

Visual Art

Grade 2

Prepared by:

Katharina Castiblanco Grammer

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

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ART 2

Course Description:

Visual Arts (2G) will implement the students' knowledge base and skill levels developed in 1st Grade Visual Arts. This course is designed to help students develop a basic understanding of art of diverse cultures, painting and artmaking skills, self confidence and reflection in their artmaking processes. Students will participate in a variety of in-class artmaking activities designed to develop art history knowledge and appreciation of diverse artists, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

UNIT # 1 - Landscape Paintings of the American West

UNIT # 2 - My Apples in a Bushel

UNIT # 3 - Pumpkins at Night

UNIT # 4 - Holiday Project

UNIT # 5 - Aboriginal Dot Art

UNIT # 6 - Accordion Chinese Dragon Dance

UNIT # 7 - PTA Original Art

UNIT # 8 - Pastel Chalk Landscapes

UNIT # 9 - Matisse Drawing with Scissors

UNIT # 10 - Floating Fish

Pre-requisite: Art 1

UNIT # 1 - Landscape Painting of the American West

Overview

Content Area: Art

Unit Title: Landscape Painting of the American West

Grade Level(s): 2

Core Ideas:

Utilize painting materials and tools to create a unique and imaginative landscape painting.
Find inspiration from 19th and early 20th century Landscape paintings of the American West.
Introduction to the Landscape artform.
Recognize and utilize the basic elements of a Landscape painting.
Compare and differentiate Landscape paintings with Landscape photographs.
Learn Landscape Vocabulary.

Standards (Content and Technology)

CPI#:

Statement:

1.5.2.Cr3a

Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

1.5.2.Re7a

Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn11a

Compare, contrast and describe why people from different places and times make art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.3

Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connection

6.1.2.Geo.HE.3

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

ELA SL.2.3.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness, use self monitoring for best efforts in art and decision making.

Unit Essential Question(s):

- Why did these artists create landscape paintings of the American West?
- What are some of the Landforms you see in landscape artworks?
- Why is the Horizon Line important in Landscape artworks?
- How are the Landscapes of the American West and New Jersey different?
- What painting procedures did we use to create a successful Landscape painting?
- What are new ideas about Landscapes you have used in your artwork?

Unit Enduring Understandings:

- Artists of the East went West to paint the Landscapes to show the majesty of the growing country and its beauty. These artists left the noise and congestion of eastern cities for the openness of nature.
- Acquire concepts specific to Landscape art; such as Horizon line, foreground, background, landform vocabulary, general geography concepts. To associate 'Landscape' art with the focus on Nature, with few man made features.
- Use inspiration artworks to push imagination and ideas for artwork.
- Gain confidence in their own imagination and ideas.
- Gain confidence in using paintbrushes and other tools for easy changing of colors, and individual color choices.
- Learn about the geographic diversity of the United States, beyond New Jersey.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: One-on-one interview			
Resources/Materials: Paint brushes, various Tempera paint colors, newspaper, sponges, trays, water cups, pencils, scissors, glue, cardboard. Teacher created Google Slide presentation.		Key Vocabulary: Urban, Rural, Landscape, Landform, Horizon Line, Mesa, American West, Plains, Deserts, and other geography terms.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is a Landscape?	Introduction to Landscape Painting and how Nature is the focus of these artworks. Find inspiration from Landscapes artists.	Introduction to concepts, Landscape images, and goals project. Teacher demonstration of skills needed.	1 day
Background and Horizon Line	Using Landscape knowledge and imagination to create a complete and aesthetically strong artwork. Implement painting with care and best decision making for a successful artwork. Making color choices for originality.	Create Landscape painting. Drawing the Horizon Line. Painting the land and sky with colors of personal choice.	1 - 2 day
Saguaro Cactus	Imagine an additional component to create the Southwest Desert landscape with a Saguaro Cactus.	Draw and paint a Cactus.	1 day
Completing the American Landscape	Bring all components together to create a complete Landscape composition. Refine artmaking skills. Use a new paint technique to create texture. Reflecting on and completing artwork.	Cut and paste Cactus to Landscape painting. Use cardboard and paint to create Cactus spikes. Review all steps and concepts.	1 day
Teacher Notes: Can be modified to teach a variety of geographies and landscape painting traditions.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, to seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, to seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, to seat with supportive peers, one on one time to support. 			

UNIT # 2 - My Bushel of Apples

Overview

Content Area: Art

Unit Title: My Bushel of Apples

Grade Level(s): 2

Core Ideas:

Create an artwork that brings personal, family and community experiences together with seasonal environmental experiences.

Find inspiration in the season of Harvest in Autumn, apples and farming.

Introduce new artmaking skills.

Use materials that reflect the season and agriculture.

Bring individual creativity to the artmaking step by step activities.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ETW.2 Identify the natural resources needed to create a product.

Interdisciplinary Connection

ELA SL.2.3. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness, Social, Community and Family Relationships. In connecting family, community activities to relationship with Nature and agriculture.

Unit Essential Question(s):

- How does your family and community celebrate Autumn?
- Why are Farms so important in our lives?
- Can you think of all the ways that Apples are part of our lives in New Jersey?
- How does the artmaking activity connect with your (possible) experiences of apple picking and Autumn community activities?
- Can you tell a story about your experiences with your family and friends in Autumn?

Unit Enduring Understandings:

- Asking questions helps bring clarity, and open up ideas that might not have been thought about.
- There are over 100 different kinds of apples.
- Art and artmaking encourages curiosity and interest in different and diverse cultures.
- Farms are an important part of our lives, for food products.
- Bringing different techniques together in one artwork broadens how to think about artmaking.

Evidence of Learning

Formative Assessments: Visual daily check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview.

Resources/Materials: Craft paper, Fresh Apples, Apple Stencils (for sensitive students), Tempera paint, Construction paper - gray, green, red and yellow, Glue sticks, cardboard, scissors.

