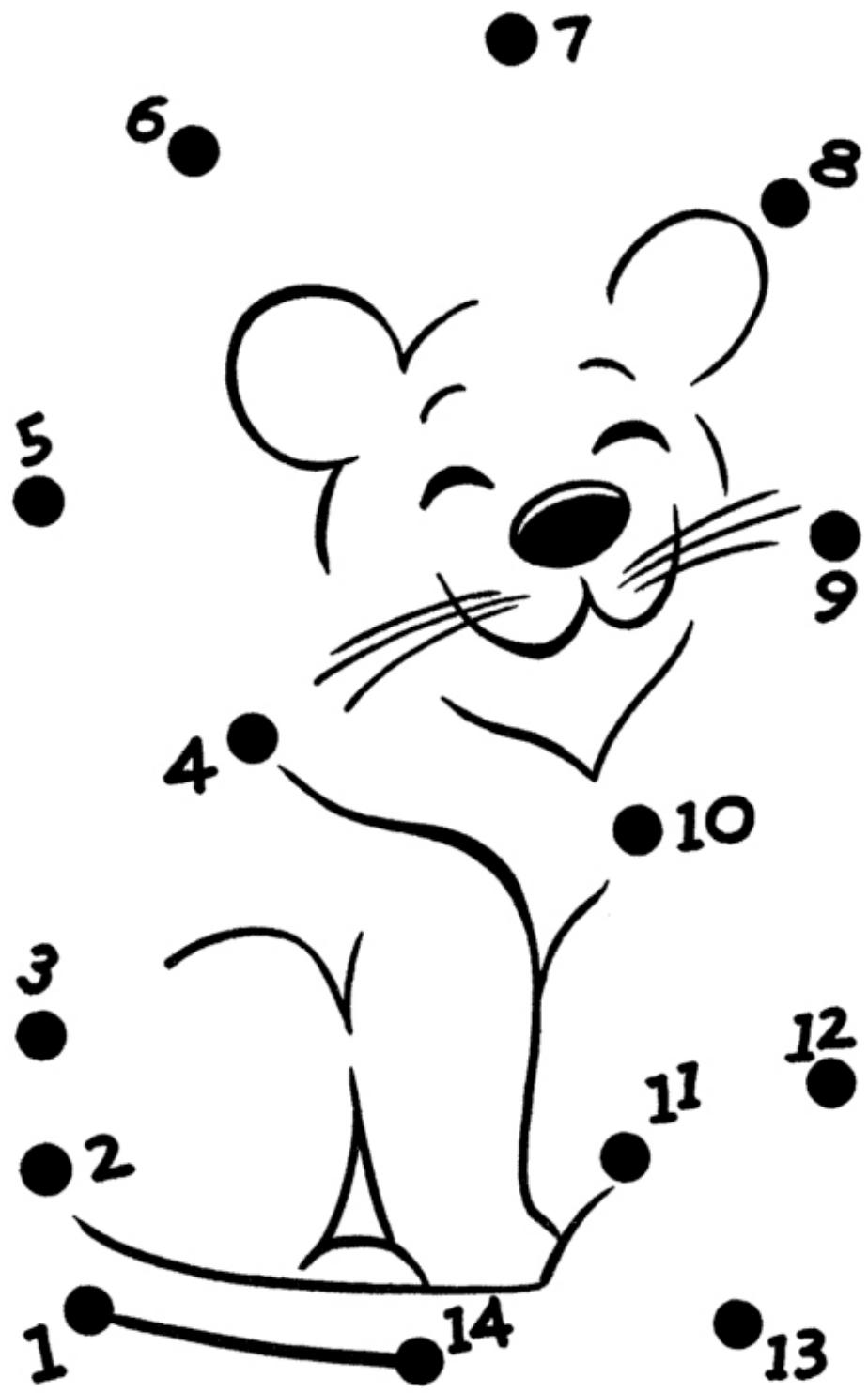


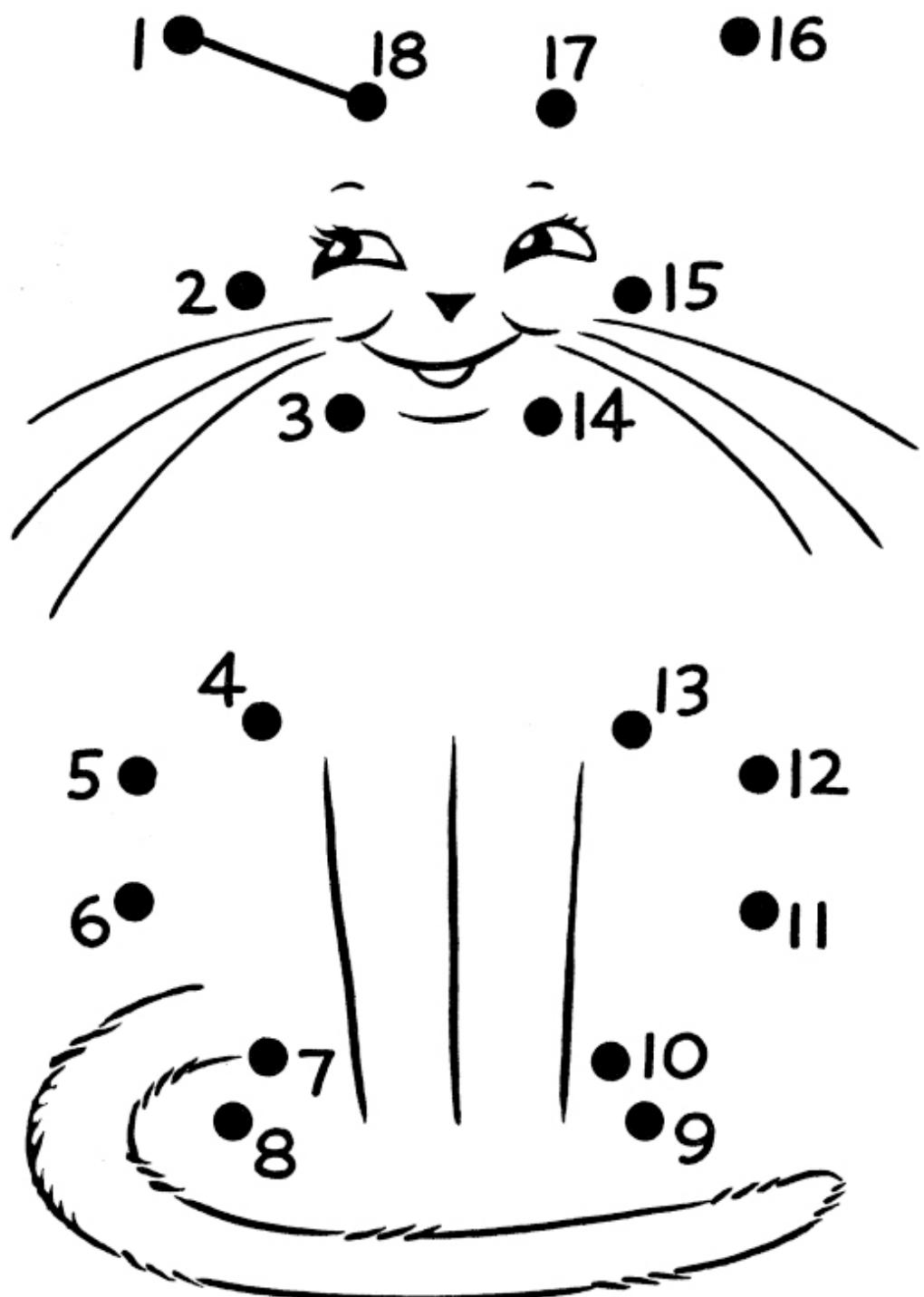
The Connect-the-Dots portion of this Lesson Plan framework can use any Connect-the-Dots exercises of increasing difficulty that the teacher deems appropriate. The following examples were acquired online.

