



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Arts

GRADE LEVEL(S): 2nd Grade

COURSE: Visual Art - Grade 2

TIME FRAME: Weekly (40 minutes)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

The purpose of the second grade visual art curriculum is to provide access to developmentally appropriate instruction in visual art that allows for different learning styles and individual creative expression. Students will be taught to use a variety of materials and techniques. The second grade visual art curriculum is designed to provide students with access to learning experiences that encompass the creative process, history of visual arts and culture, art production, and aesthetic responses and artistic critique. Visual art concepts introduced in first grade, as well as higher level concepts are introduced, reinforced and strengthened through hands-on, creative activities based on the elements of art and principles of design. Throughout the academic year, students actively engage in various forms of artistic communication and production

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.

1. Art Media, Tools, and Techniques
2. Identifying and Using Elements of Art - Color, Line, Shape, Space, Form & Texture
3. Art History + Artists Around the World
4. Exploring Art Around Me (Social Context) and Analysis

III. Essential Questions

Unit 1: Art Media, Tools, and Techniques (~6 days)

- What tools are used to make art and why?
- How can art materials (media) be combined in artwork?
- How can we care for art materials?
- How can we safely use art materials to create artwork?
- How did you create your work, what was the process?

Unit 2: Elements + Principles of Art (~20 days)

- What are the Elements of Art?

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- Where can we find the Elements of Art around us?
- How can the Elements of Art be used in artwork?
- What are the Principles of Art?
- Where can we find the Principles of Art around us?
- How can the Principles of Art be used in artwork?

Unit 3: Art History + Artists Around the World (~7 days)

- Where can you find famous artworks?
- What is(are) the subject(s) of the artwork you are viewing?
- Why do artists become famous or well known?
- Why do artists make art today?

Unit 4: Exploring Art Around Me (Social Context) and Analysis (~7 days)

- Explain the meaning of art around you (classroom).
- What art vocabulary can be related to a particular art project?
- What are the differences/similarities between drawing, painting, crafting, sculpting?
- How does artworks make you feel?
- What are some careers I can explore in visual art?

IV. Learning Objectives

NJSLS - Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.3.P.D.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 1.3.P.D.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.
- 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
- 1.3.P.D.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 1.3.P.D.6 Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- 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.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.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.

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- 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.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in 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 making subject or theme in works of visual art.

National Core Arts Standards

- VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.
- VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2.2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.
- VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.
- VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- VA:Re.7.2.2a Categorize images based on expressive properties.
- VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.
- VA:Cn10.1.2a Create works of art about events in home, school, or community life.
- VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.

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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence

Interdisciplinary Connections

- Social Studies
 - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

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- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.3 Express individuality and cultural diversity.
- Technology/Design Thinking
 - 8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

Vocabulary	Methods & Techniques
Cone Form Illustrate Human-Made Media Medium Symmetry Resist Still Life Observe Sequence Theme Visual Balance Cool Colors Warm Colors Pyramid Silhouette	<u>Drawing:</u> <ul style="list-style-type: none"> ● Perspective <ul style="list-style-type: none"> ○ Atmospheric ● Observational Drawing <ul style="list-style-type: none"> ○ Still Life
	<u>Painting:</u> <ul style="list-style-type: none"> ● Brush Control & Stroke Practice <ul style="list-style-type: none"> ○ Types of Lines ○ Loading the Brush ● Brush Care <ul style="list-style-type: none"> ○ Washing & Storing ● Paint Applications <ul style="list-style-type: none"> ○ Scraped or Scratched Texture ○ Layering ● Color Theory <ul style="list-style-type: none"> ○ Mixing Tints & Shades
	<u>Ceramics:</u> <ul style="list-style-type: none"> ● Hand-Building <ul style="list-style-type: none"> ○ Soft Slab Construction ○ Imprinting with Textures/Stamps ○ Adding Attachments (slip and score) ○ Creating with Press Molds ○ Sculpting ● Surface Treatments <ul style="list-style-type: none"> ○ Resist
	<u>Printmaking:</u> <ul style="list-style-type: none"> ● Relief Printing <ul style="list-style-type: none"> ○ Vegetable Prints ○ Toy Prints (LEGOs, toy car wheels, etc.) ○ Modeling Clay Prints ○ Styrofoam Plate Prints ● Monoprinting <ul style="list-style-type: none"> ○ String Pull Prints
	<u>Fiber Arts:</u>



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- Weaving
 - 2-3 Color Paper Weaving (A, B, C pattern)
 - Advanced Layered Weavings
 - Weaving with Alternative/Found Materials
 - Braiding

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
 - Pro Learning
 - NOW Conference
- [The Art Project](#) (Art Careers)
- [Departmental Purpose/Curriculum Foundation](#)
- Teacher computer with Internet access and projector/SmartBoard
- Document Camera
- Chromebooks/Computing Devices (*for research*)

Supplemental/District Created Materials:

- Lesson Resources:
 - Classroom Routines
 - Art Mediums & Supplies
 - Everyday and Special Art Materials
 - Classroom Material Supply Labels
 - Elements of Art
 - Kelsey Montague Background Information
 - Paul Klee Background Information
 - Principles of Art
 - Color Wheel
 - Primary, Secondary & Intermediate Colors
 - Warm & Cool Colors
 - Color Mixing Practice
 - Color Schemes
 - Symmetry Video
 - Symmetry Practice
 - Still Life Setup
 - Pop Art Examples
 - Mola Art Examples
 - How To Mola Art Video
 - Piet Mondrian Art
 - Art Passport
 - Art Posters (Studio Habits of Mind - Studio Thinking)
 - How to Analyze Art
 - Leading Discussions with Visual Thinking Strategies
 - Observation Think Sheet
- Art Supplies:
 - Scissors