Key Vocabulary: Autumn, Bushel, Basket, Orchard, Apple variety names, Stem, Print, Stencil, Twist, Vertical, Horizontal, Overlapping.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Going Apple picking in Autumn	Find inspiration in the season of Autumn. Make a personal connection with the Apple and Autumn theme. Learn a few facts about apple farming. Bring personal experiences to the artmaking activity. Recall the Horizon line concept from Landscape artwork. Folding paper fine motor skill. Distinguish how to orient paper, tall 'vertical' and short 'horizontal'.	Introduction to art project with images of Apple Orchards, Apple picking. Students contribute to discussion about personal and family Apple picking experiences. Teacher leads 'I do', 'We do' for all activities, demonstration and individual implementation. Orient paper in vertical format. Folding paper in half to create a Horizon line, name on paper.	Day(s) to Complete 1 day
Printmaking with fruit.	Use printmaking with natural and unconventional products, apples and sponges. Predict how the apple prints will be integrated into the artwork as a whole. Recall paint routines for set and clean up.	Using apples to print, and reminding of routines. Students use apples to print 9 to 12 apples. Implement paint routines.	1 day
We can be creative and think of others.	Gain sensitivity and understanding for the modifications needs of others, such as apple allergies.	Instead of apple printing, students learn to use apple and leaf stencils with 3 different color papers to create apple and leaf shapes. Cutting shapes to prepare.	1 day
Where do the apples go?	Make critical thinking design choices in how to place the apple and leaf prints. Use Horizon line to guide the placement of apples. Use overlapping in placement.	Cutting prints and gluing apples above the horizon line.	part of above day
Creating a realistic bushel.	Learn the difference between a basket and a bushel - reinforcing how farming is important. Use imagination to create a bushel from craft paper. Use fine motor skills to manipulate, twist and glue paper to create 3 dimensional bushel. Follow demonstration as guide for activity.	Placing paper strips below horizon line guide. Craft paper strips laid in a tic-tac-toe pattern to create the bushel to 'hold' apples. Twisted paper on top of tic-tac-toe paper, overlapping a few apples.	1 day
Final artwork element, and sharing how we enjoyed the artmaking.	Use new tools to create final artwork element. Realize the completion of artwork. Recall and share steps of artwork. Reflect on personal challenges and best practices throughout activities. Use specific vocabulary. Reinforce the connections between artwork and family, community life experiences. Connect to the importance of farms and support of agriculture.	Use cardboard or forks with 3 colors of paint to create grass. Sharing time for recall, reflection, challenges and concepts.	1 day

Teacher Notes: Additional fruit and agricultural products can be introduced into artmaking.

Additional Resources:

Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, to seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 	<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, to seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, to seat with supportive peers, one on one time to support. 	

UNIT # 3 - Pumpkin Patch at Night

Overview

Content Area: Art

Unit Title: Pumpkins at Night

Grade Level(s): 2

Core Ideas:

Create artwork of Pumpkin in a night time pumpkin patch setting.

Learn the anatomy of Pumpkin to inform drawing.

Learn about still life paintings with flora and pumpkins, and the specific example of Caravaggio's still life.

Create artwork on dark paper as base, with collage and pastels.

Connect the Pumpkin to Autumn season, Harvest time, farming - beyond Halloween.

Connect artmaking to personal and community experiences with Pumpkin activities.

Standards (Content and Technology)

CPI#:

Statement:

1.5.2.Cr2c

Create art that represents natural and constructed environments.

1.5.2.Re7a

Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a

Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.3

Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connection

NJSLSA.R4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.2.4.

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL standards - Self Reflection, Authentic Partnerships with Family and Community

LGBT - Caravaggio - Italian 17th c Gay artist

Unit Essential Question(s):

- What materials and tools are we using to create this artwork?

Unit Enduring Understandings:

- Mixing materials and tools to create an artwork.

<ul style="list-style-type: none"> • What are some new words you learned with this artwork project? • How are Pumpkins important to our communities, traditions and families? • Where do we find Pumpkins? • Do many different cultures celebrate Autumn and Harvesting? • How do daytime artworks and nighttime artworks feel different? • What is a Still Life? • What story would you tell about your Pumpkin in the Pumpkin patch at night? 	<ul style="list-style-type: none"> • Learning new vocabulary with specific meaning to the unit. • Reflect on how Pumpkins are integral to families, communities and farming in America; and used and celebrated in diverse ways in many cultures. • A Still Life is an artwork that shows common objects gathered in a beautiful design. • Bring personal meaningfulness in the storytelling and artmaking of the work.
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Evidence of Learning

Formative Assessments: Visual check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials:

GoogleSlide presentation, Elmo, Projector, Black paper, Orange, Yellow, Green tempera paints, drawing paper, paintbrushes, scissors, glue, oil pastels, crayons, construction paper.

Key Vocabulary: Harvest, Autumn, Pumpkin, Segment, Ribs, Stem, Vine, Patch, Farm, Life Cycle, Nocturnal, Crops.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Pumpkins aren't only for Halloween.	Introduction to and inspiration from Still Life art traditions, and Caravaggio painting 'Still life with fruit and pumpkin'. Learn the anatomy of Pumpkin fruit. Traditions of Autumn and how Pumpkins are integral, beyond the stereotype of Halloween.	Introduction with Google Slide and examples to concepts and goals of the unit. Introduction to Caravaggio's Still Life and the concept of Night time or Dark background painting. Breakdown of Pumpkin anatomy. Summary of activities for the unit.	1 day
Create a non circle pumpkin.	Gain confidence and perseverance to create a complete and aesthetically strong artwork. Utilize drawing and painting skills. Implement the best decision making for a successful artwork. Recall the pumpkin parts for drawing steps. Keep their audience - recipient in mind while creating artwork. Sharing and collaborating on ideas and artmaking with peers in a supportive manner. Use vocabulary for pumpkin to share learned concepts.	"We Do"- class following teacher demonstrations. Drawing pumpkin with specific fruit anatomy. "You Do" - Students implement and complete the project. Draw pumpkin and leaves on craft paper. Paint or other color activity to create a complete pumpkin. Review and reflect on activity and cultural traditions learned.	1 - 2 day
Unify the pumpkin artwork.	Imagine and infer nighttime elements to include in artmaking. Bring artwork components together to a complete composition.	"We Do" - class following teacher demonstrations - implementing activity. Cut out pumpkin and leaves, glue.	1 day