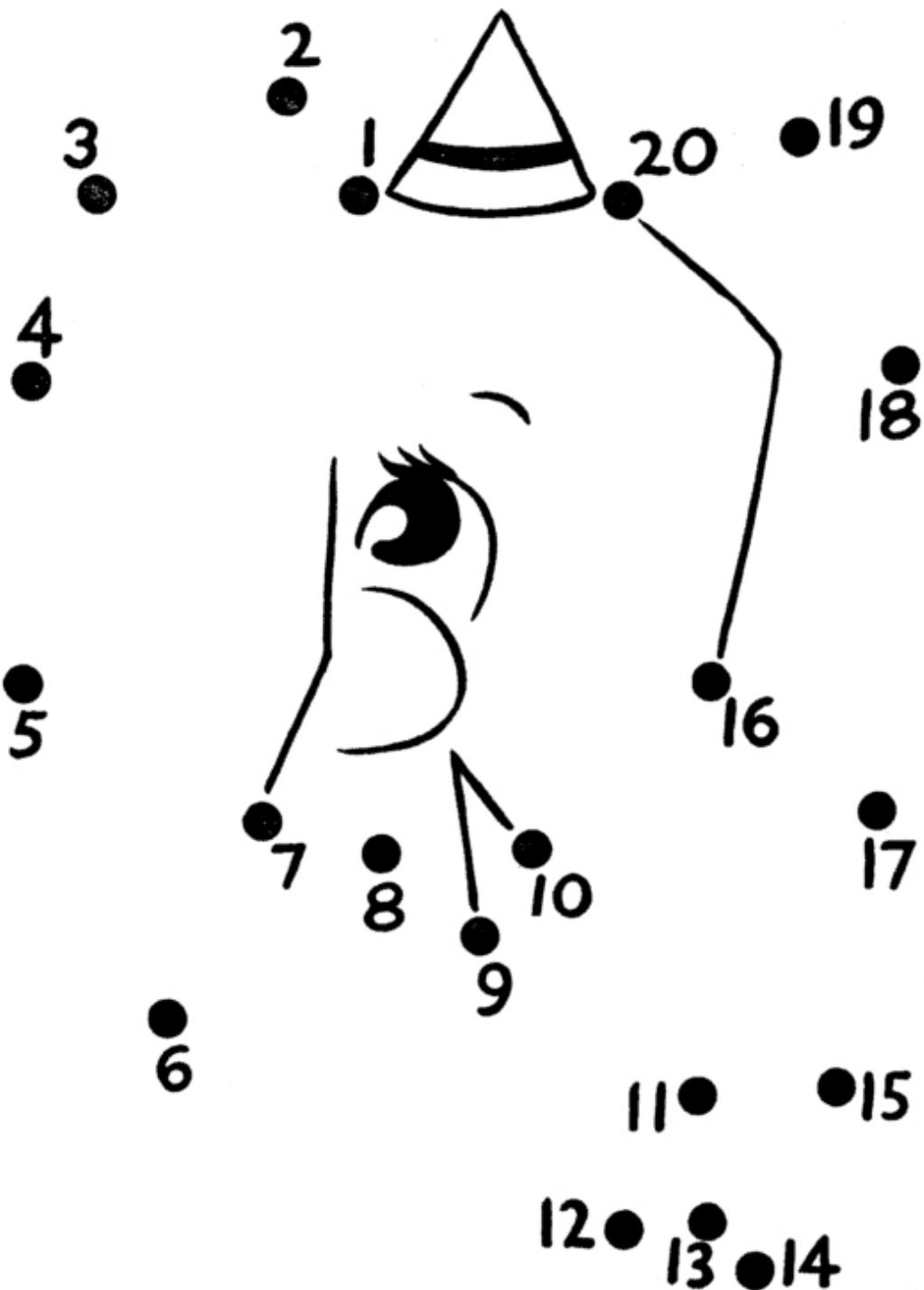


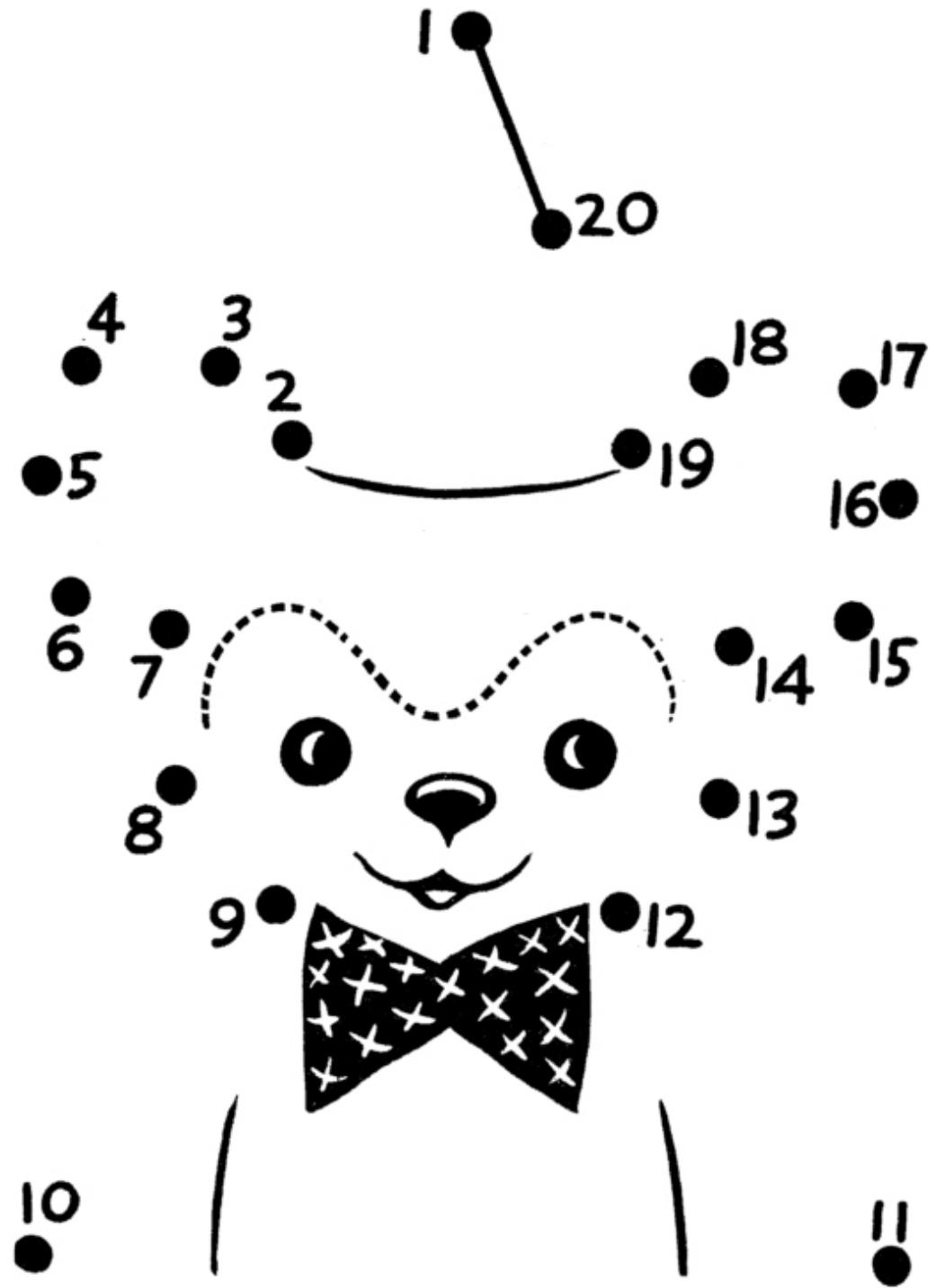
General Example

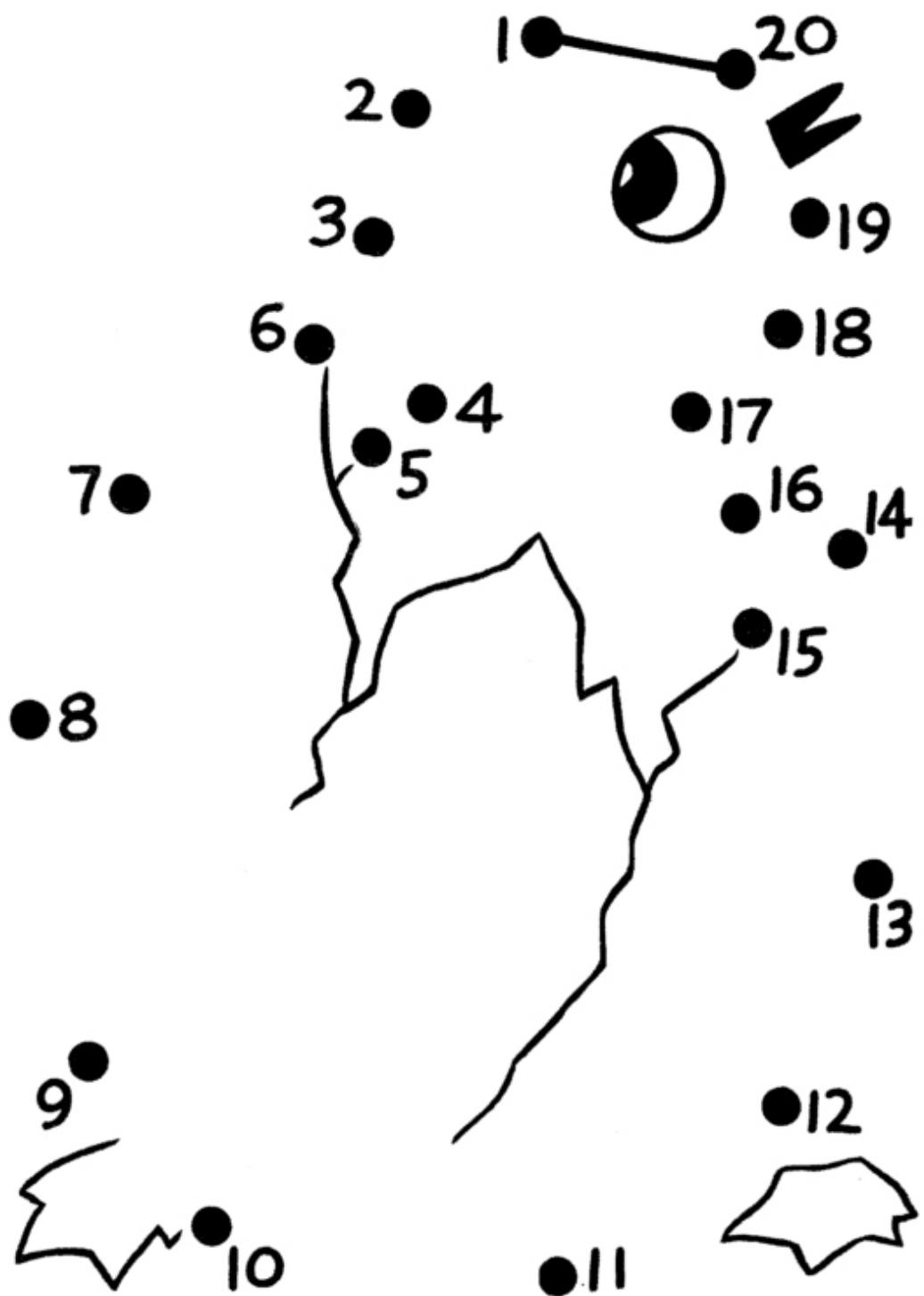












VISUAL LANGUAGE I, II, III

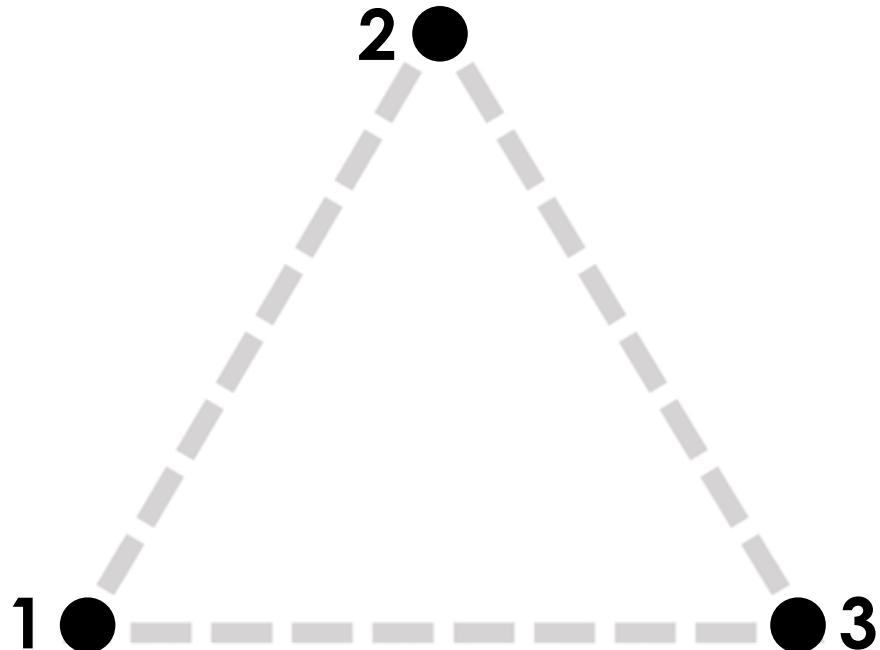
DOT / LINE

SHAPE

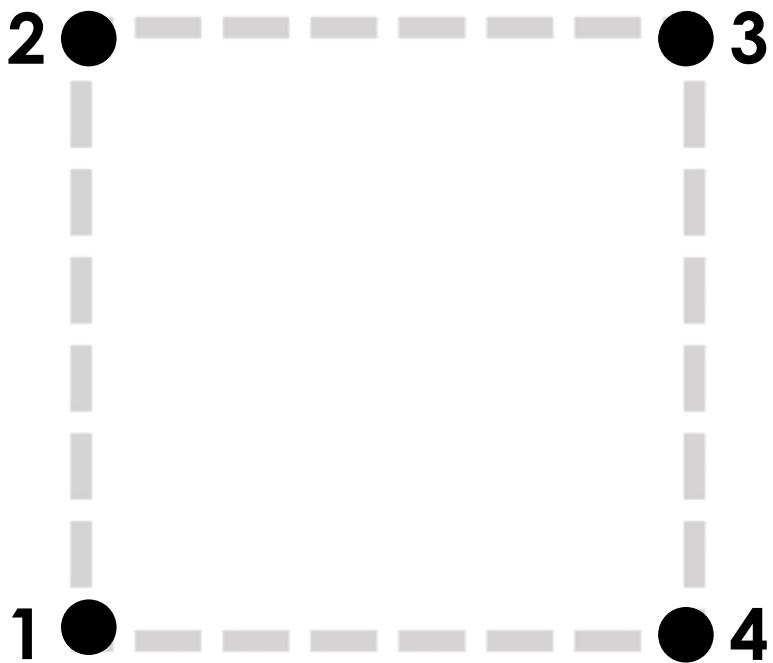
VALUE

COLOR

FORM

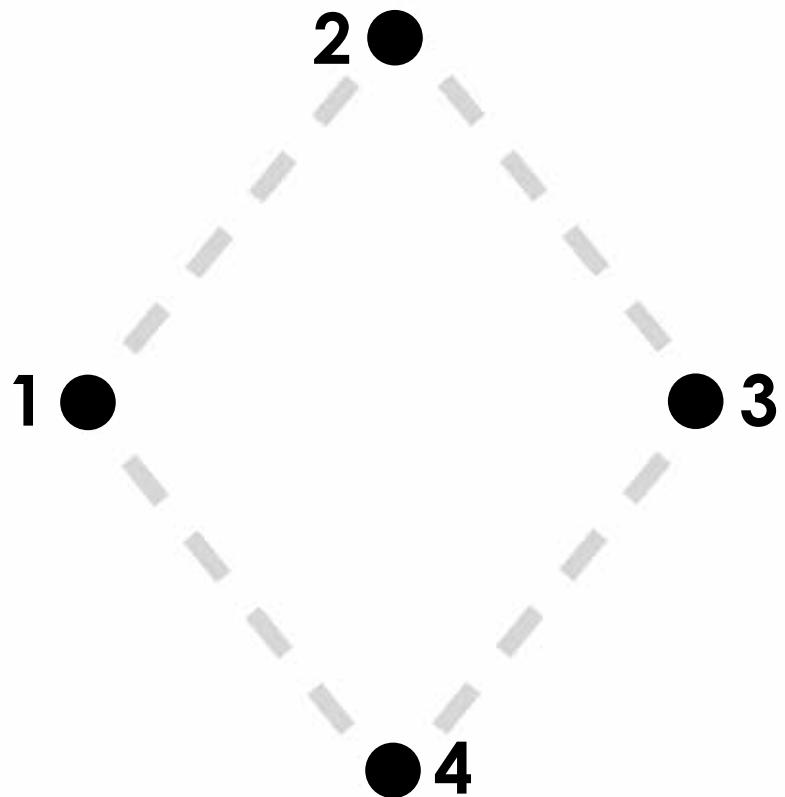


TRIANGLE



SQUARE

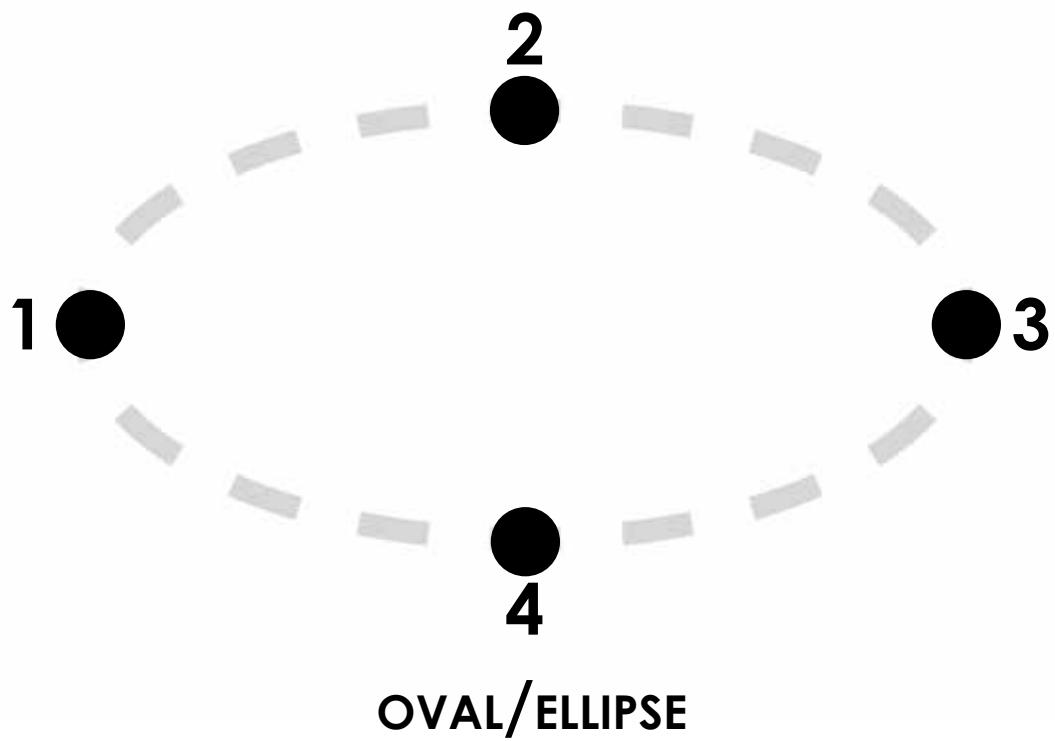
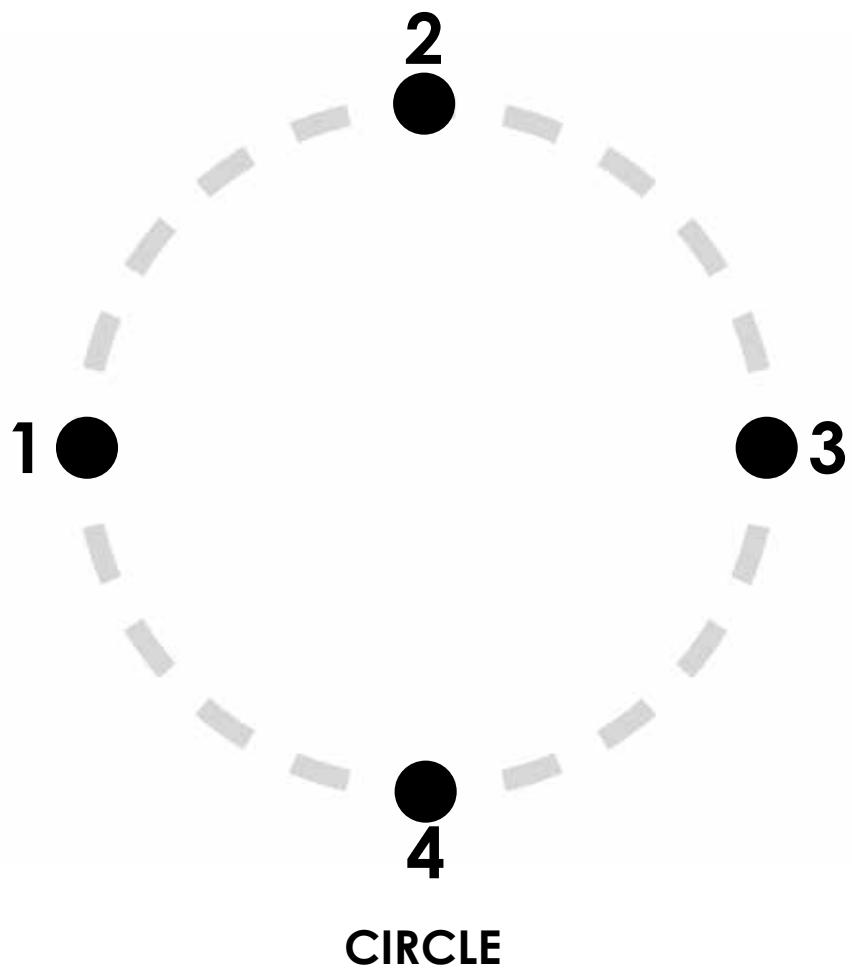
Connect the dots along the lines to reveal a shape.



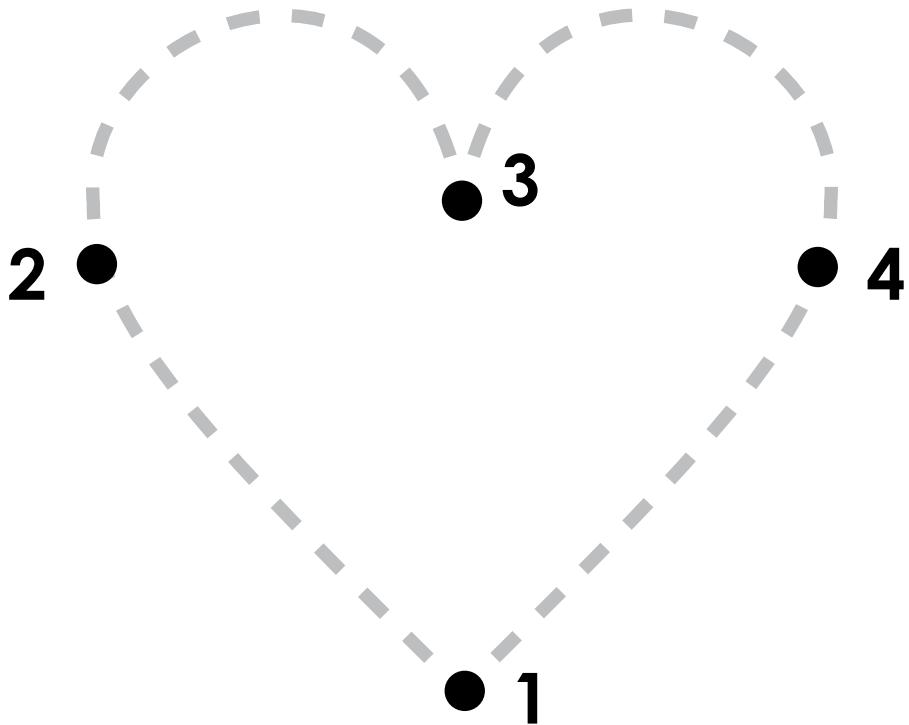
DIAMOND



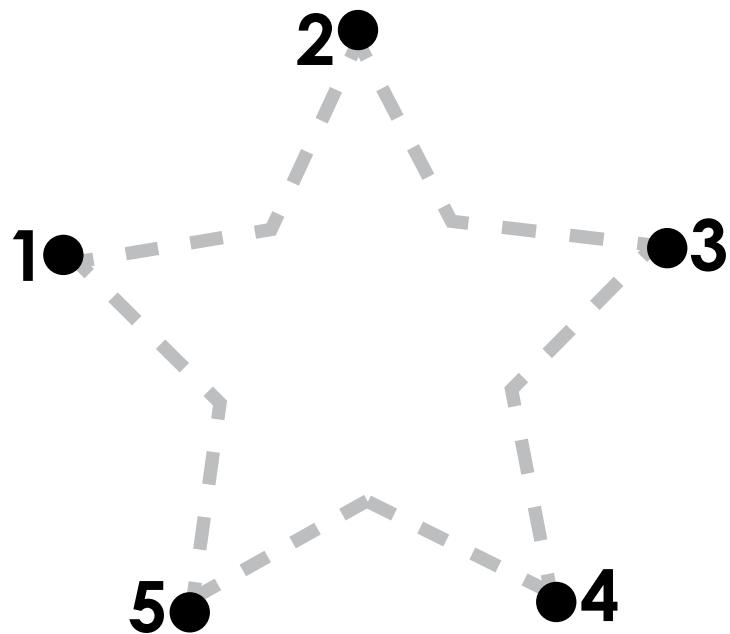
RECTANGLE



Connect the dots along the lines to reveal a shape.

