



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
**CURRICULUM**

# **Art**

## **Grade 2**

**Prepared by:**  
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*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

*Director of Curriculum, Instruction, & Assessment:*

June Chang

*Approved by the Midland Park Board of Education on*  
*October 7, 2014*

## **Art Grade 2**

### **Course Description:**

The Second grade students will have art for one full period each week in the art room. They are requested to bring a smock to protect their clothing during messier projects. The children build on the skills they learned last year as they continue to work on both 2 and 3 dimensional art projects. For example, the introduction to weaving they had in First Grade is expanded as they learn to use yarn and fabric in their work. Different artists and cultures change to provide variety to the completed projects that are displayed in the school and the yearly art show, Artventures.

### **Suggested Course Sequence:**

Unit 1: *I'm at my Easel*: 3 classes

Unit 2: *Words*: 4 classes

Unit 3: *Illustration*: 4 classes

Unit 4: *Artist and Inventor*: 5 classes

Unit 5: *Abstract*: 5 classes

Unit 6: *Stitchery*: 8 classes

Unit 7: *Etching*: 6 classes

Unit 8: *Architecture*: 5 classes

**Pre-Requisite:** Student will have completed Grade 1 Art.

Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 1 – I’m at My Easel		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> The students will begin Second Grade art by looking at a variety of self-portraits and comparing the items that the individual artists have chosen to include as well as how the artist works. They will incorporate things that are important to themselves in this piece of artwork.			
<b>21<sup>st</sup> century themes:</b> Collaboration, Creative thinking, Communication			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.3 Performance</b> <b>D. Visual Art 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.		
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What do artists put in self-portraits?</li> <li>Why do artists make self-portraits differently from one another?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Not all self-portraits are alike, even by the same artist.</li> <li>Artists paint in different styles and include things that they consider important in their paintings.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What do artists put in self-portraits?</li> <li>Why do artists make self-portraits differently from one another?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Not all self-portraits are alike, even by the same artist.</li> <li>Artists paint in different styles and include things that they consider important in their paintings.</li> </ul>
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Compare self-portraits by different artists.</li> <li>Draw themselves as they wish to be viewed</li> <li>Draw a picture that represents something or someplace that they like</li> <li>Shadow cut their self portrait</li> <li>Follow multiple instructions</li> <li>Choose a favorite color as a background to present their work</li> <li></li> </ul>			
Evidence of Learning			
<b>Summative Assessment (2 days)</b> Completed project			
<b>Equipment Needed:</b> IWB, Projector, Computer			

**Teacher Resources:** Websites, Prints in IWB Gallery

**Formative Assessments**

- Coloring pages of artists pictures
- Discussion
- IWB Activity
- 

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	IWB introduction of Self Portraits	1 Class
2	Self Portrait	2 Classes

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Van Gogh's self portrait at an easel

<http://www.vangoghgallery.com/misc/selfportrait.html>

<http://www.vangoghgallery.com/catalog/Painting/2111/Self-Portrait-in-Front-of-the-Easel.html>

Self Portrait by Cezanne

<http://www.nationalgallery.org.uk/paintings/paul-cezanne-self-portrait>

[http://www.moma.org/collection/artist.php?artist\\_id=1053](http://www.moma.org/collection/artist.php?artist_id=1053)

<http://www.ibiblio.org/wm/paint/auth/cezanne/portraits/self/self/>

Self portrait by William Hogarth

<http://www.tate.org.uk/art/artworks/hogarth-the-painter-and-his-pug-n00112>

<http://www.npg.org.uk/learning/digital/portraiture/canvas-and-stretcher/william-hogarths-self-portrait.php>

[http://www.britishmuseum.org/explore/highlights/highlight\\_objects/pd/w/william\\_hogarth,\\_self-portrait.aspx](http://www.britishmuseum.org/explore/highlights/highlight_objects/pd/w/william_hogarth,_self-portrait.aspx)

Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 2 - Words		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> The art program integrates with the classroom where ever possible. In this unit, the use of the dictionary, art vocabulary and a hands on art project are tied together to give the students an opportunity make the connections between different subjects and areas of their lives.			
<b>21<sup>st</sup> century themes:</b> Communication, Creativity, Collaboration			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.3 Performance</b> <b>D. Visual Art 1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.4 Aesthetic Responses &amp; Critique Methodologies</b> <b>B. Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.		
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.		
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is the alphabet important?</li> <li>How do artists combine words and art?</li> <li>How can we use the space on our page when we are making art?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Words are one way people communicate.</li> <li>Artists sometimes use words in addition to images in their work.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is the alphabet important?</li> <li>How do artists combine words and art?</li> <li>How can we use the space on our page when we are making art?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Words are one way people communicate.</li> <li>Artists sometimes use words in addition to images in their work.</li> </ul>
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Follow directions</li> <li>Brainstorm theme words with classmates</li> <li>Create designs using a theme word as the starting point</li> <li>Create a variety of textures using crayon</li> <li>Use negative space as a design area</li> <li>Use watercolor paints in specific areas.</li> <li></li> </ul>			