	Reflect on how nighttime, natural images, cultural traditions come together in artwork.	Draw artwork details, such as vines to connect leaves and pumpkins, stars and moon. Cut and assemble components. “You Do“ - Students implement and complete the project. Review and reflect on activities, cultural traditions learned.	
Teacher Notes: Extension of unit, to create pumpkin as 3 dimensional element.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, to seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. Add more elements to artwork, such as another pumpkin. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, to seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, to seat with supportive peers, one on one time to support. 			

UNIT # 4 - Holiday Project

Overview

Content Area: Art

Unit Title: Holiday Project

Grade Level(s): 2

Core Ideas:

Create an artwork that celebrates the Winter holiday season in a multicultural and inclusive way.

Find inspiration in the season of Winter, from nature, flora and fauna.

Introduce a new artmaking skill, or build drawing skills.

Recognize that seasonal Holidays can be celebrated by different cultures and groups in a variety of ways.

Encourage tolerance and understanding of diverse beliefs, cultures through artmaking about the Winter season.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)			
9.4.2.GCA.1	Articulate the role of culture in every day life by describing one's' own culture and comparing it to the cultures of other individuals.		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives		
Technology Literacy (standard 8 or 9.4.(TL))			
8.2.2.ED.4	Select and use appropriate tools and materials to build a product using the design process.		
Interdisciplinary Connection			
6.1.2.HistoryS E.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.		
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
CASEL standards - Self Reflection and Awareness			
Diversity / Amistad - Winter Holidays of various cultures and traditions are celebrated in the Arts, ex: Kwanzaa, La Posada - Mexico, Winter Solstice - Northern Hemisphere cultures.			
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> How are the Seasons celebrated in different cultures and religions? How does your local community celebrate a holiday? What are some symbols that cultures and religions share to show how they celebrate holidays? How can we create artworks that are celebratory in spirit without being religiously specific? How can an artist bring personal meaning to a holiday celebration artwork? How can Nature inspire holiday artworks? What animals do we associate with different holidays? 		<ul style="list-style-type: none"> Holiday artworks can celebrate in multi-cultural ways. Religious differences must be respected even when holidays are celebrated in diverse and different ways. Asking questions helps bring clarity from different perspectives, and offer ideas that might not have been thought about. Cultural Holiday artworks can hold personal meaning beyond the standard symbolism. Folk Art often illustrates how a culture celebrates its holidays. An artist thinks of their audience when creating a celebratory holiday artwork. Art and artmaking encourages curiosity and interest in different and diverse cultures. 	
Evidence of Learning			
Formative Assessments: Visual check in for step by step tasks			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: One-on-one interview			
Resources/Materials: Various colors of paper 9" x 12", pencils, erasers, scissors, glue, Markers, Sharpies, Teacher created Stencil shapes, Oaktag paper. Optional - Yarn, Plastic needles		Key Vocabulary: Tradition, Culture, Celebration, Community, Folk Art, Reindeer, Evergreen, Diversity, Solstice, Season.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Do we all celebrate the Winter holidays differently?	Find inspiration from diverse holiday art traditions. Learn about how a culture celebrates a holiday. Use another culture's art traditions as a starting point for personal art making. Use imagination and bring personal meaning to the activity.	Introduction to Art exemplars with Google Slide, or internet reference images. Discussion about project and goals. Demonstration of skills needed. Guidelines for activity steps, with 'I do'. 'We do' - class implementing activity. 'You Do' - Students implement.	Day(s) to Complete 1 day
Using the exemplars to	Gain confidence and perseverance to create a complete and aesthetically strong artwork.	Anticipatory set with recall of previous activities.	1 day

inspire an artwork gift.	Utilize skills such as “Follow the Pencil Line Road” for pencil and marker mark making. Implement drawing and coloring with care and best decision making for a successful artwork. Keep their audience in mind while creating artwork. Sharing and collaborating on ideas and artmaking with peers in a supportive manner. Use vocabulary and respectful language to share learned concepts.	Continuation of activities and next steps.	
Who am I sharing this artwork with?	Analyzing the artwork for completion, and what needs refinement. Utilize visual and symbolic ideas from exemplars to continue inspiring creativity. Learn to write the words, language for a specific cultural name and event, and phrases. Think of handwriting in a new way - as a form of drawing and art. Incorporate words into artwork in an aesthetic manner. Keeping the audience in mind as completing.	Turning artwork into gift or making it ready to take home. Teacher guides with I do, We do, for handwriting activity - to complete artwork with appropriate words and phrases. Review and reflect on activity, and cultural celebratory traditions learned. Share with class the personal message and image created.	1 day

Teacher Notes: Unit will vary for artist / folk art / seasonal traditions exemplars

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 	<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 5 - Aboriginal Dot Art

Overview

Content Area: Art

Unit Title: Aboriginal Dot Art

Grade Level(s): 2

Core Ideas:

Introduction the artistic traditions of the Aboriginal People of Australia, visual language with symbols, believing every person is an artist.

Discovering the vast difference between New Jersey and Australia - cultures and biodiversity.

Gaining new skills and methods of using paint - dots and paint.

Building drawing skills - Drawing Australian animals from stencils and symbols.

Inventing personal myths and stories with Australian symbols.

Synthesizing the ideas of a different culture and outlook with personal experiences and stories.