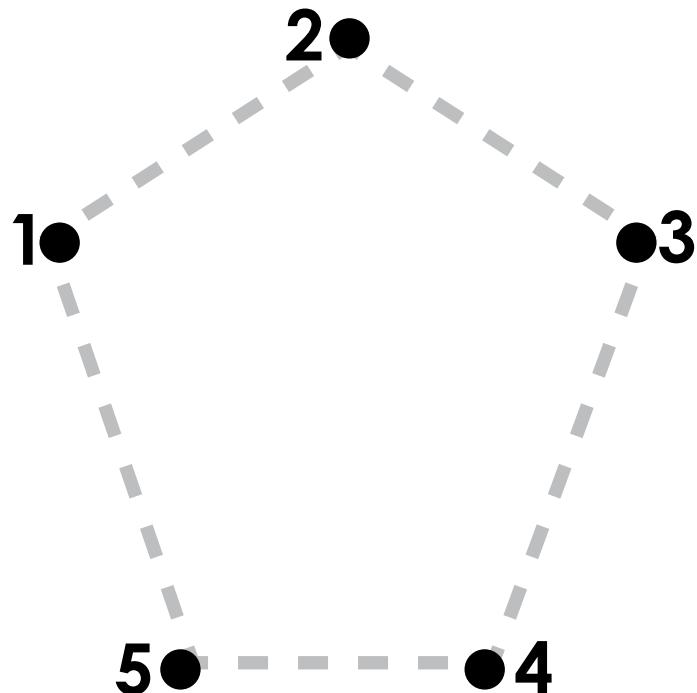


HEART

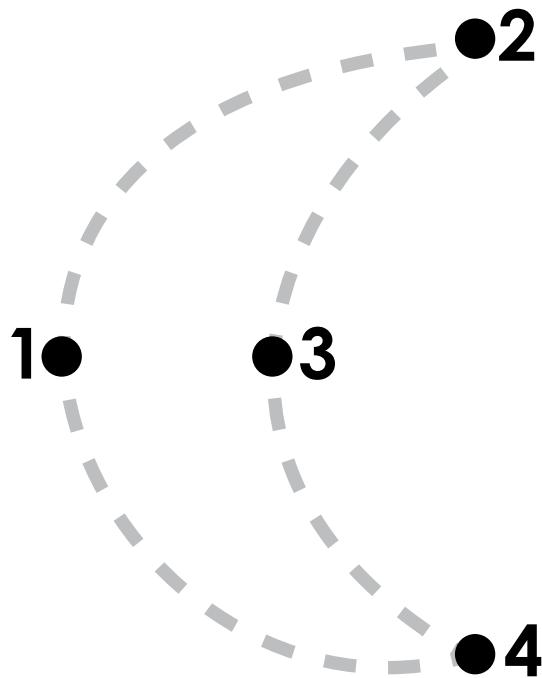


STAR

Connect the dots along the lines to reveal a shape.

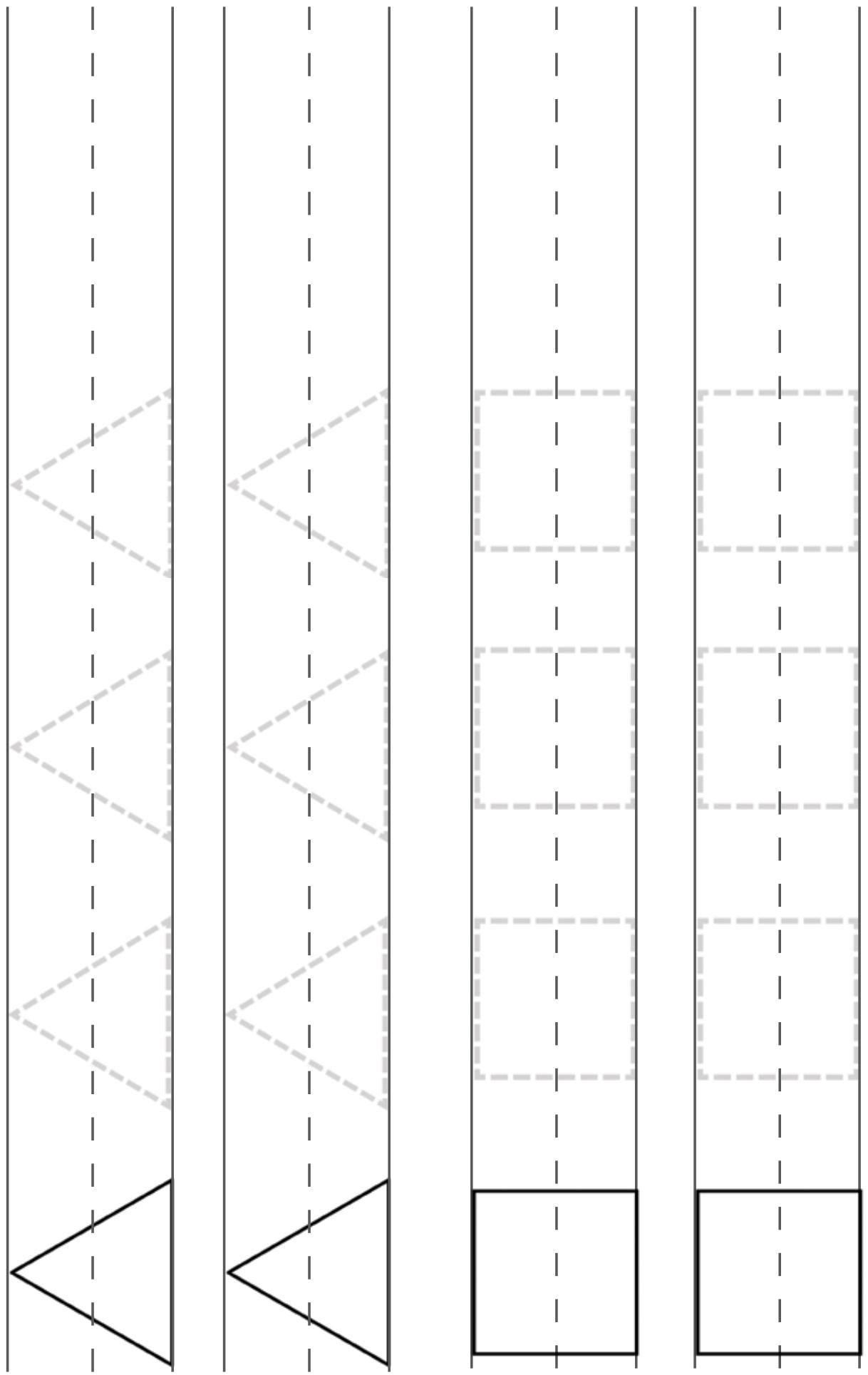


PENTAGON



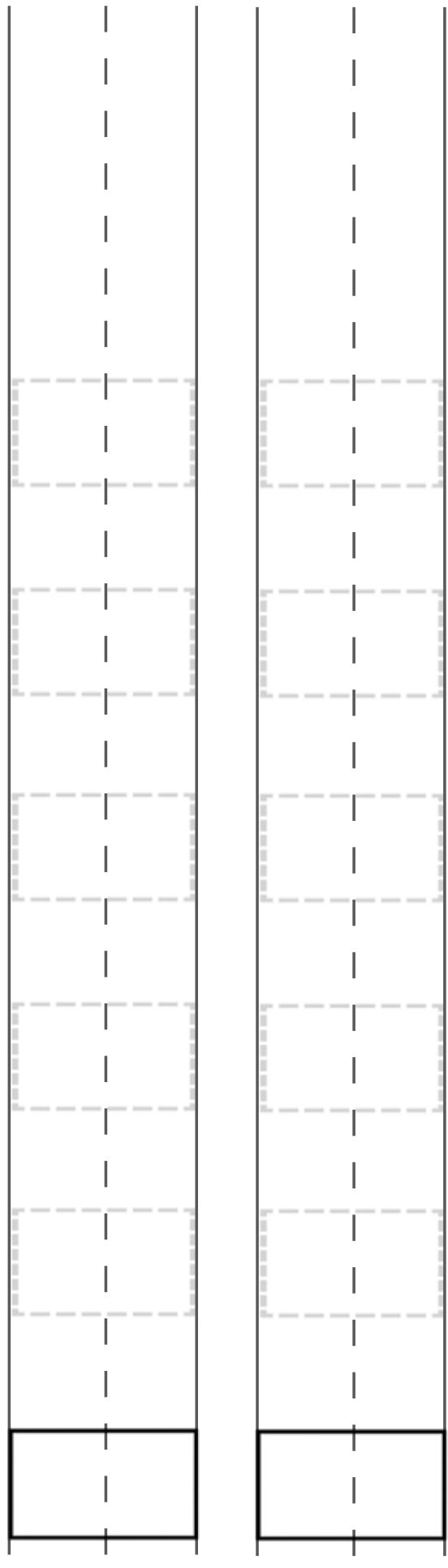
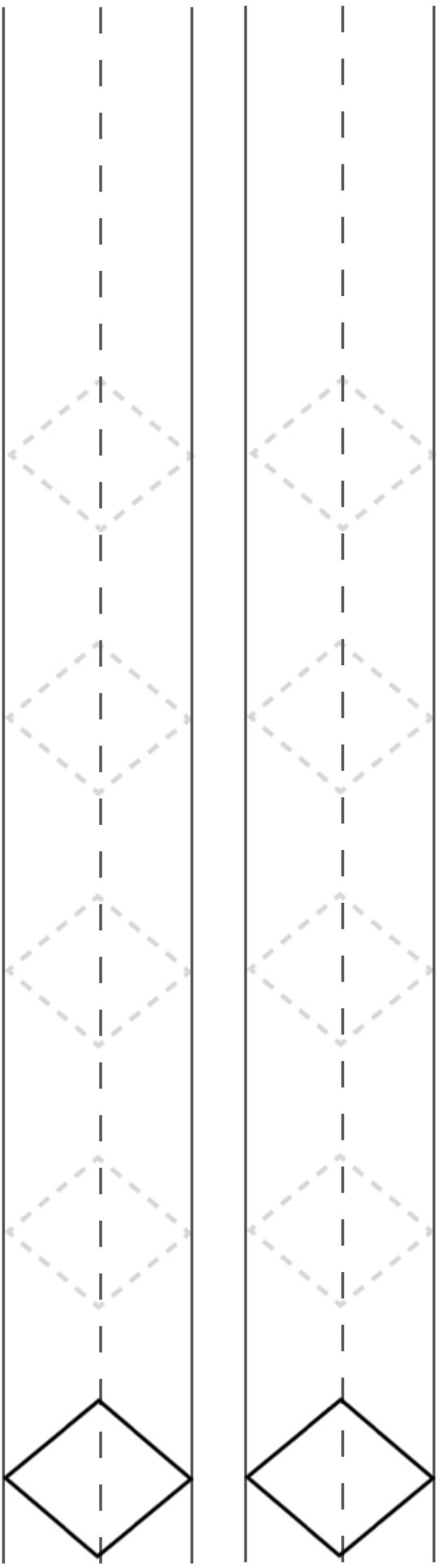
CRESCENT

Connect the dots along the lines to reveal a shape.



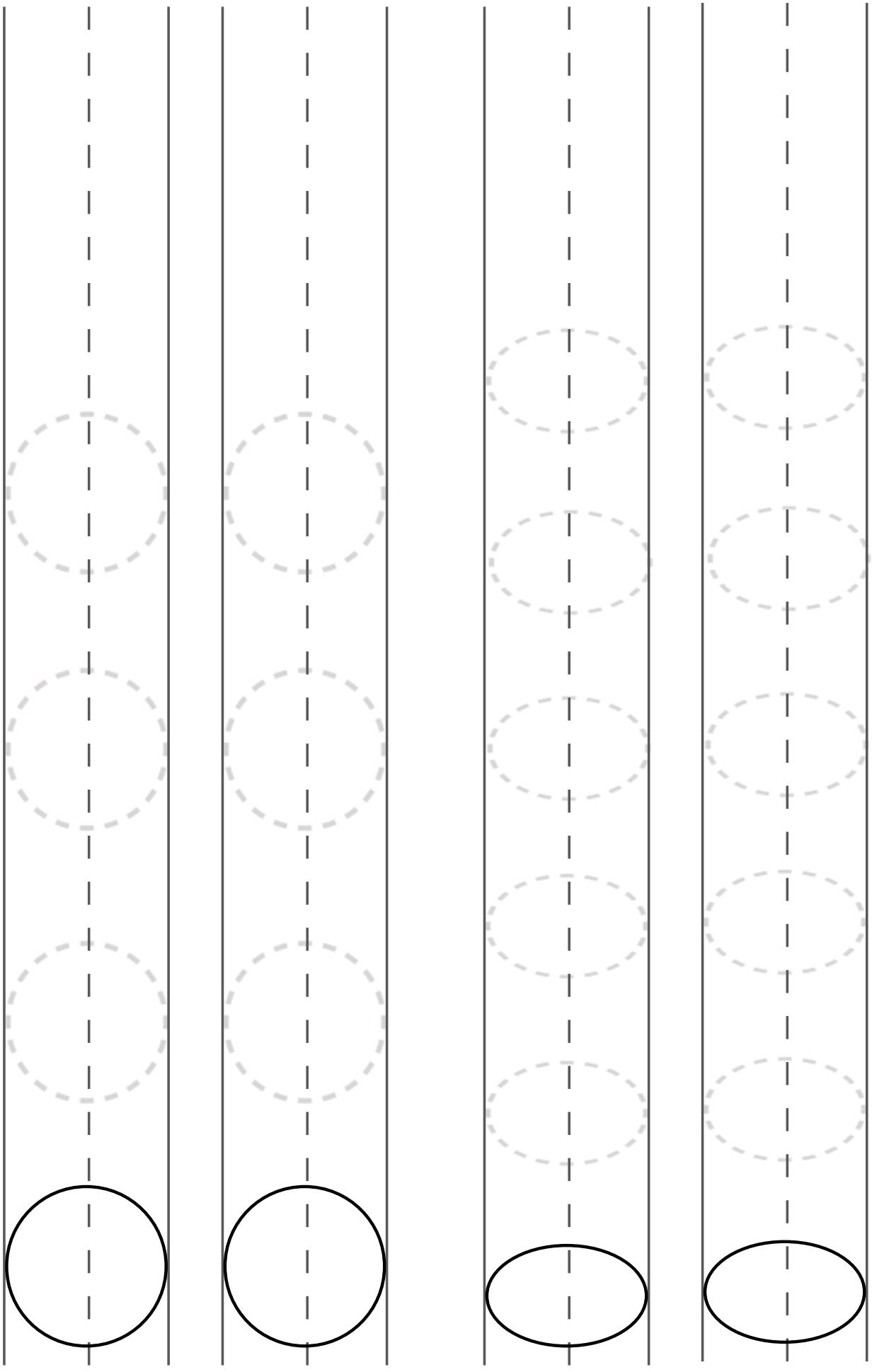
Practice these basic shapes.


