

Art Curriculum: Grade 2

Unit 1: Seeing Your World; Ideas For Art

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	What role does reflection play in improving skills and techniques?	Artists reflect on the process of making art in order to improve their skills and techniques.	Document the processes they use to produce art and reflect on how the processes have evolved through time.	9.1.3.A , 9.1.3.B , 9.1.3.C , 9.1.3.G

	Topic	Eligible Content/ Standards	Details	Resources
1	Using a Sketchbook	9.1	<ul style="list-style-type: none"> Understand that sketching is a way to remember things they see and to explore ideas for art Create sketch folder's to keep ideas for art works 	Smart board; big book: Chapman, Laura H., <u>Adventures In Art</u> , Davis Publications, 1998. (pg. 40-41)

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Big Idea		EQ	Concept	Competency	Standards
Artists use tools and resources as well as their own experiences and skills to create art.		How might a person's past experience influence their art making?	Artists draw inspiration from past experiences.	Create a work of art influenced by a personal experience.	9.1.3.E , 9.1.3.H
	Topic	Eligible Content/ Standards	Details	Resources	
2	Self-portrait collage	9.1 9.2	<ul style="list-style-type: none"> • Understand that some collages include parts of photographs as well as cut and torn paper • Be aware of works created by artist Romare Bearden • Create a self portrait collage, using photographs and drawing media, that is inspired by your personal experiences • Divide personal photograph along the line of symmetry, draw ½ of face 	Smart board; big book: Chapman, Laura H., Adventures In Art , Davis Publications, 1998. (pg. 26-27); VHS: I can Fly: Kids and Creativity (Romare Bearden) L&S Video Inc., 2000.	

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Unit 2: Kinds of Art; Living with Art

Big Idea		EQ	Concept	Competency	Standards
There are formal and informal processes used to assess the quality of works in the arts.		How do people talk about the quality of artwork?	There is a language of criticism people use when discussing the quality of a work of art.	Use a basic vocabulary of artistic criticism when viewing and discussing many different types of art.	9.3.3.A , 9.3.3.B , 9.3.3.E , 9.3.3.G
	Topic	Eligible Content/ Standards	Details	Resources	
1	Still life; Shape, size, space	9.1 9.3	<ul style="list-style-type: none"> Compare and contrast themes and design qualities of still life paintings Draw a still life that shows careful observation of overlapping shapes, sizes, and spaces Apply concepts of color to show detail in objects 	Smart board; Chapman, Laura H., Adventures In Art , Davis Publications, 1998. (pg. 58-59); art reproductions; art assessments	
2	Architecture; Shapes, patterns, exterior	9.1 9.2 9.3	<ul style="list-style-type: none"> Identify examples of shapes and repeated patterns in architecture and construction materials Be aware of a variety of architectural styles and discuss styles of homes in the local area Including “Falling Water” by Frank Lloyd Wright Create a drawing of the exterior of your dream home. Include a variety of shapes, patterns and details. 	Smart board; Chapman, Laura H., Adventures In Art , Davis Publications, 1998.(pg. 114-115); photographs; art assessments	
3	American landscape; Horizon line, space, size	9.1 9.3	<ul style="list-style-type: none"> Use their knowledge of art terms to identify different types of art Create a landscape that shows the beauty of nature in the landscapes that you have seen Use basic skills of perspective to show foreground and background space in your scene 	Smart board; Chapman, Laura H., Adventures In Art , Davis Publications, 1998. (pg. 36-37); art reproductions; art assessments	

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4	Chinese Landscape; "Guilin's Autumn"	9.1 9.2 9.3	<ul style="list-style-type: none">• View and discuss the art of Wang Yani• Compare and contrast the landscape in China to the land in America• Combine materials and techniques (chalk, stencil, watercolor paint) to create a Chinese Landscape	Smart board; <u>Art Express</u> , Harcourt Brace, 1998. (pg. 34-35); Flint, David, <u>On The Map: China</u> , Steen-Vaughn Co. 1994. art assessment; art reproductions

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Unit 3: Art From Many Lands; Why People Make Art

Big Idea	EQ	Concept	Competency	Standards
People have expressed experiences and ideas through the arts throughout time and across cultures.	How do artists preserve culture?	Artists preserve culture by visually recording customs and traditions.	Make and analyze art that depicts the customs and traditions of a group of people.	9.1.3.F , 9.1.3.H , 9.2.3.D , 9.2.3.E , 9.2.3.F , 9.2.3.G
	Topic	Eligible Content/ Standards	Details	Resources
1	Christmas Traditions; Holiday craft	9.1 9.2	<ul style="list-style-type: none"> Be aware of holiday traditions that lead artists to create crafts Create a Christmas craft that shows a holiday tradition 	Smart board
2	Weaving	9.1 9.2	<ul style="list-style-type: none"> Perceive and discuss weaving and woven objects in their environment Recognize that child artists learn to weave from family members to carry on a cultural tradition Cut a paper loom and create a woven surface with strips of paper 	Smart board, Big book: Chapman, Laura H., <u>Adventures In Art</u> , Davis Publications, 1998. (pg.90-91); <u>Art Express</u> , Harcourt Brace, 1998. (pg. 118); art assessment
3	Sculpture; Storyteller Figure	9.1 9.2	<ul style="list-style-type: none"> Be aware of pottery and sculptures created by Native Americans called the Pueblos, including storyteller figures Compare and contrast themes and design qualities in sculptures of people by Native Americans of the arctic region and that of the Pueblos Become aware of the cultural background of Helen Cordero Model a clay sculpture of a story teller figure by pinching, pulling, and joining clay Discuss the story that your art can tell 	Smart board; big book: Chapman, Laura H., <u>Adventures In Art</u> , Davis Publications, 1998. (pg. 74-75); art reproductions; art assessment; Howard, Nancy, <u>Helen Cordero & The Storytellers of the Cochiti Pueblo</u> , Davis, 1995.

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4	Origami	9.1 9.2	<ul style="list-style-type: none">• Recognize a traditional Asian art form that uses paper-folding techniques• Use paper folding techniques to create origami	Smart board; <u>Art Express</u> , (Harcourt Brace, 1998. (pg. 128); art assessment
5	Stained glass	9.1 9.2	<ul style="list-style-type: none">• Perceive and discuss stained glass as a form of art• Create artwork with glowing translucent colors to celebrate the tradition of Mother's Day	Smart board; Chapman, Laura H., <u>Adventures In Art</u> , Davis Publications, 1998. (pg. 122)

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Unit 4: How Artist's See; Seeing Art

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Big Idea	EQ	Concept	Competency	Standards
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	Why do people come to different conclusions about what an artwork means?	People have different opinions about the meaning of an artwork.	Describe the individual meaning made about works of art and acknowledge the divergent opinions of their classmates.	9.3.3.D , 9.4.3.A , 9.4.3.B , 9.4.3.D
	Topic	Eligible Content/ Standards	Details	Resources
1	Expressive art; Moods of weather	9.1 9.3 9.4	<ul style="list-style-type: none"> Identify design qualities, and possible meaning in Vincent Van Gogh's "Starry Night" painting Understand that different artists can interpret the same theme in their own ways Associate moods and feelings with implied motion in artworks Create a picture that shows "moody" weather; use lines to imply paths of movement Understand that an artwork can combine media and be completed in several stages 	Smart board; big book: Chapman, Laura H., Adventures In Art , Davis Publications, 1998. (pg.10-11 & 48-49)