Gaining confidence, pride and self reflection through the artmaking process.

Standards (Content and Technology)

CPI#:	Statement:
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Performance Expectations (NJSLS)

1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Computer Science and Design Thinking (standard 8)

8.2.2.ED.1	Communicate the function of a product or device.
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Interdisciplinary Connection

6.1.2.HistoryS E.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self-Reflection, Responsible Decision-making, Self-management.

Diversity - Aboriginal Peoples of Australia, everyone in this culture is considered an artist and storyteller.

Unit Essential Question(s):

- How can we use and experiment with paint and different tools?
- How can artists bring awareness about climate issues, and human influences on nature?
- Why do the Aboriginal people tell stories and myths with pictures and symbols?
- What are some of the important themes of Aboriginal Art?
- Where do the Aboriginal people live?
- How is the culture of the Aboriginal People different from our cultures in New Jersey?

Unit Enduring Understandings:

- Learn about a new culture and way of making art, experiment with paint and different tools to create dots of earth color like the Aboriginal Australian artists.
- Aboriginal people do not have a written language, therefore they create art to tell their stories, myths and history, using symbols and pictograms.
- Australian Aboriginal Art helps us become aware to conserve, protect wild places around the globe, and take strong measures to prevent further climate changes.

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| <ul style="list-style-type: none"> • Why is it important to learn about the culture and art of the Aboriginal People? • What are some of the Indigenous animals of Australia that we are drawing in our Dot art? | <ul style="list-style-type: none"> • Bring personal experiences and imagination to create their own stories in Dot art. • Gain the visual and verbal vocabulary to express their interest and knowledge about Australian Aboriginal Art. |
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Evidence of Learning

Formative Assessments: Visual check in for step by step task accomplishment, question & response time.

Summative/Benchmark Assessment(s): Final project

Alternative Assessments: One-on-one interview

Resources/Materials: Teacher created Google Slide presentation, Video of artists at work, Aboriginal symbols reference sheet, Elmo, smartboard, internet for exemplar images, q-tip applicators, pencils with erasers at end, various tempera paints, paint trays, manila paper, black construction paper 9" x 12", newspaper, trays, white color pencils, Animal shape stencils for tracing.

Key Vocabulary: Australia, Aboriginal People, Continent, the Bush, Wombat, Echidna, Platypus, Kangaroo, Watering Hole, Grub, Campsite, Meeting Place, Yam, Boomerang, Animal Tracks, Numbat, Indigenous, Focus, Symbols, Myths.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Discover Australian Aboriginals and their art.	Find inspiration in the Dot Art of the Australian Aboriginal People. Gain knowledge and information about a new culture, country, environment and continent. Build new foundation visual and vocabulary knowledge to support artmaking. Anticipate and find interest in using new materials and skills. Recall learned paint procedures.	Introduction to concepts, vocabulary and goal of project, through viewing Google Slides. Introduction to the Aboriginal way of life for artists, their artmaking and culture in a video. Review of paint procedures, introduction to new paint technique.	1 day
Brainstorm and tell stories with Aboriginal images.	Introduction and use of Aboriginal art symbols. Brainstorm for project, by utilizing the visual vocabulary of a vastly different culture with different ideas about myths and stories. Create personal stories with new symbol system. Practice and gain confidence in own drawing skills and abilities.	Teacher demonstrates, introduces new materials throughout unit. Using a symbols guide sheet, make decisions about which symbols have personal meaning. Brainstorm drawing to prepare for the project.	1 day
Plan and draw final Dot artwork.	Make personal choice of an Australian animal to use as the visual focus of artwork. Visually organize in drawing the brainstormed symbols to create a story on final artwork. Exploration and execution of a new way of drawing.	Choose and trace from a stencil - the shape of an Indigenous Australian animal. Draw symbols from brainstorming paper to final project black paper. Draw with white pencil on black paper.	1 day
Paint like the Aboriginals With Dots.	Exploration and execution of a new way of applying paint - dots. Express an image with paint and new tools. To create an artwork with new visual vocabulary. Find express with limited color palette and tools.	Use a limited palette of colors as seen in Aboriginal Art in Dot painting. Use new tools to DOT paint. Start with focus animal, complete with outline and filling, followed by painting symbols. Decision making of colors.	2 - 3 days

	Demonstrate perseverance in creativity and artmaking. Reflect on artmaking for personal best efforts.	Engaging with table peers and teacher - getting feedback, assistance and support. Review at end of each class period.	
Teacher Notes: In collaboration and development with colleague , Elba Rovelli.			
Additional Resources: Extension - to collaboratively create large scale Dot Art			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to scaffold and support. Assist with tracing and drawing. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage higher level thinking and questioning. Give tasks and encourage further investigation that can take the project to a more complex level. Give student a peer to mentor and assist. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. Allow for different media, tools and more time. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 6 - Accordion Chinese Dragon Dance

Overview

Content Area: Art

Unit Title: Accordion Chinese Dragon Dance

Grade Level(s): 2

Core Ideas:

Use the Concepts learned: Form, Balance

Learn to assemble forms to create a 3 dimensional mobile Dragon artwork.

Improve fine motor skills, such as manipulating paper to accordion folds.

Learn the symbolism of the Dragon and New Year folktales in Chinese Culture. Gain knowledge about the Chinese folk traditions through artmaking.

Observe lesson demonstrations and utilize the information to implement the tasks of the project.

Synthesize the concepts into one cohesive design, layer complex processes to create an artwork.

Use imagination and play to tell a story and engage with their Accordion Dragon Puppet.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

6.1.2.CivicsD P.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
ELA SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness, Social awareness. Working on artmaking skills, and awareness of another social group's traditions.

Diversity - Asian / Chinese Culture, Chinese New Year is celebrated throughout the world in many Chinese communities, as much as a cultural and secular tradition, as a religious one.