www.chutis.com
Basic Shape 1st Grade

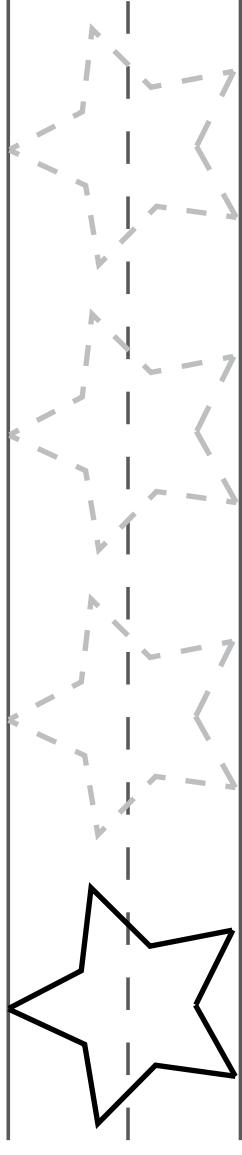
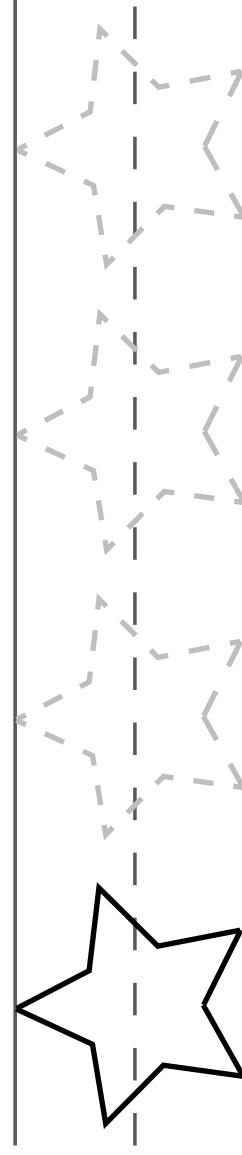
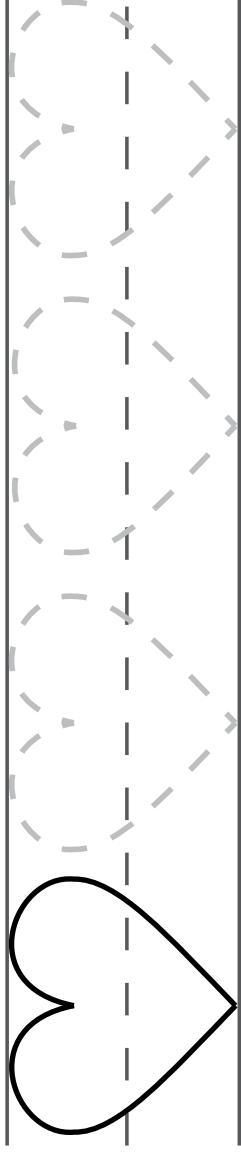
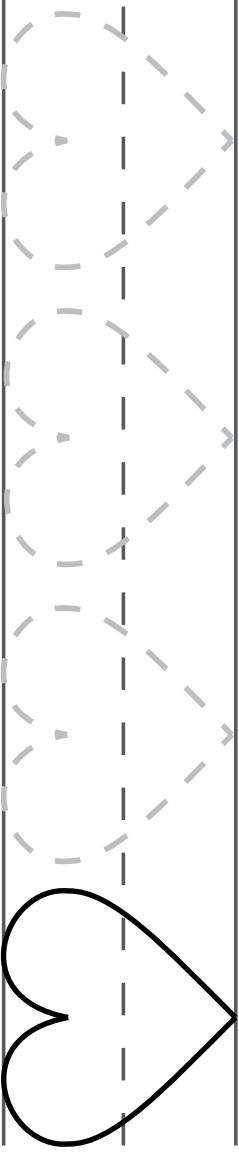


Practice these basic shapes.

Practice these basic shapes.

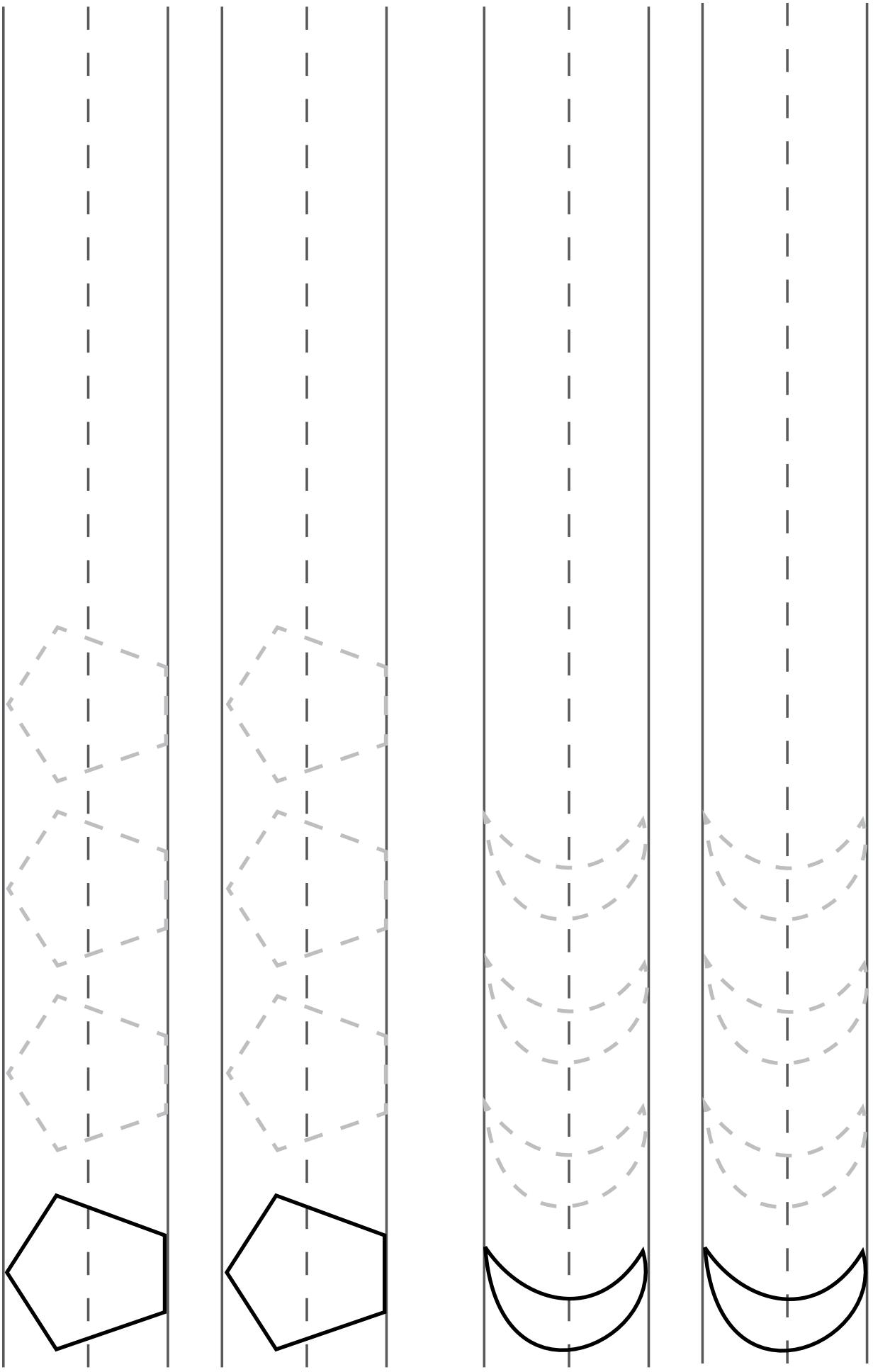


Practice these basic shapes.



www.chutulis.com
Basic Shape 1st Grade

Practice these basic shapes.



VISUAL LANGUAGE I, II, III

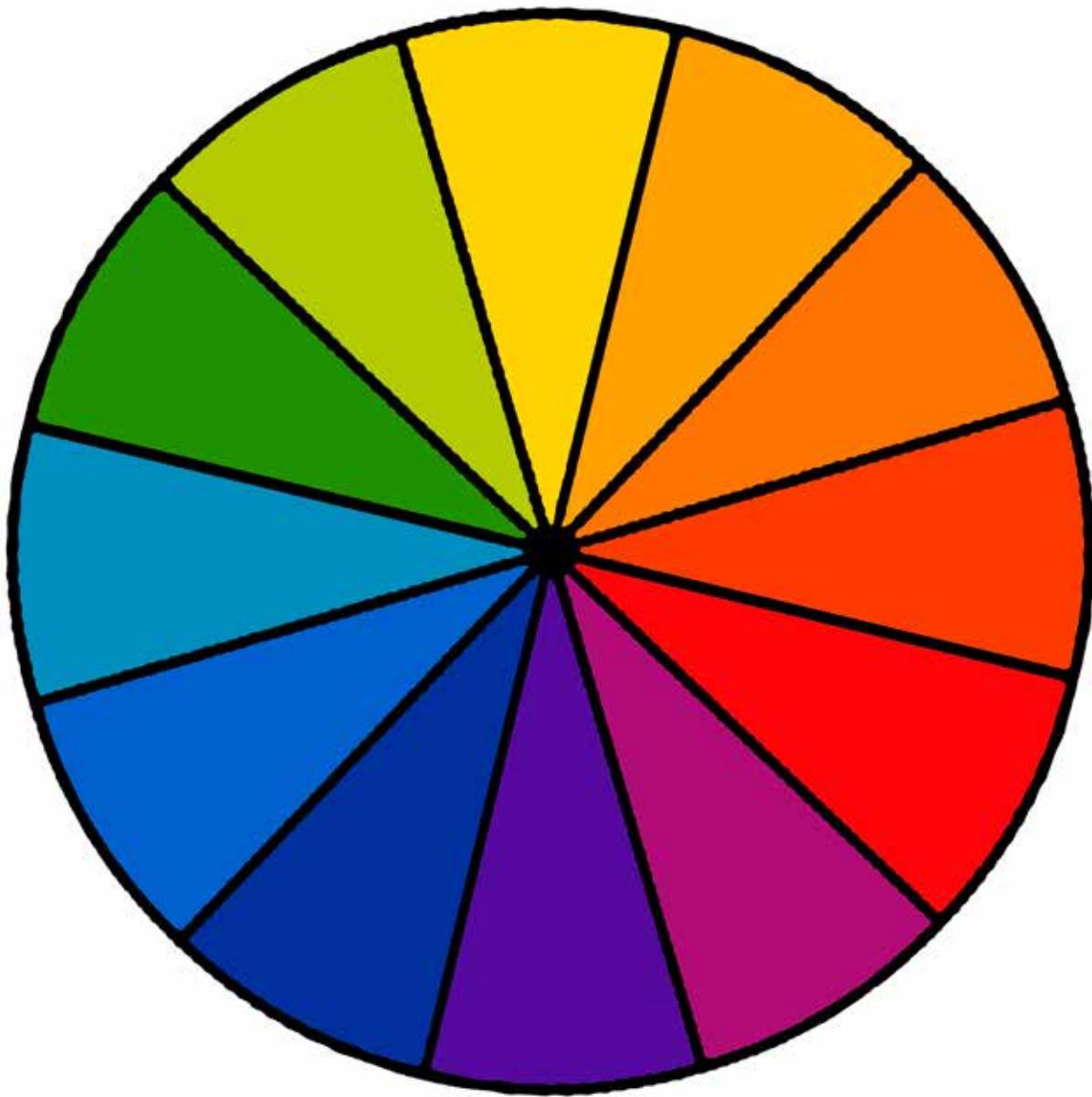
DOT / LINE
SHAPE
VALUE
COLOR
FORM


warchulis
1st Grade

COLOR

Adrienne
warchulis

Basic Color 1st Grade



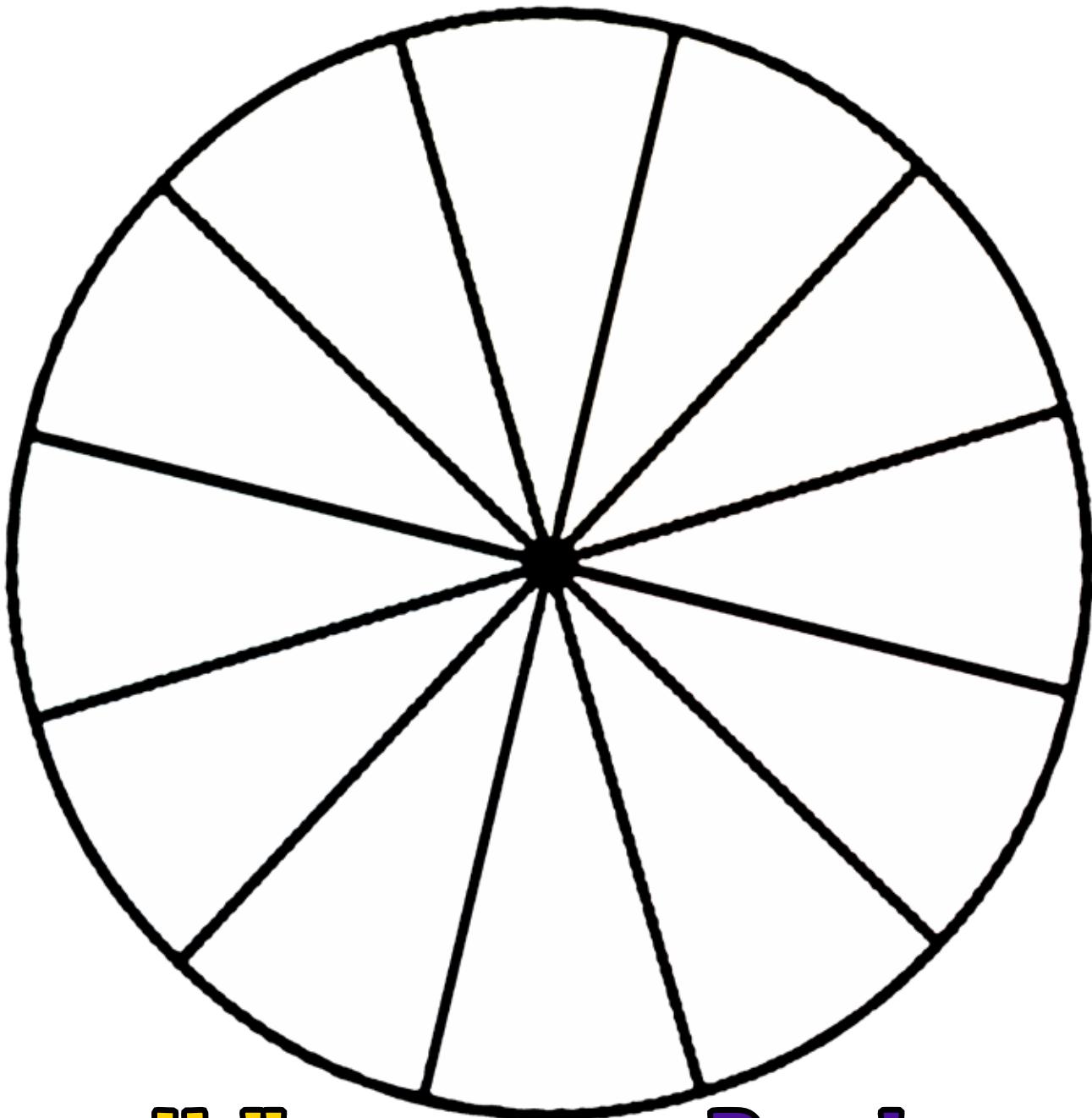
Yellow
Yellow Orange
Orange
Red Orange
Red
Red Purple