**Evidence of Learning****Summative Assessment (2 days)**

Completed projects, discussion

**Equipment Needed:**IWB, projector,  
computer**Teacher Resources:** Webster's Dictionary, website, Gallery prints**Formative Assessments**

- Table Activity •
- Discussion •

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce Words	1 Class
2	Word Project	3 Classes

**Teacher Notes:**

Suggested starting points for themes:

The alphabet, character words such as respect, feeling words, names

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Webster's Dictionary

[http://www.moma.org/collection/artist.php?artist\\_id=2923](http://www.moma.org/collection/artist.php?artist_id=2923)<http://whitney.org/ForKids/Collection/JasperJohns><http://www.jasper-johns.org/>

Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 3 - Illustration		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> The students will look at a large body of work by an illustrator. The subject matter will allow them to see how art can document a time period. It will give the students an opportunity to connect their lives to their art work.			
<b>21<sup>st</sup> century themes:</b> Creative, Critical thinking, Collaboration, and Problem-solving, Communication			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.1 The Creative Process</b> <b>D. Visual Art:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.3 Performance</b> <b>D. Visual Art:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
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CPI#	Cumulative Progress Indicator (CPI)		
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.		
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.		
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.		
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.		
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.		
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do artists decide what to put into their paintings and drawings?</li> <li>What does art tell us about a time period?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Artists bring their own experiences and emotions to their work.</li> <li>Historians can often tell things about a time period from the details that are in a painting.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do artists decide what to put into their paintings and drawings?</li> <li>What does art tell us about a time period?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Artists bring their own experiences and emotions to their work.</li> <li>Historians can often tell things about a time period from the details that are in a painting.</li> </ul>
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Unit Learning Targets			



*Students will...*

- Recognize style of Norman Rockwell
- Compare style in modern vs historical painting
- Point out specific items in paintings that relate to a time period
- Draw a picture that has details specific to our time
- Use watercolors to paint
- Use varying amounts of water to change color

**Evidence of Learning****Summative Assessment (2 days)**

Completed project, Questions and Answers

**Equipment Needed:** IWB, Projector, Computer**Teacher Resources:** Websites, Venezia book, Rockwell book**Formative Assessments**

- Discussion
- Word Search
- IWB Activities

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction of Artist	1 Class
2	Mixed Media Project	2 classes
3	Presentation	1 class

**Teacher Notes:**

Norman Rockwell is a strong example of 20<sup>th</sup> century illustration that clearly reflects the feelings and technology of the time period. His positive statements and choice of subject matter make him very appropriate for this grade level.

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Norman Rockwell by Mike Venezia

<http://www.nrm.org/><http://americanart.si.edu/exhibitions/archive/2010/rockwell/><http://www.saturdayeveningpost.com/sections/art-entertainment/norman-rockwell-art-entertainment>



Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 4 – Artist and Inventor		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> Students will look at and discuss the work of a 20 <sup>th</sup> century artist Alexander Calder. The class will look at mobiles and stabiles by the artist, as well as sculptures, painting, and jewelry. The class projects will focus on Calder's work and give the students an opportunity to give their interpretations of key ideas.			
<b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Cross-Cultural Understanding and Interpersonal Communication			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.1 The Creative Process</b> <b>D. Visual Art</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.2 History of the Arts and Culture</b> <b>1.2: History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			
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1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.		
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.		
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.		
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.		
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What kinds of art do famous artists make?</li> <li>What makes an artist stand out from others in his field?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Many artists use a variety of art forms to express themselves.</li> <li>While many artists have explored new ideas, very few have actually invented a new art form.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What kinds of art do famous artists make?</li> <li>What makes an artist stand out from others in his field?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Many artists use a variety of art forms to express themselves.</li> <li>While many artists have explored new ideas, very few have actually invented a new art form.</li> </ul>
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**Unit Learning Targets***Students will...*

- Participate in discussion
- Recognize that some artists have invented new art forms
- Compare names of art with the art piece
- Give new names for work and reasons why they are appropriate
- Construct within a set size
- Use paper and found objects to construct 3D forms
- Recognize artist's favorite colors and shapes
- Use tape and glue appropriately as adhesives