Unit Essential Question(s):

- What is another name for the Chinese New Year?
- Where did the tradition of Dragon Dances come from?
- What are the steps we are using to create the Dragon Dance?
- Why is America called a 'Melting Pot'?
- What do you think is exciting about Chinese New Year and the Dragon Dance?

Unit Enduring Understandings:

- To create a new artwork form - kinetic 2 handed puppet.
- SEL - Social Awareness - creating awareness for another culture. Learn about the Chinese New Year tradition of the Dragon Dance, the cultural symbolic importance of colors - Red and Yellow.
- SEL - Self reflection and Perseverance; awareness of behaviors with others, sharing in the art room, and through creativity.
- Improve fine motor skills - coloring, cutting, and folding.
- Build on and use prior knowledge, such as plan, place and organize the elements of their design.
- Use imagination in dancing with puppet to tell a story, the connection between visual art and theater.

Evidence of Learning

Formative Assessments: Visual daily check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: Group use of puppets as theater, One-on-one interview

Resources/Materials: Videos of Live Dragon Dances, Templates for Dragon Dance, Print paper, Popsicle sticks, Red, Yellow, Green and Black markers, Yellow and Black Construction paper, scissors, Staples, Stapler, hole puncher and pipe cleaners.

Key Vocabulary: Auspicious, Chinese New Year, Dragon Dance, Template, Good Fortune, Accordion, Dance Troupe, Lunar New Year, HongBao(red envelope).

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Chinese New Year and its significance to Chinese communities	Introduction to Chinese traditions of celebrating New Year with Dragon Dance. Learn about Global and American cultural diversity and celebration traditions. Different Cultures have folklore and tales. What are some Symbols and traditions that many cultures have in common?	Introduction to activities and goals of unit, and cultural celebration. Show Video(s) of Dragon Dances. Discussion of cultural similarities and differences. Make a folder for artwork components.	1 day
Using the Chinese Lucky colors	Organizing artwork steps. Connecting symbolic colors with colors used in artwork. Activities require concentration on step by step tasks.	Follow I Do - We Do - You Do. Color Dragon components correctly to create a bright and vibrant artwork. Write name on all papers and organize in folder.	1 day
Start of assembling components	Recall the goal of the unit. Recall learned knowledge about Chinese tradition of New Year. Practice cutting and gluing with care for artwork to be successful. Clean up is a part of artmaking.	Continue tasks from previous class. Cut , glue all components on black paper. Cut again. Organize in folder.	1 day
Collaborate in final assembling, and celebrating.	Students gain confidence and self reliance in skills to assemble Dragon artwork. Learn and practice accordion paper folding skill. Bring all components together to create a complete composition. Refine and reflect on artmaking skills. Collaborate, support and share knowledge with peers. Engage in the purpose of Dragon artwork - Celebration through Dance and Movement.	Review all steps and concepts. Demonstration of Accordion folding, Assemblage of components. Pipe cleaners to create Dragon whiskers. Students will work independently and collaboratively assisting. Time to 'Celebrate' with Dragon Dancing.	1 day
Teacher Notes:			
Additional Resources: Videos to show live performances of Chinese New Year Dances			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and scaffolding with tasks. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold with tasks. 			

UNIT # 7 - PTA Original Art**Overview****Content Area: Art****Unit Title: PTA Original Art****Grade Level(s): 2****Core Ideas:**

Create artwork in collaboration with MPS Elementary PTA.

Students will create artwork with an audience / viewers in mind such as family.

Visual goal is to create a joyful image to memorialize this school year for the student and their family.

Aesthetically, the goal is to create images that will reproduce successfully in a digital and product format; to consider the required criteria for presentation.

Understand the connection between Visual Art and Media Arts in the need for drawing, preparation and planning.

Learn about and cultivate appreciation of diverse cultures and forms of artmaking, through Folk Art traditions.

Find inspiration in Folk Arts for personal art making.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others
1.5.2.Pr5a	Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Re9a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding the preparing artwork for presentation or preservation.
1.5.2.Cn11b	Use art vocabulary to explain preferences in selecting and classifying artwork.
	Describe why people from different places and times make art about different issues, including climate change.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.4.2.DC.2	Explain the importance of respecting digital content of others.
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Technology Literacy (standard 8 or 9.4.(TL))

8.2.2ITH.2	Explain the purpose of a product and its value.
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Interdisciplinary Connection

6.1.2.CivicsP R.3: RL.2.2.	Analyze classroom rules and routines and describe how they are designed to benefit the common good. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
1.2.2.Cr1a 1.2.2.Cr1b 1.2.2.Cr1c 1.2.2.Cr1d 1.2.2.Cr1e 1.2.2.Cr2a 1.2.2.Cr2b 1.2.2.Cr2c 1.2.2.Pr5a 1.2.2.Pr5b 1.2.2.Pr5c 1.2.2.Re9a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling. Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. Explore form ideas for media art production with support. Connect and apply ideas for media art production. Choose ideas to create plans for media art production. Explore form ideas for media art production with support. Connect and apply ideas for media art production. Choose ideas to create plans for media art production. Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production Discover, experiment with and demonstrate creative skills for media artworks. Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - CASEL standards - Authentic partnership (family) and social awareness, in creating artwork for a viewer or audiences.

Diversity - Folk Art of different cultures, ex: Maria Prymenkenko- Ukraine, Warli & Madhubani - India, Tanzania, Rosnaling - Scandanavia, Indonesian shadow puppets; Amistad - Gee's Bend Quilts - Alabama, Tingatinga - Tanzania.