Purple
Blue Purple
Blue
Blue Green
Green
Yellow Green

COLOR

Don
wachulis

Basic Color 1st Grade



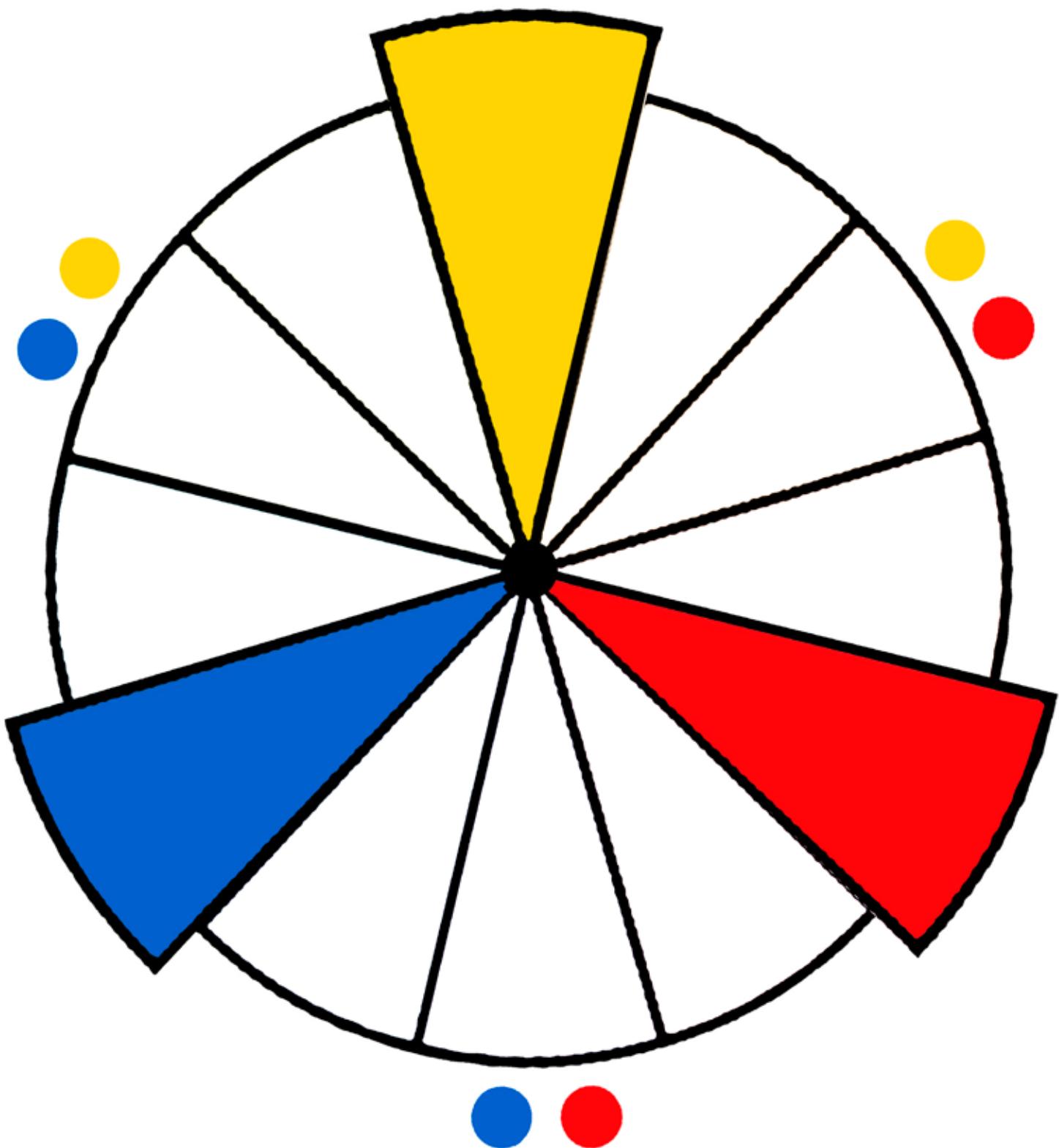
Yellow
Yellow Orange
Orange
Red Orange
Red
Red Purple

Purple
Blue Purple
Blue
Blue Green
Green
Yellow Green

COLOR

Don
wachulis

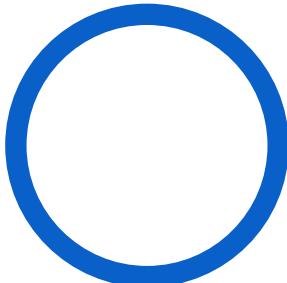
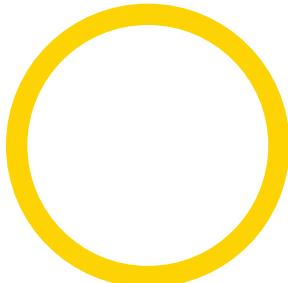
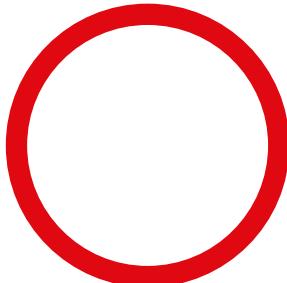
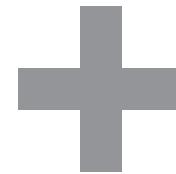
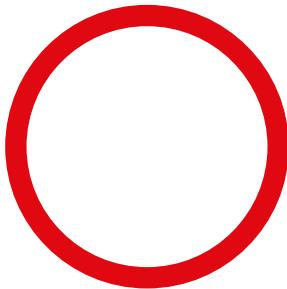
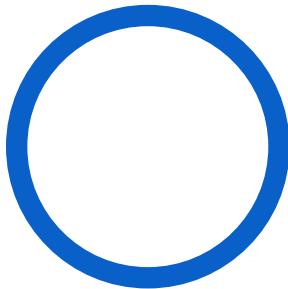
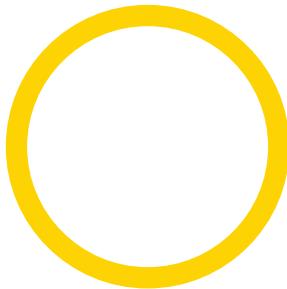
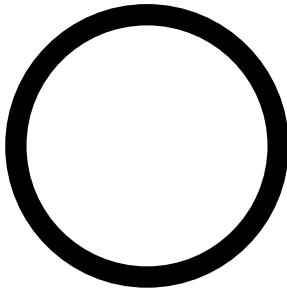
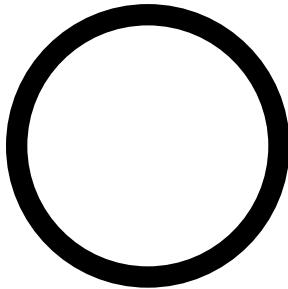
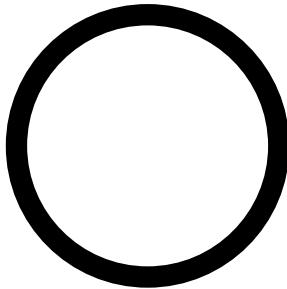
Basic Color Mixing 1st Grade



MIXING



COLOR



M I X I N G

... this is how I write my name ...

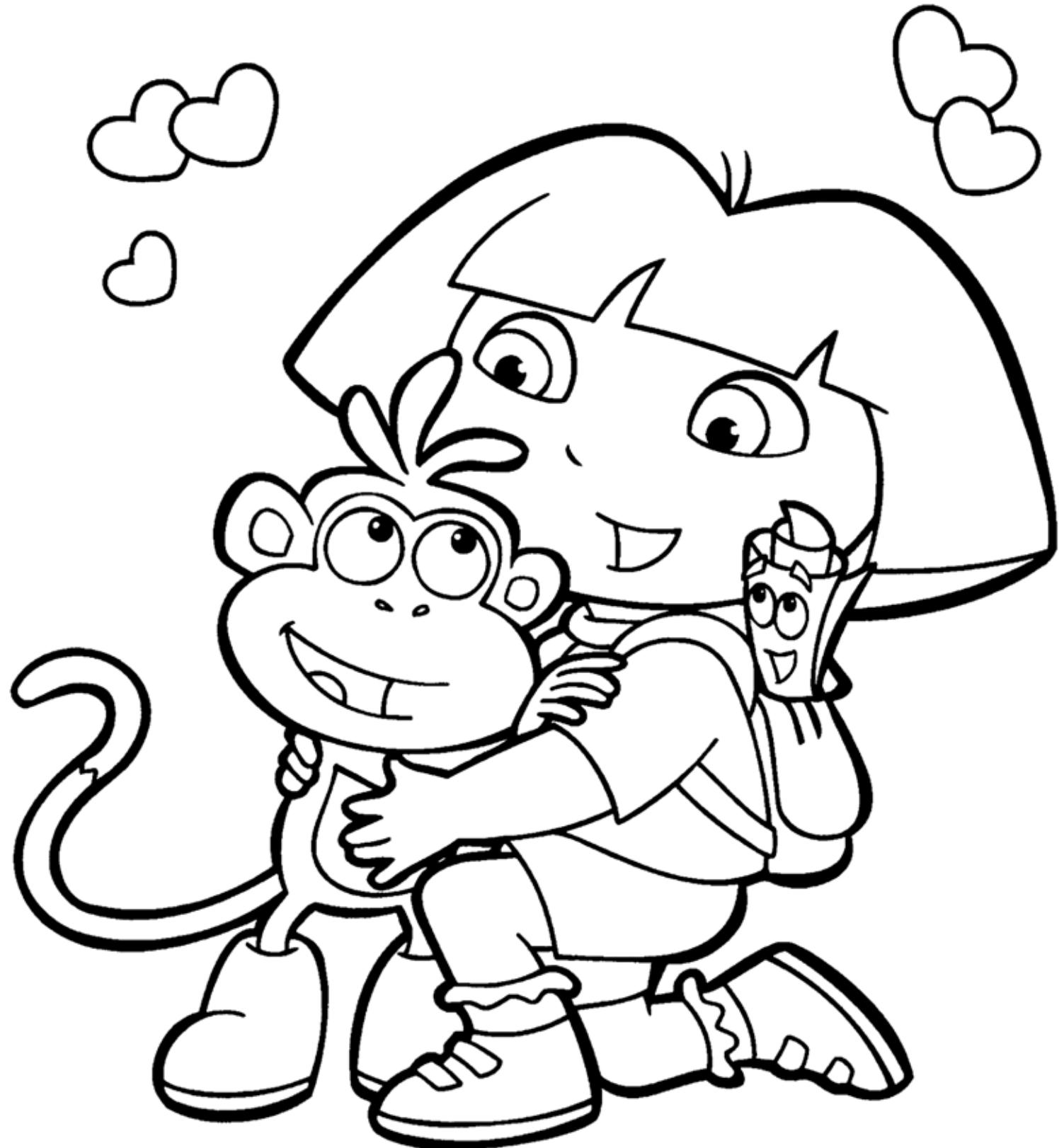
... and this is how I color!



General Example



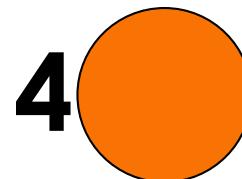
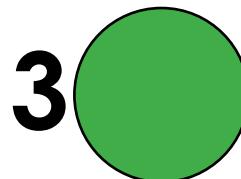
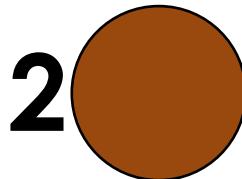
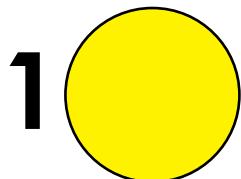
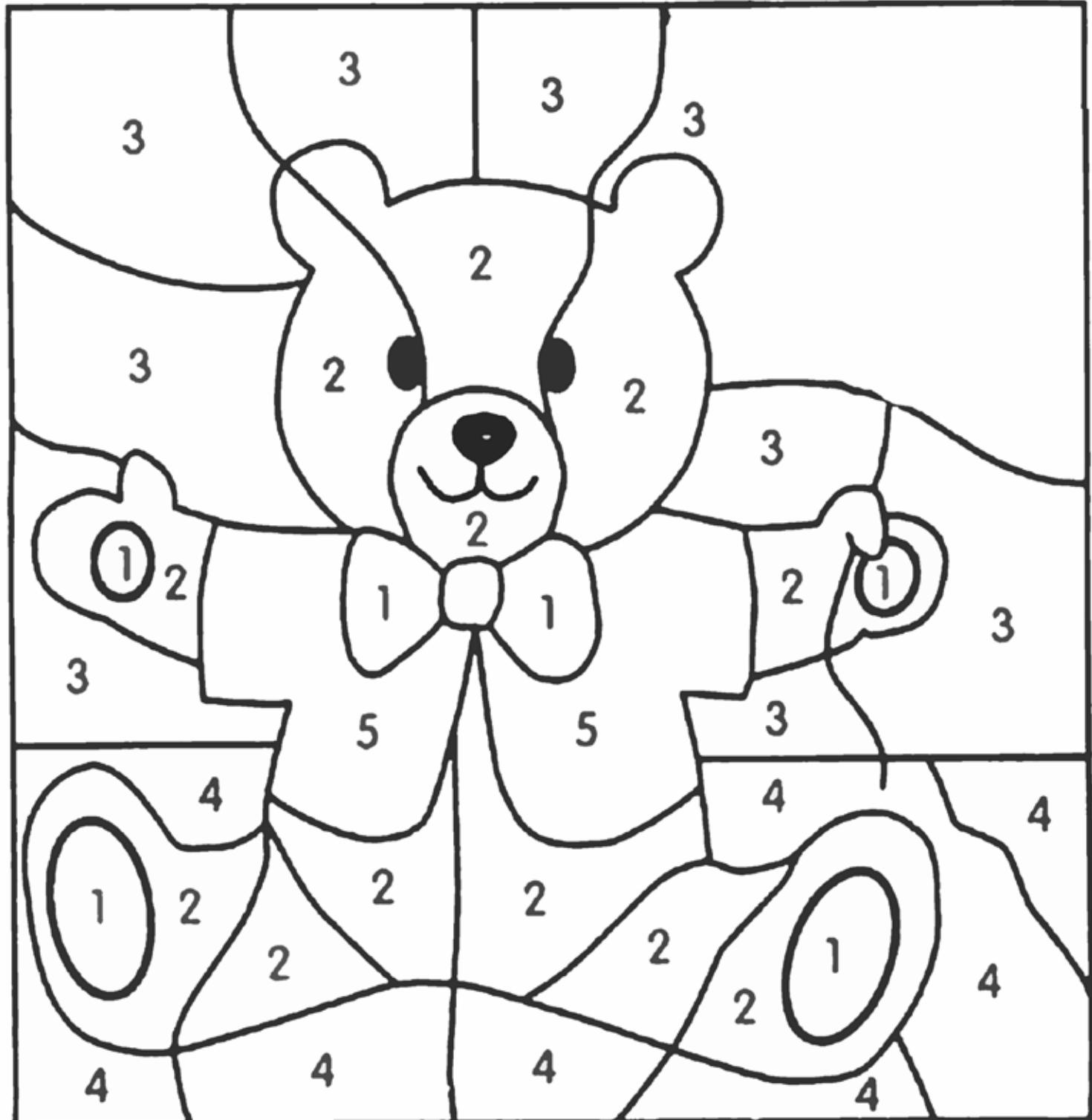
General Example