**Evidence of Learning****Summative Assessment 2 days)**

Completed project, discussion

**Equipment Needed:** IWB, projector, computer**Teacher Resources:** Teacher Made Power Point

Artwork by Calder:

*Calder's Circus**Fond Clair**Dragon**Hen**Vertical Constellation with Yellow Bone**Red Goat with Black Head**Red Bull**Black Bull**Braniff International DC8***Formative Assessments**

- IWB activities
- Discussion
- Worksheets
- 

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Teacher Made PowerPoint	1 Class
2	Found object sculpture in the style of the artist	2 Classes
3	Drawing in style of Artist	2 Classes

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.nga.gov/exhibitions/calder/realsp/roomenter-foyer.htm><http://whitney.org/Collection/AlexanderCalder><http://www.calder.org/><http://www.mpsnj.org/page/771>

Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 5 - Abstract		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> The students will focus on different ways artists choose to express themselves as they compare abstract and realistic art work. They will also explore collage as an art form to express a specific idea or topic.			
<b>21<sup>st</sup> century themes:</b> Brainstorming, Creative thinking, Collaboration, Teamwork, and Leadership			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.2 History of the Arts and Culture</b> <b>1.2: History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			
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<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Identify selected paintings as the work of a specific artist</li> <li>Verbally define collage</li> <li>Understand and pick out an abstract painting</li> <li>Make a collage</li> <li>Work on a picture with a theme</li> </ul>			

- Handle art materials appropriately
- Draw in the cubist style
- Arrangement
- Composition
- Self Portrait

## Evidence of Learning

**Summative Assessment (2 days)**

Completed Projects, discussion

**Equipment Needed:** IWB, projector, computer**Teacher Resources:** Prints loaded into IWB Gallery, websites, books**Formative Assessments**

- IWB activity
- Discussion
- Participation

## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction With IWB Activity	1 class
2	Collage	3 classes
3	Drawing	1 class

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.pablocicasso.org/>[http://www.metmuseum.org/toah/hd/pica/hd\\_pica.htm](http://www.metmuseum.org/toah/hd/pica/hd_pica.htm)[http://www.moma.org/collection/artist.php?artist\\_id=4609](http://www.moma.org/collection/artist.php?artist_id=4609)

Unit Overview			
<b>Content Area:</b>	Art		
<b>Unit Title:</b>	Unit 6 Stitchery		
<b>Target Course/Grade Level:</b>	Art / Grade 2		
<b>Unit Summary</b> In this unit, the students will look at textiles; motifs, techniques, and uses by a specific cultural group. They will create a design of their own and use basic stitches and fabric to present their idea.			
<b>21<sup>st</sup> century themes:</b> Brain storming, Creativity, Communication, Collaboration			
Learning Targets			
<b>Standards</b> <b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.2 History of the Arts and Culture</b> <b>1.2: History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.3 Performance</b> <b>D. Visual Art:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.4 Aesthetic Responses &amp; Critique Methodologies</b> <b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.		
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.		
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.		
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.		
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.		
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do various cultures use textiles in their art and their everyday life?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Each culture has their own heritage reflected in their textiles.</li> <li>There are many similarities between cultures in their fabric use and design.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do various cultures use textiles in their art and their everyday life?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Each culture has their own heritage reflected in their textiles.</li> <li>There are many similarities between cultures in their fabric use and design.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do various cultures use textiles in their art and their everyday life?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Each culture has their own heritage reflected in their textiles.</li> <li>There are many similarities between cultures in their fabric use and design.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Recognize reasons people use textiles.</li> <li>Create a design in fabric for a specific purpose (ex.: Chinese badge, Middle Eastern book illustration)</li> </ul>			

- Stitch simple running stitch
- Plan in fabric
- Cut fabric pieces
- Arrange fabric
- Use a needle correctly
- Use a pin correctly
- Recognize that stitching is a skill used by both men and women
- Understand that fabric can be used to present an idea or illustration.
- Different cultures have similar stories
- Fabrics can be used in different ways
- 

#### Evidence of Learning

##### Summative Assessment (2 days)

Completed stitchery / fabric project

**Equipment Needed:** IWB, project, computer

**Teacher Resources:** Chinese Badges, Denver Art Museum, GoHa the Wise Fool websites

##### Formative Assessments

- IWB activities
- Discussion
- Participation
- Collaboration

#### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction of Artist/ Culture	1 Class
2	Planning of Design	1 Class
3	Demonstration of Preparation of Fabric	1 class
4	Stitching	4 Classes
5	Finishing	1 Class