Unit Essential Question(s):**Unit Enduring Understandings:**

<ul style="list-style-type: none"> • Why should non-school directions and deadlines be followed and implemented? • Who is the audience for my artwork? • Why should I care about an audience for my artwork, apart from myself? • What is Folk Art? • What makes artwork complete and successful? • What is a copyrighted image? • Why is a copyright image prohibited for this artwork? • What ideas from the imagination will work well for this artwork? • Why is drawing Big important for this artwork? • What ideas from Folk Art inspire my art making? 	<ul style="list-style-type: none"> • Following and adhering to a non-school deadline and non-school instructions for artworks. • Construct artwork for viewer other than artist. Thinking of family as viewer ‘clients’ for their art. • Use inspiration artist to push imagination, and gain personal artistic confidence. • Gain confidence in drawing skills by using ‘basic lines’, to draw on a large scale for art printing. • Learn about Folk Art of different cultures, and what is a FOLK artist, compared to a trained artist. • Comprehend what copyrighted images are, and why they are prohibited from this project.
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Evidence of Learning

Formative Assessments: Visual daily check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Elmo, smartboard, internet for exemplar images, printouts of exemplar images. PTA provided paper, pencils, color pencils, construction paper, color markers, sharpeners and erasers.

Key Vocabulary: Copyright, Viewer, Folk Art, Identify, Reproduce, Borrow, Product, Cost.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Making art for my family.	Find inspiration from imagination or Folk artists for artwork. Comprehend how copyrighted images are prohibited for this artwork. Gain confidence in autonomous ideas for artwork. Follow non-school instructions to ensure successful completion of project.	Introduction to concepts, PTA guidelines, requirements and goal of project. Introduction to inspirational folk art/artist for creativity ideas and energy. Guidelines for drawing and coloring skills. Write precise identification. Teacher demonstration of skills, ‘I do’, ‘You do’, directed project activity.	1 day
Using folk art ideas, and working with a deadline.	Persevere in using imagination to create a complete and aesthetically strong artwork. Keep their audience in mind while creating artwork. Implement 2 dimensional artmaking with care and best decision making for a successful artwork.	Students continue to implement the project, with self motivated image, and or using inspiration from exemplars folk arts. Redemonstration as needed with ‘I do’, ‘You do’.	1 day
Find focus to achieve creativity within the deadline.	Gain confidence and perseverance to create a complete and aesthetically strong artwork. Utilize a variety of skills such as “Follow the Pencil Line Road” for pencil and marker mark making. Refine and reflect on their creativity while keeping their audience in mind. Sharing and collaborating on ideas and artmaking with peers in a supportive manner.	Anticipatory set with recall of previous activities. GoogleSlide presentation shown again as needed. Teacher sets artwork goal with clear PTA deadline and outside requirements. Keep focus on activities needed for completion.	1 day

	Use vocabulary and respectful language to share learned concepts. Support peers in their creativity, to focus with eye on the deadline.		
Teacher Notes: Exemplar / Inspiration artist change from year to year. Focus on Folkart traditions.			
Additional Resources: Communicate with PTA for additional information about project as needed.			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Flex, flexibility for different media, tools and support. Consult classroom teacher for hints from their successful support. Scaffold fine motor skills. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Assist peers. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, seat with supportive peers, one on one time to support and scaffold. 			

UNIT # 8 - Pastel Chalk Landscapes

Overview

Content Area: Art

Unit Title: Pastel Chalk Landscape

Grade Level(s): 2

Core Ideas:

Build on the previous unit for Landscape painting, to create a new interpretation of Landscape.

Become more familiar with how to view and interpret Exemplar Landscape paintings.

Learn to use Pastel Chalk medium and techniques, to engage in creative play with focus on the process and use of Chalk Pastels.

Build on geography / landforms knowledge, to create a rich landscape artwork. Expand vocabulary and visual understanding of 'in the distance' to a layered landscape artwork.

Improve fine motor skills - using fingers to manipulate medium, use of scissors.

Reflect on artwork in writing and sharing verbally in class.

Standards (Content and Technology)

CPI#:	Statement:
Performance Expectations (NJSLs)	
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Computer Science and Design Thinking (standard 8)	
8.2.2.ED.1	Communicate the function of a product or device.
Interdisciplinary Connection	
6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
CASEL standards - Self-Reflection, Responsible Decision-making, Self-management.	
Amistad - Black American 19th century Landscape artist - Robert Scott Duncanson.	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● Why did artists create landscape artworks of the American West? ● Can you name some of the Landforms in a landscape? ● What is a Landscape, and how is this landscape similar or different from our landscape in unit 1? ● What are some of the climate and environmental issues that landscape paintings can help us be aware of? ● Should artists continue to paint landscapes, even though we have photography? ● Can artists bring awareness about climate issues, and human influences on nature? ● What did we learn about making landscapes from the 2 different unit projects? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Artists of the 19th century painted the American West to show the Majesty and natural beauty of the wilderness beyond the Eastern congested cities. ● The landscapes help us become aware to make efforts on all levels to conserve, protect these wild places around the globe, and take measures to prevent further climate changes. ● Photography and painting record the artist's points of views in different ways. ● Gaining visual and verbal vocabulary to express interest and knowledge about Landscapes, such as the area of a Landscape image that is farthest away in the background, is called 'in the distance'.

<ul style="list-style-type: none"> What did you do to make your artwork unique, special and different? Did you think of a new way to use Pastels? 	<ul style="list-style-type: none"> We experiment with a new artmaking technique - Chalk pastels by rubbing and blending colors with our fingers to create unique new colors. We cut our own unique landform shapes from paper, as a stencil for the Pastel colors.
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Evidence of Learning

Formative Assessments: Visual check in for step by step task accomplishment, question & respond time, 3-2-1 assessment.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview, Mini-Critique.