General Example

Color by numbers

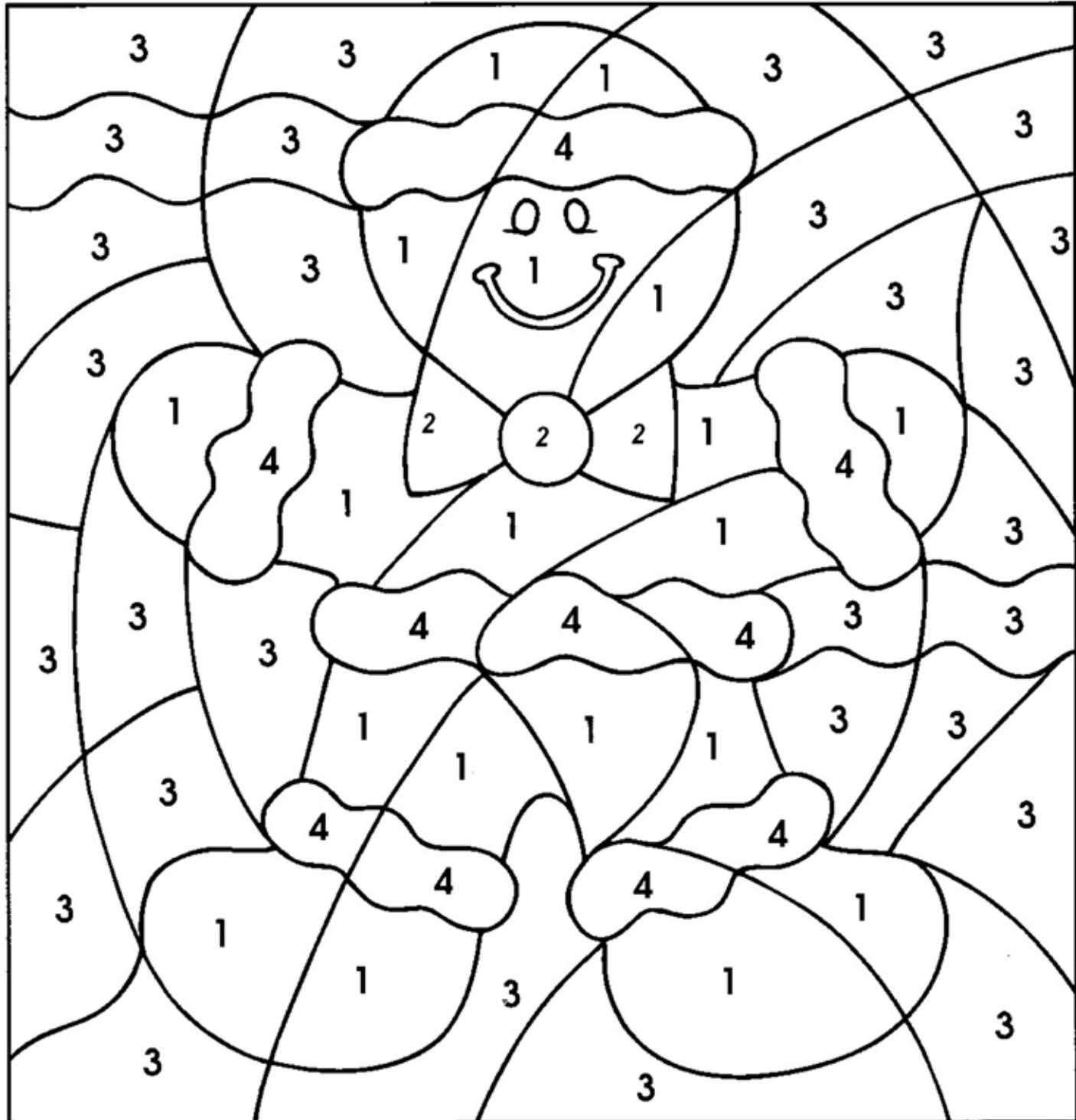
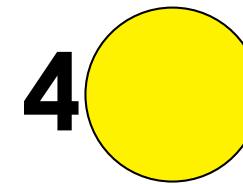
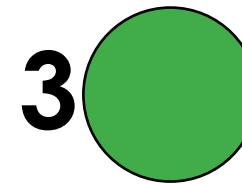
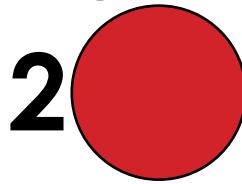
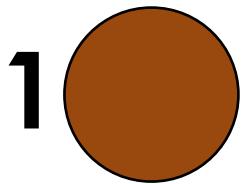
Bear