##### Teacher Notes:

##### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.pacificasiamuseum.org/rankandstyle/index.stm>

[http://creativity.denverartmuseum.org/1977\\_230/](http://creativity.denverartmuseum.org/1977_230/)

[http://creativity.denverartmuseum.org/1977\\_251/](http://creativity.denverartmuseum.org/1977_251/)

Goha the Wise Fool by Denys Johnson-Davies  
Art by Hag Hamdy and Hany

Metropolitan Museum of Art  
Textile collection



[http://www.tripadvisor.co.uk/LocationPhotoDirectLink-g294201-d1005681-i17553151-Street of the Tentmakers Sharia Khayamiya-Cairo Cairo Governorate.html#17553154](http://www.tripadvisor.co.uk/LocationPhotoDirectLink-g294201-d1005681-i17553151-Street%20of%20the%20Tentmakers%20Sharia%20Khayamiya-Cairo%20Cairo%20Governorate.html#17553154)



Unit Overview		
Content Area:	Art	
Unit Title:	Unit 7 - Etching	
Target Course/Grade Level:	Art / Grade 2	
<b>Unit Summary</b>		
The students will continue to use the art elements as the basis of their drawings. They will focus on these elements as they experiment with basic etching techniques. Paintings will be used to present aspects of the technique as well as exploring the use of the art elements in a presentation of historical art work.		
<b>21<sup>st</sup> century themes:</b> Creative, critical thinking, collaboration, Interpersonal Communication		
Learning Targets		
<b>Standards</b>		
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.3 Performance</b>		
<b>D. Visual Art:</b>		
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
<b>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.4 Aesthetic Responses &amp; Critique Methodologies</b>		
<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b>		
All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>	
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.	
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	
1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.	
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"><li>How does art reflect our history?</li></ul>		<ul style="list-style-type: none"><li>Paintings tell something about the time period they are representing.</li></ul>
<b>Unit Learning Targets</b>		
<i>Students will...</i>		
<ul style="list-style-type: none"><li>Discuss slides</li><li>Define etching</li><li>Define silversmith</li><li>Create textures using pencil and crayon</li><li>Plan picture on 9x12 manila using pencil</li><li>Draw with etching tools on scratch paper</li><li>Include textures</li></ul>		

## Evidence of Learning

**Summative Assessment (2 days)**

Completed projects

**Equipment Needed:** IWB, projector, computer**Teacher Resources:** Teacher made Power Point**Formative Assessments**

- Practice drawings
- IWB activities
- Vocabulary
- Participation
- Discussion

## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Textures	2 classes
2	Presentation of artists	1 Class
3	Etching	3 Classes

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Power Point of Paul Revere

The Picture Book of Paul Revere by David Adler

Midnight Ride by Longfellow

The Midnight Ride by Grant Wood

<http://www.paulreverehouse.org/><http://www.mfa.org/collections/object/paul-revere-32401><http://www.archives.gov/education/lessons/prequel-to-revolution.html>

## Unit Overview

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 8 - Architecture
<b>Target Course/Grade Level:</b>	Art / Grade 2

**Unit Summary**

The students will talk about a famous historical figure. As they look at and discuss the accomplishments, they will focus on the architecture created. They will make their own building and then have a chance to look and discuss the classes work in a positive manner.

**21<sup>st</sup> century themes:** Communication, Creativity, Collaboration

## Learning Targets

**Standards****2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process:**

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies****1.4 Aesthetic Responses & Critique Methodologies:**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.

**Unit Essential Questions**

- Is there only one kind of artist?
- Is there a limit to how many things people can do?

**Unit Enduring Understandings**

- There are many forms of art beyond painting and sculpture.
- There are no limits on what people can achieve.

**Unit Learning Targets**

*Students will...*

- Look at a famous person who is also an architect
- Name other forms of art
- Discuss a famous house
- Design own piece of architecture
- Choose appropriate materials to make project
- Describe work
- Have a classroom critique of work

## Evidence of Learning

**Summative Assessment (2 days)**

Completed Projects, participation

**Equipment Needed:** IWB, Projector, Computer**Teacher Resources:** Books, Teacher Made Website**Formative Assessments**

- IWB activities
- Discussion
- Participation

## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Presentation	1 Class
2	Project	3 Classes
3	Critique	1 Class

**Teacher Notes:****Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.monticello.org/site/jefferson><http://www.whitehouse.gov/about/presidents/thomasjefferson><http://www.loc.gov/exhibits/jefferson/>