<p>Resources/Materials: Teacher created Google Slide presentation, Elmo, smartboard, internet for exemplar images, Chalk Pastels, White 9” x 12” drawing paper, scissors, newspaper, trays, construction paper, glue.</p>	<p>Key Vocabulary: Landscape, Horizon Line, Mountain Range, ‘In the Distance’, Landforms, Background, Chalk Pastel, Stencil, Blend.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Connect paint and pastel Landscapes	Find inspiration from American Landscape paintings. Building on prior Landscape vocabulary and visual knowledge. Anticipate and interest in using new material and skill. Learn set - up and organization skills.	Introduction to concepts, vocabulary and goal of project. Viewing Google Slides. Teacher introduces and demonstrates new materials and method. “I Do” Create a folder for project organization.	1 day
Experimenting with my own landforms.	Use of new materials and skills, to synthesize into a new way of creating and thinking of a landscape. Use recalled imagery and imagination to create forms in the artmaking process. Balancing Landscape rules of nature with creativity and imagination.	“We Do” Cut unique shape paper to use for sky and layered landforms beginning with “ In the distance” forms. Color and rub with a variety of color Chalk Pastels. “You Do” Experiment and implement more layers of activities to create Chalk Pastel Layered Landscape.	2 - 3 day
Looking at our landscapes	Assessment to introduce “ How we talk about Art”. Build abilities to make judgments and share feelings about art.	3 -2-1 Assessment Sheet Class sharing art time.	1 day

Teacher Notes: Building on concepts in Unit # 1 Landscape.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teachers for hints from their successful support. One on one time to scaffold and support. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, and sit with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage higher level thinking and questioning. Give tasks that can take the project to a more complex level. Give student a peer to mentor. 	<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, to seat with supportive peers. Allow for different media, tools and more time.
504 Students	Other:

- Consult 504 Plan, give extra time, to seat with supportive peers, one on one time to support.

UNIT # 9 - Matisse Drawing with Scissors

Overview

Content Area: Art

Unit Title: Matisse Drawing with Scissors

Grade Level(s): 2

Core Ideas:

Introduce the important French artist, Henri Matisse, his cut out art, and why he invented this artmaking technique. To learn about creating a complete image for an artwork, the concept of a composition. To utilize the Element of Art - SHAPES, creating Shapes from the imagination. To experiment in cutting paper without drawing the outline of shapes, as a new approach in artmaking. Improve fine motor skills - use of scissors, in cutting and manipulating paper. Conceptualize PLANNING as part of artmaking - in organizing Shapes for a complete composition. Utilize project specific vocabulary. Matisse's artworks were created for Public space exhibition, and include this concept in artmaking process. Reflect and interpret artworks in writing and sharing verbally in class.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
1.5.2.Cn11b	Compare, contrast and describe why people from different places and times make art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Computer Science and Design Thinking (standard 8)

8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

NJLSA.W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self-Reflection, Responsible Decision-making, Self-management.

Disabilities - Matisse, elderly disabled artist; invented new artmaking technique due to disability.			
Unit Essential Question(s): <ul style="list-style-type: none"> How are we playing and using the paper in a new way to make art? What skills are you using when creating artwork with 'Drawing with Scissors'? What inspired and excited you in the artist's works How did the artist spark energy and new shapes for your artwork? What ideas in your life are you using in your art? What are the names for the kinds of shapes Matisse created? What kind of shapes are you making? Where (what kind of public space) would you want to exhibit your 'Drawing with Scissors' in? Why did Matisse create art in this new way? How did he work in his studio to create his 'Drawing with Scissors' artworks? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Gain the visual and verbal vocabulary to express knowledge of Matisse's 'Drawing with Scissors' artworks. Drawing is the creation of shapes contours with lines, using a variety of tools, such as drawing with scissors. Gain confidence and the ability to cut shapes from one's imagination without using a pencil. Understand that artworks are shared by artists in various spaces used and visited by the public. Gain judgment and persevere skills in Planning - placement shapes for a complete composition. Draw from inner imagination for creative inspiration as well as from Matisse. 	
Evidence of Learning			
Formative Assessments: Visual check in for step by step tasks, question & response time, 3-2-1 assessment. Summative/Benchmark Assessment(s): Final project completion Alternative Assessments: One-on-one interview, mini-critique			
Resources/Materials: Teacher created Google Slide presentation, Elmo, smartboard, Tempera paints, Teacher made handmade color paper, wide paint brushes, paint mixing trays, trays, Oaktag 12"x 18"paper, scissors, newspaper, construction paper, glue, roll of craft paper, manila paper 12"x 18", staplers, pencils.		Key Vocabulary: France, Cut out, Drawing with Scissors, Studio, Assistant, Overlap, Nature, Zoomorphic, Anthropomorphic, Public Space, Museum.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is drawing with scissors?	<p>Introduction to an artist in his studio, working with assistants, with a new artmaking technique. Find inspiration from Henri Matisse's 'Drawing with Scissors' artworks.</p> <p>Anticipate and find interest in using new material and skill.</p> <p>Learn set up and organization skills.</p> <p>Mentally plan for design and colors of artwork.</p>	<p>Viewing Google Slides and Video - for Introduction to artist, concepts, vocabulary and goal of project.</p> <p>Teacher introduces new materials and artmaking method.</p> <p>Make a project folder.</p>	1 day
My own painted paper	<p>Learn the process of creating a unique colored paper.</p> <p>Decision making for the color of paper.</p> <p>How to work collaboratively with other students to create colored paper.</p>	<p>Set up and Clean up for activity - painting unique colored paper.</p> <p>I do - We do - You do, for following instructions of mixing colors, painting paper.</p> <p>Working by 'color' table - students will move to another table to create paper.</p>	1 day
I need to plan like Matisse	<p>Expand visual vocabulary, in using new material - hand made painted paper.</p> <p>Expand concepts of drawing by using scissors to draw shapes.</p> <p>Use imagination to create unique forms in the artmaking process.</p>	<p>Choose papers for ground and cutting.</p> <p>Placing and planning of paper to create composition.</p> <p>Gluing paper in place to complete composition.</p>	2 - 3 day

	Decision making for placement of cut shapes on ground. Judgment skills and self assessment during the artmaking process. Sharing ideas during artmaking with peers.		
Imagine my artwork in a gallery like Matisse	Color judgment for exhibiting artwork. Share feelings about art, thinking about what the viewer might see in their work	Choose the color of mounting framing paper. Class sharing time. 3-2-1 Reflection worksheet.	1 day
Teacher Notes: Extension into upper grades, by creating collaborative large scale artwork for public space (ex: school hallway).			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools (scissors) and support. Consult classroom teachers for hints from their successful support. One on one time to scaffold and support. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, and sit with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage higher level thinking and questioning. Give tasks that can take the project to a more complex level. Give student a peer to mentor and assist. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. Allow for different media, tools and more time. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 10 Floating Fish

Overview

Content Area: Art

Unit Title: Floating Fish

Grade Level(s): 2

Core Ideas:

Create a 3 dimensional artwork in the form of a fish.