**General
Example**

Color by numbers

Gingerbread Man

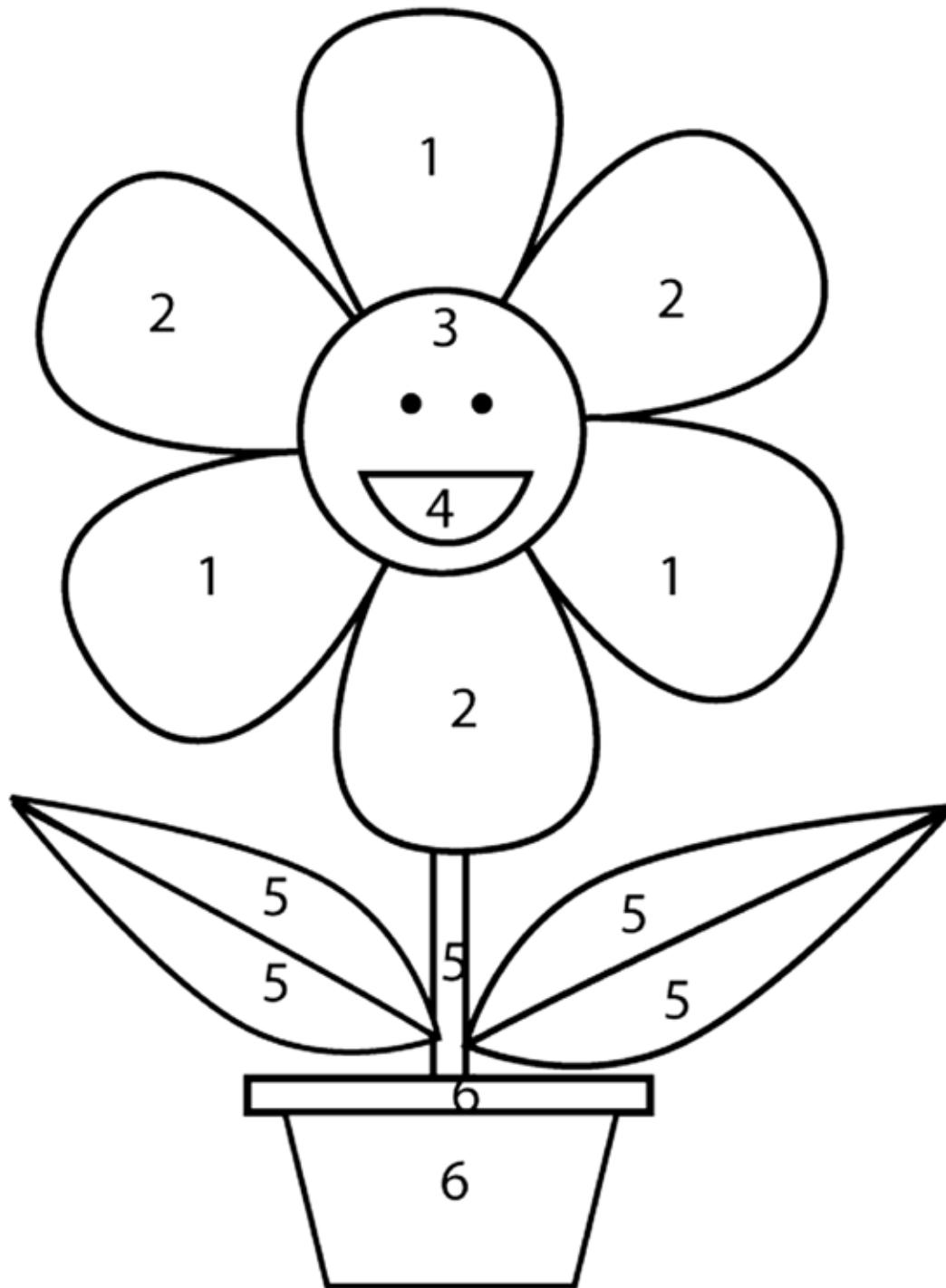


**General
Example**

Color by numbers

Flower

1  2  3  4  5  6 



**General
Example**

Color by numbers

Monsters



1

2

3

4

5

6

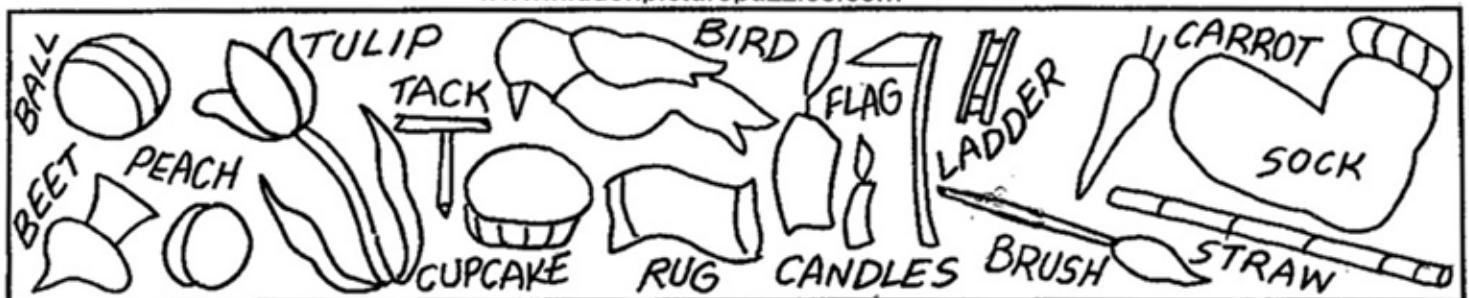
7

8

**General
Example**



www.hiddenpicturepuzzles.com

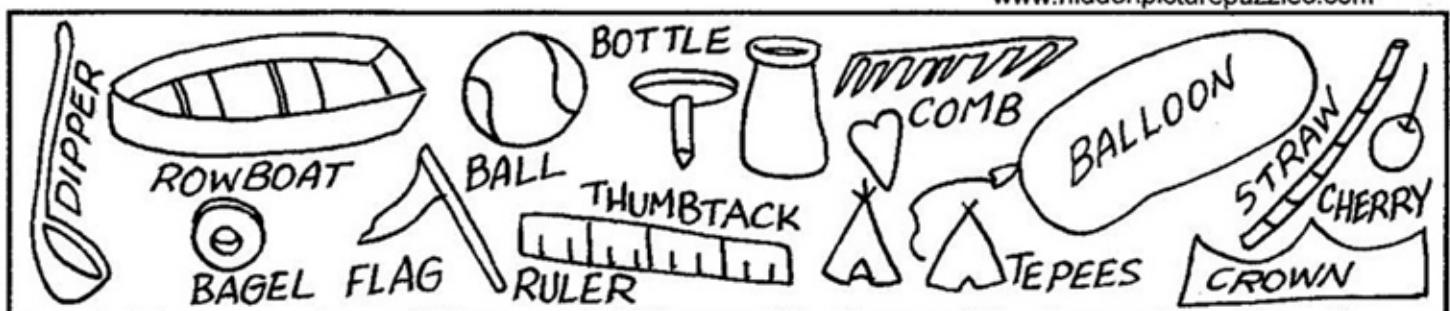


Picture Find

General Example



www.hiddenpicturepuzzles.com



Picture Find

General Example

Emotions



I'm happy



I'm sad



I'm sleepy



I'm afraid

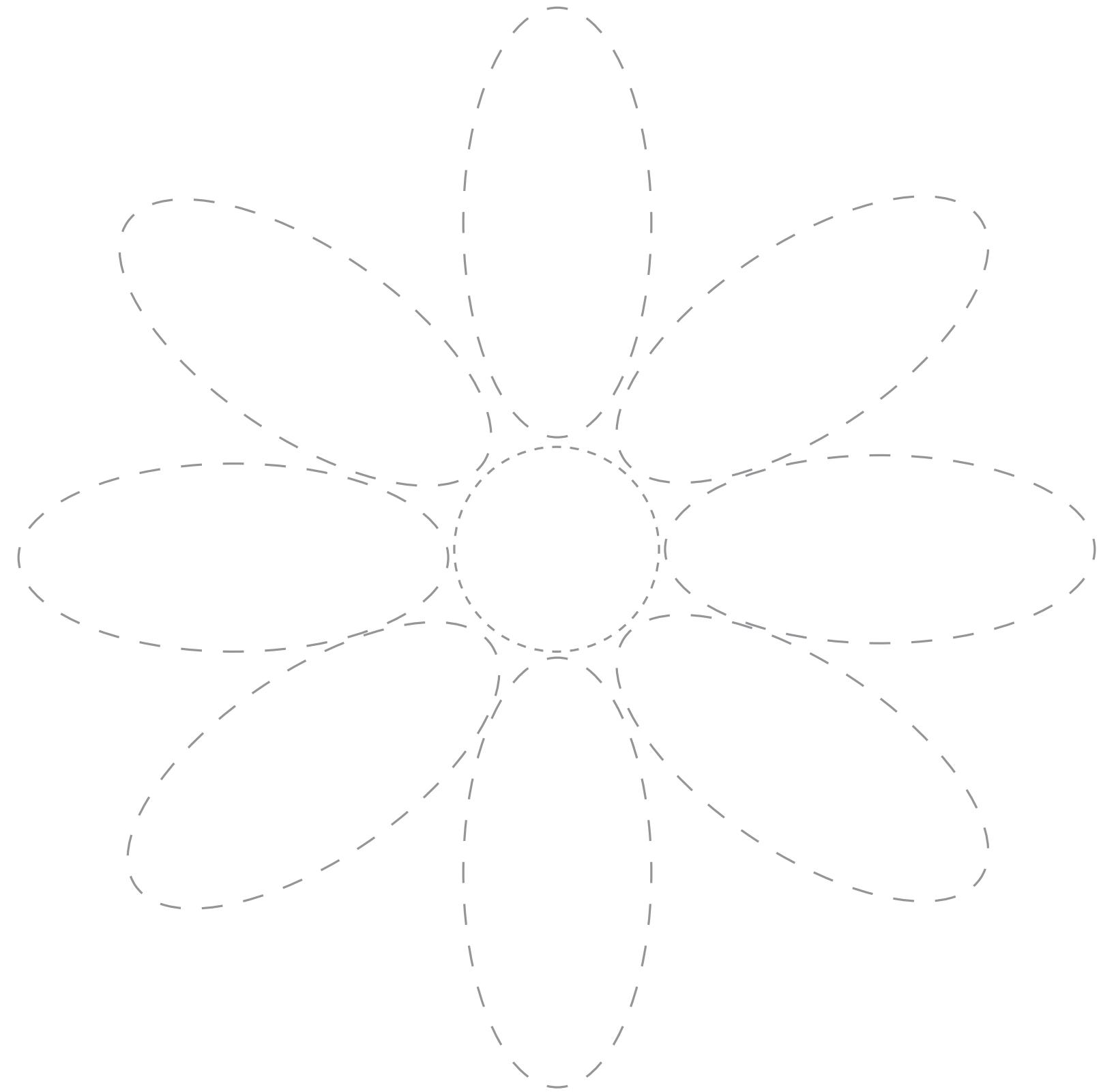


I'm angry



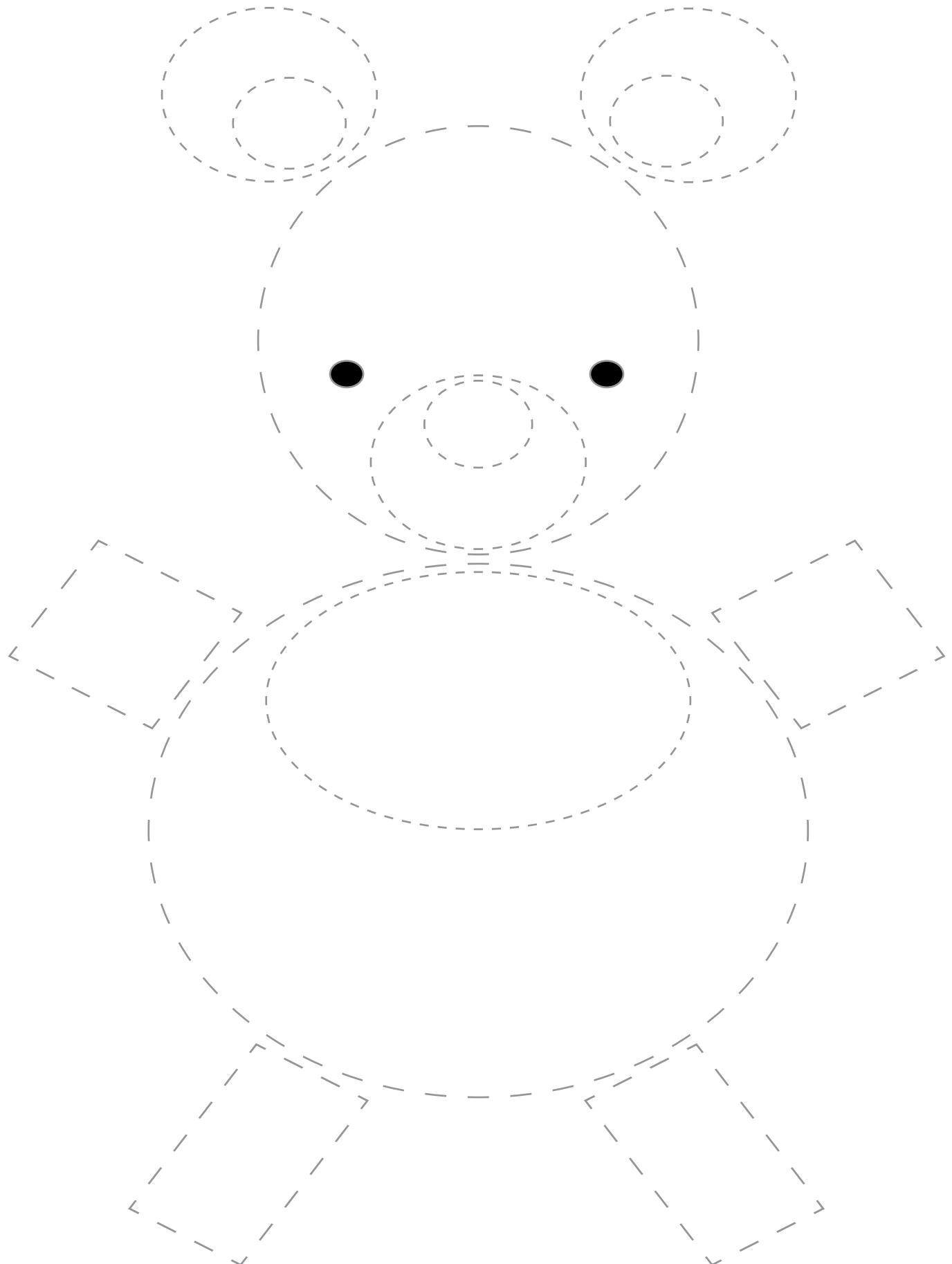
I'm hot

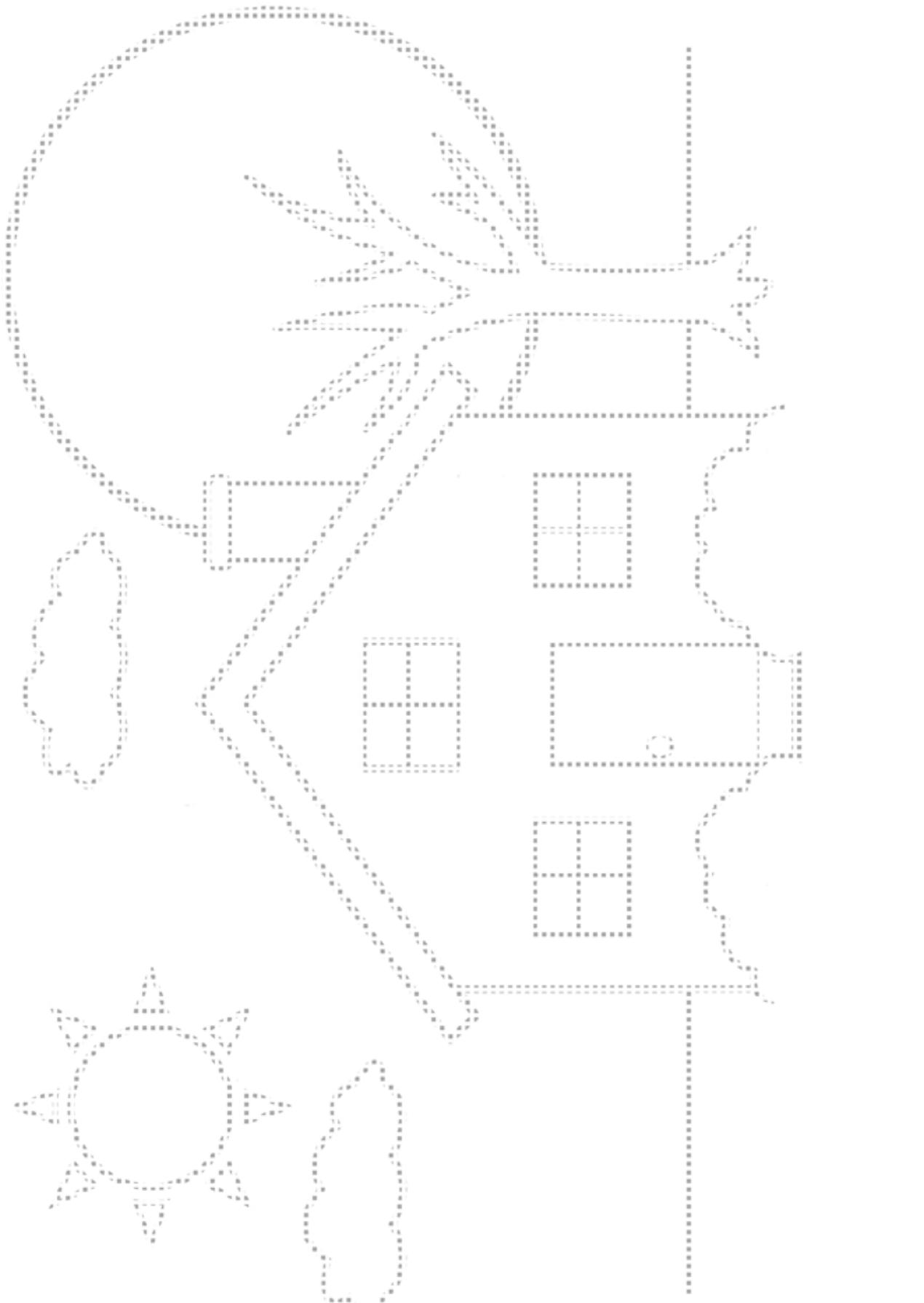
**General
Example**

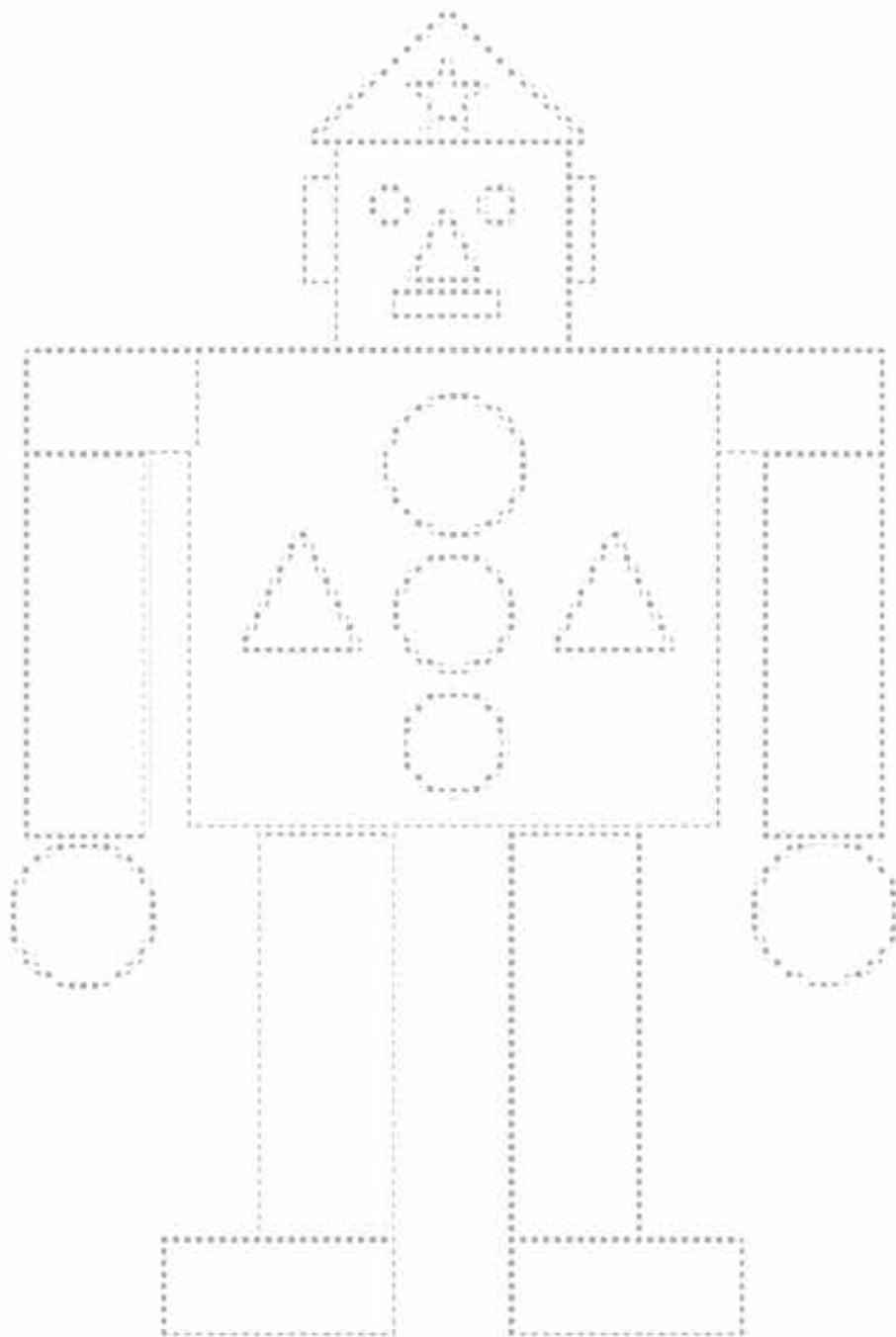


Don
wachulis

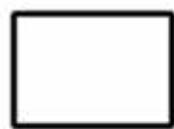
Trace and Color 1st Grade



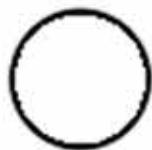




How many



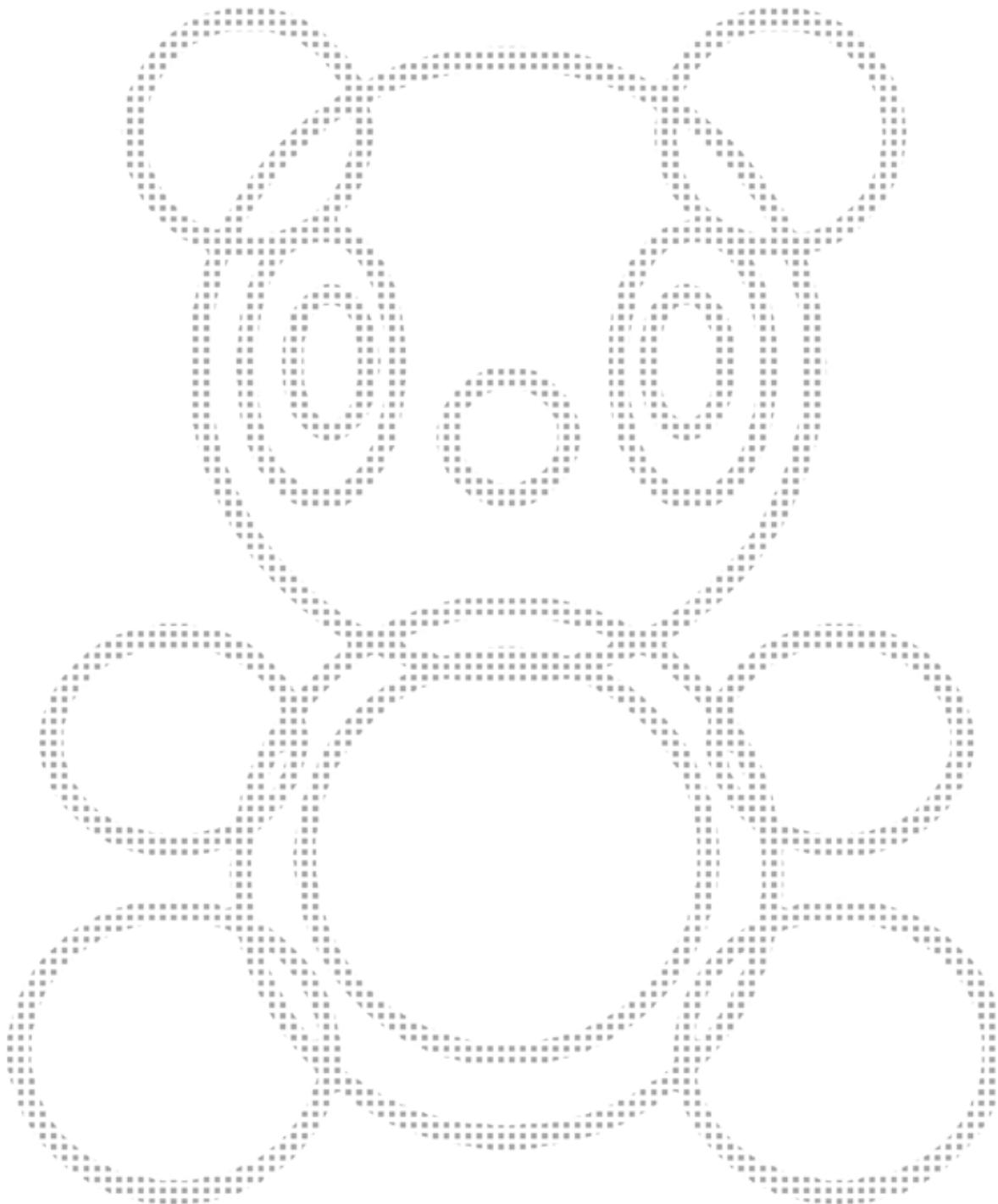
.....



.....



.....



FUN WITH SHAPES EXERCISE INSTRUCTIONS

You will need:

Sheets of White or Colored Construction Paper
Scissors
Paper plates
Glue or Glue Stick
Crayons, Markers, or Pencils

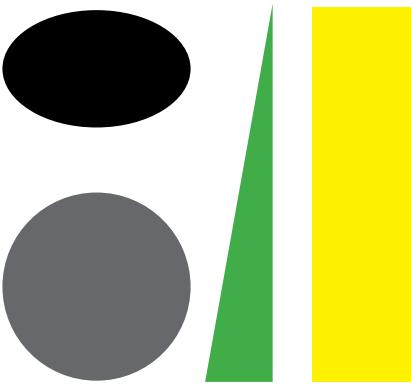
The following projects are meant to be completed in a sequence of increasing difficulty. Completed project illustrations on the exercise sheet are printed small to conserve space.

Instructions:

Cut along the dashed lines. Arrange cut out shapes on any color paper you wish using the illustration as a guide. Glue shapes onto the paper. Follow any additional instructions found on the exercise sheet. For example, some projects may require coloring, tracing, and drawing.