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- Masking Tape
- Glue Sticks
- Glue Bottles
- Construction Paper
- Drawing Paper
- Oil Pastels
- Crayons
- Colored Pencils
- Paint (tempera, watercolor)
- Paint Brushes
- Cups (for water)
- Markers
- Paper Towels
- Sharpies
- Tape
- Newspaper
- Clay

VI. Key Performance and Benchmark Tasks

Unit 1: Art Media, Tools, and Techniques

- Use a variety of media to draw and paint.
- Use scissors and glue with control.
- Use a variety of processes to connect and combine materials.
- Use processes to build vertically and horizontally.
- Use clay processes of pushing, pulling, rolling, rubbing and squeezing.
- Use clay assembly processes.
- Use and care for art tools in the classroom.
- Use and combine techniques of working with paper.
- Discuss the methods and process he or she has used to make art works.
- Use a printmaking process.
- Safely use various tools to create and finish art works.

Unit 2: Elements + Principles of Art

- Apply and describe lines in works of art.
- Utilize line to create pattern and texture in artistic works.
- Utilize basic 2-dimensional shapes and 3-dimensional forms.
- Identify and use intermediate colors (red-orange, red-violet, blue-green, blue-violet, yellow-green, yellow-orange).
- Identify and use tints and shades to ensure proper contrast.
 - If I add white to a color, it will become lighter (tint).
 - If I add black to a color, it will become darker (shade).
- Identify and use warm and cool colors.
- Identify and integrate foreground, middleground, background into artistic designs.
- Identify and use linear perspective, explaining how size changes in relation to distance.



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- Demonstrate an understanding of composition by using the proper paper orientation based on the subject to both fill and extend beyond the picture plane (demonstrating an understanding of balance).

Unit 3: Art History + Artists Around the World

- Look at, respond to and care for his or her own art.
- Examine and respond to works of art.
- Discuss subject matter and motifs depicted in works of art (animals, people and shelter).
- Categorize art works by subject matter and style.

Unit 4: Exploring Art Around Me (Social Context) and Analysis

- Examine and discuss visual images found in the classroom.
- Discuss, define and use art vocabulary appropriate for grade level.
- Compare and contrast differences among art forms.
- Describe how a work of art makes him or her feel.
- Name and describe potential careers in visual art.

Formative:

- Color Mixing Practice
- Symmetry Practice
- Pop Art Practice
- Art Passport
- Observation Think Sheet
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Class Discussions

Summative Assessment:

- Collaborative Art: *Students will learn about Kelsey Montague Wing Art and use this knowledge to decorate feather shapes with oil pastel and crayon, which will be combined with those created by both students to form wings. Students will demonstrate an understanding of drawing techniques, applying Elements of Art to decorate a portion of a collaborative art project which also serves as a photo opportunity. (Students can become part of the artwork by posing with wings.)*
- Paul Klee Inspired Name Art: *Students will learn about Paul Klee and use this knowledge to create a drawing using their name as the main focus of the composition. Students will demonstrate an understanding of drawing techniques and how their name can be used as a vital element of a composition.*
- Symmetrical Monster Art: *Students will create a symmetrical monster artwork.*
- Combining Images: *Students will create a composition by combining two images into one. Students will be able to create original artworks inspired by ideas or concepts that are taken from the combination of multiple visual sources. They will engage in an informal critique and self evaluation.*



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- **Mixed Media with Patterns & Texture:** *Students will demonstrate an understanding of mixed media art techniques through the manipulation of a variety of materials to create a textured and patterned composition.*
- **Space Art:** *Students will create a mixed media composition of planets in space, while learning about shapes and forms. Students will demonstrate an understanding of forms through the manipulation of art materials.*
- **Warhol Soup Cans - Pop Art:** *Students will demonstrate an understanding of how popular culture can be the catalyst for art creation through the creative application of ideas and their translation into a design of a soup label.*
- **Mola Art:** *Students will learn about fabric art called Mola created by the Kuna people of Panama, and will use their understanding to create their own paper Mola.*
- **Piet Mondrian Composition:** *Students will create an abstract composition using designs inspired by the work of Mondrian.*

Alternative Assessment:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Voice to text typing (when appropriate)
- Clear routines (written & verbal).

Specific Examples:

- **Collaborative Art:**
 - Use tracers to create circles.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- **Paul Klee Inspired Name Art:**
 - Use simpler mediums (crayons, oil pastels, etc.).
 - Assistance writing name.
 - Smaller/more manageable paper dimensions to cut down on fatigue.

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- One-on-one time with students to aid in understanding and applying lesson goals.
- Symmetrical Monster Art: Students will create a symmetrical monster artwork.
 - Student choice (theme and material).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Combining Images:
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
 - Critique sentence starters.
- Mixed Media with Patterns & Texture:
 - One-on-one time with students to aid in understanding and applying lesson goals.
 - Student choice (theme and material).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
- Space Art:
 - Use tracers to create circles.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Warhol Soup Cans - Pop Art:
 - Student choice (theme and material).
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Mola Art:
 - Step-by-step directions.
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.
- Piet Mondrian Composition:
 - Smaller/more manageable paper dimensions to cut down on fatigue.
 - One-on-one time with students to aid in understanding and applying lesson goals.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Voice to text typing
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Provide choice and extension opportunities.
- Student leadership opportunities.
 - Assisting other students who are struggling.
 - Teaching the whole class or small group a learned skill or new content

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Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Provide opportunities for self-reflection and improvement.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific design skills that require them.