Learn about the basic anatomy of Fish, and symmetry in organisms.

Learn to draw on a larger scale on unconventional size paper.

Use unconventional materials to create a 3 dimensional artwork.

Use visual references for observation, to draw from for fish images, to reinvent a unique fish.

Reinforce the concept of symmetry through drawing, painting, cutting and assemblage.

Connect their artwork to the environment, by choosing a fish in nature for reference in the artmaking.

Build SEL skills in reflecting on artmaking, creating art for self and working with peers.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.4	List the potential rewards and risks to starting a business.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Computer Science and Design Thinking (standard 8)

8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

Science (2-LS2-2)	The shape and stability of structures of natural and designed objects are related to their function(s).
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self-Reflection, Responsible Decision-making, Self-management, in sculptural artmaking critical thinking.

Diversity - Australian Environmentalist Sculptor, John Davis & Woman sculptor, Anne Krasner. To connect sculpture with environmental awareness.

Unit Essential Question(s):

- How are we experimenting and using the paper in a new way to make art?
- What do we call art that moves?
- How are you going to make your fish unique and your own?
- Does the shape and design of a fish help it swim well?
- With what task in this artwork was it important to help each other?
- How did looking at John Davis's and Anne Krasner's fish sculptures help you think about the environment, and creating your own fish sculpture?
- What other materials can you suggest to use in this fish sculpture?

Unit Enduring Understandings:

- The flat paper is manipulated into a 3 dimensional artwork that has volume.
- The vocabulary for 3 dimensional art shows the changes in thinking about art, from viewing art as a flat image to art 'In-the-round'.
- Constructing a sculpture that reflects and represents the natural aquatic environments.
- This artmaking is a combination of observation in drawing and experimentation with materials to create a kinetic artwork.
- The transformation from flat paper to a 3 dimensional art form requires students to brainstorm and problem solve collaboratively.

Evidence of Learning

Formative Assessments: Visual daily check in for step by step task accomplishment, question & respond time, sharing time.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Printed images of a various of fish, Internet images of exemplar artists works, Teacher or student created example of artwork, large roll size craft brown paper (24" long), pencils, tempera paint, brushes, trays, sponges, watercups, newspaper, yarn or string, staplers, sharpies, additional materials - twigs, aluminum foil, glue guns.

Key Vocabulary: Sculpture, Dorsal and Pectoral Fins, Gills, Identical, Symmetrical, Balanced, Kinetic, In-the-round, Mirror, Form.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Choose a fish to create	Understand how flat paper can be transformed into a 3 dimensional form. See possibilities between observation of a real fish image and the experimentation of adding artistic features to create a unique personal fish sculpture. Reflect on personal interests while deciding on what image to use as a reference for drawing.	Look at artwork exemplar, to introduce concepts and artwork goal. Students will choose a fish image to reference as they draw a fish. Either as a rough sketch or directly to final craft paper.	1 day
Draw your fish twice.	Learn the balance and symmetry in the shape of fish while in the act of drawing. Experiment with free drawing skills from observing reference images. Making the connection of mirror not parallel drawing for a complete sculpture design. Converse with peers to reinforce concepts and support.	Teacher leads activity with 'I Do' demonstration. Place 2 large pieces of paper next to each - to draw mirror images of fish. Students implement 'We Do', drawing large and with unique interpretation.	1 day
Paint your fish twice	Use the painting fine motor skills that have built upon throughout the year to paint a personally meaningful image. Use balance and symmetry in design throughout with creativity in color and paint technique. Following procedures leads to more time for creativity in artmaking.	Review the concepts of symmetry of fish and drawing mirrored twice. Review paint procedures in the classroom. Lay out 2 fish papers to paint, with the same colors on both. Follow painting procedures, and 'I Do' demonstrations with 'We Do' for successful implementations.	2 days
Transform your fish into a Sculpture.	Follow instructions to insure a successful transformation from flat to sculptural form. Use specific vocabulary to express success or assistance with tasks. Some artmaking techniques require assistance, support and collaboration with peers. Follow curiosity to implement transformation activity, in making a sculpture. Imagine all sculptures together as a school of fish.	2 paper fish stapled together around $\frac{2}{3}$'s of the exterior of the fish shape, to create one entity. Fish shape is cut out all the way around, outside of staples. Fish is stuffed with newspaper or other filler material. Stapled to close in filler. Yarn loop stapled to fish. Students walk around and experience the kinetic nature of sculpture and share with peers.	1 day

	Reflection on challenges, favorite activity and feelings about the resulting artwork.	Review and reflect discussion.	
Teacher Notes: To exhibit as a hanging 'Aquarium'. If time allows, to add unconventional materials to extend sculptural intent and form.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, or assist with manipulating materials. Consult classroom teachers for hints from their successful support. One on one time to scaffold. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, and sit with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage higher level thinking and questioning. Give tasks that can take the project to a more complex level, such as adding more 3 dimensional elements, fins and scales. Give student a peer to mentor. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. Allow for different media, tools and more time. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, check in for confidence and well being, one on one time to support. 			