Optional supplies:

Straws
Glitter
Leaves
Branches
Googly eyes

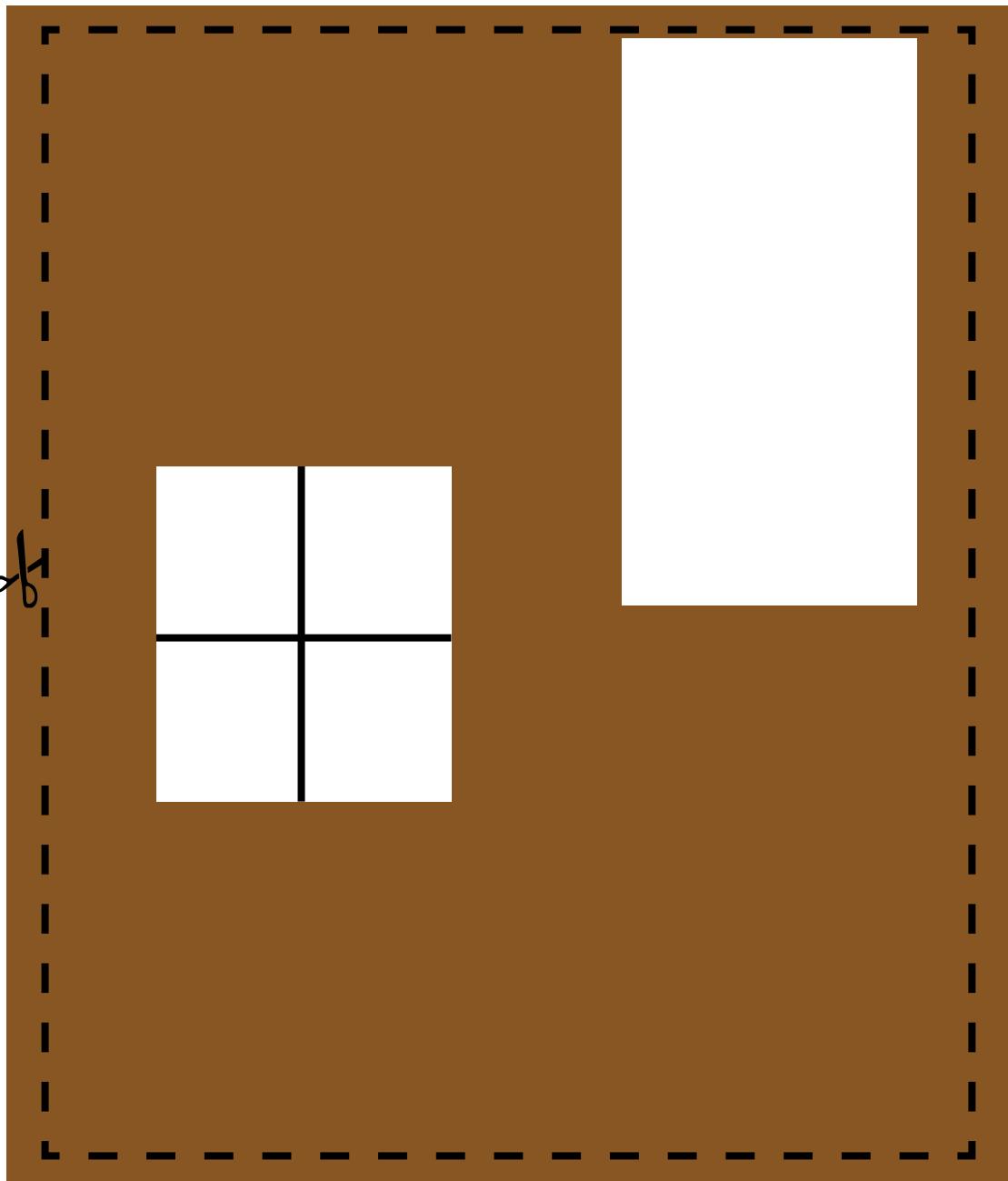


Note:

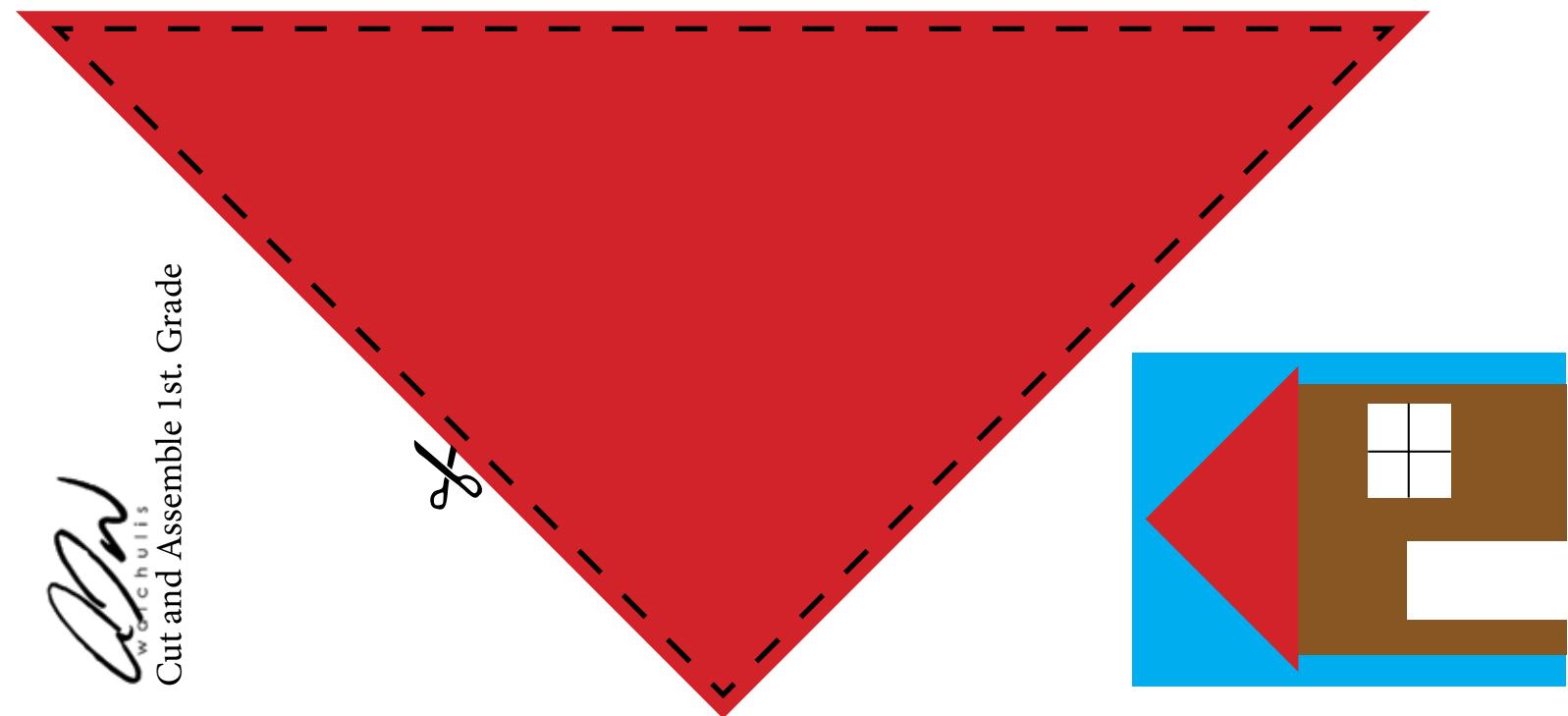
All of the exercises can be substituted with construction paper instead of printer paper. Teachers can draw outlines of the shapes.

A handwritten signature in black ink, reading "w g r i c h u l i s".

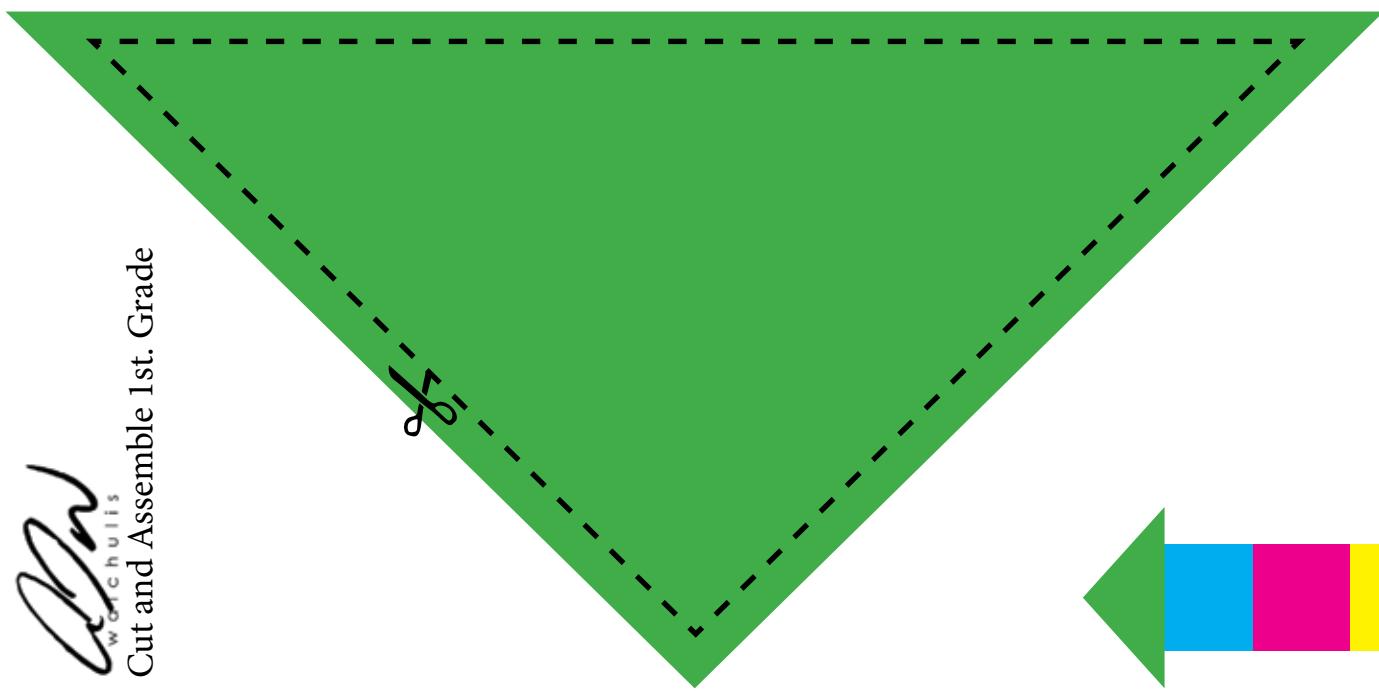
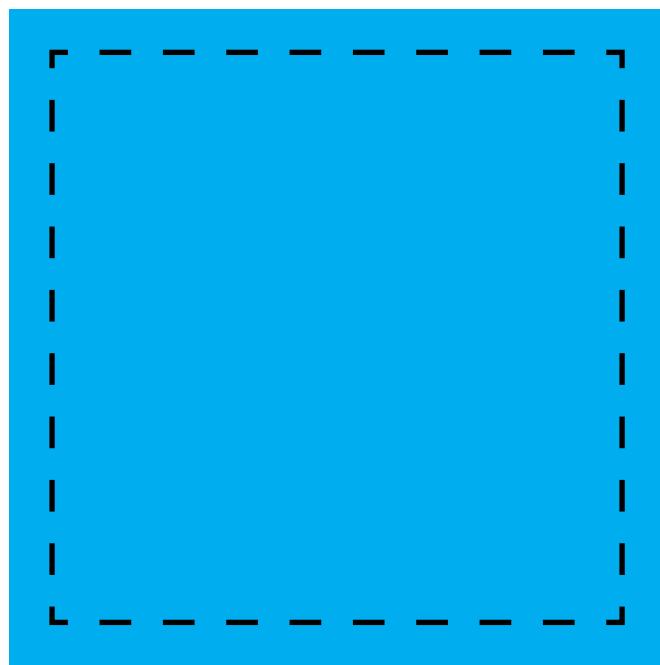
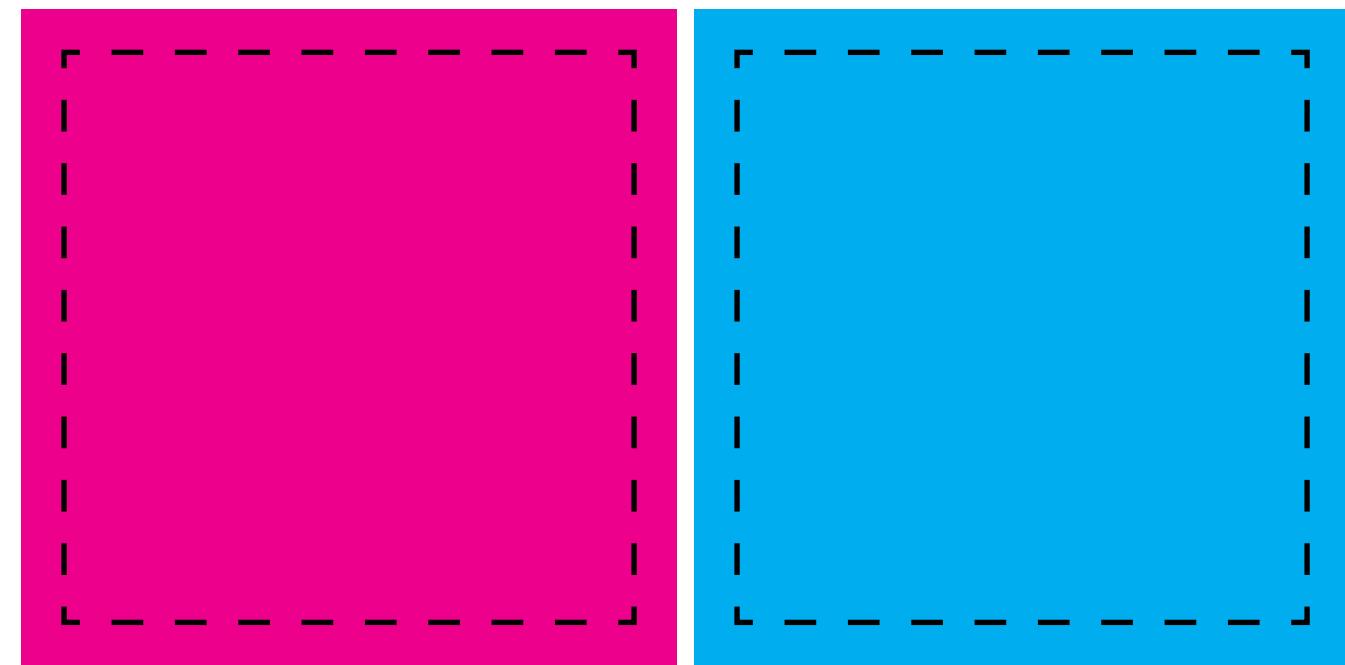
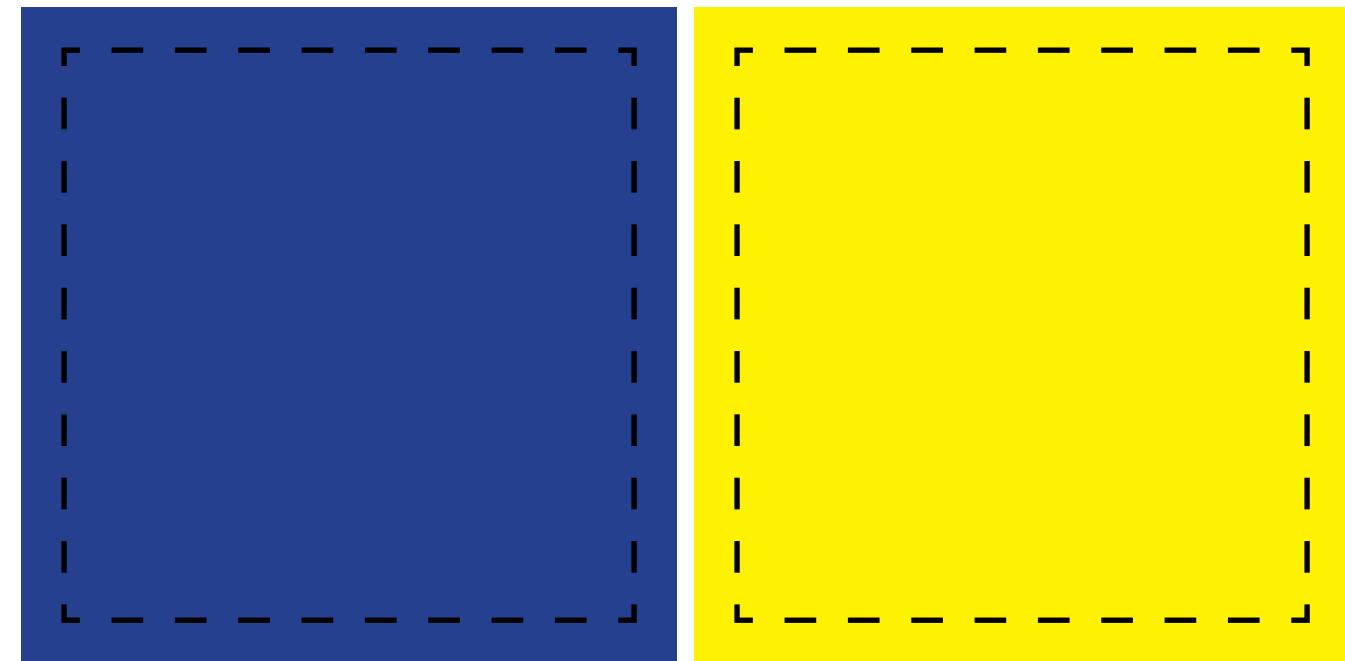
Cut out the shapes out of any color construction paper you choose.
Add any elements you choose.



63



Cut out the shapes out of any color construction paper you choose. Add any elements you choose.



M
w o r c h u l i s

Cut and Assemble 1st. Grade
65

Cut out the shapes out of any color construction paper you choose. Add any elements you choose.

