

# Second Grade Art

Unit Title: Color - Second Grade

## Stage 1: Desired Results

Standards & Indicators:

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**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.Cr1b:** Engage in individual and collaborative art making through observations and investigation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **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.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.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**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.

#### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

**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.

# Second Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## **NJSLS for Visual and Performing Arts - Media Arts**

Creating

### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations*

**1.2.2.Cr1b:** Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

**1.2.2.Cr1d:** Connect and apply ideas for media art production.

### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations*

**1.2.2.Cr2b:** Connect and apply ideas for media art production.

### **Anchor Standard 3: Refining and completing products.**

*Performance Expectations*

**1.2.2.Cr3b:** Identify and describe the effects of altering, refining and completing media artworks.

Producing

### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

*Performance Expectations*

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations*

**1.2.2.Re7b:** Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

# Second Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations*

**1.2.2.Cn10b:** Share and discuss experiences of media artworks, describing their meaning and purpose.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

*Performance Expectations*

**1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

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

Learning Opportunities/Strategies:

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **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.

Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Second Grade Art

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>• Color is an element of art</li> <li>• Colors can be mixed</li> <li>• Colors can be dark and light</li> <li>• Colors can be primary: red, yellow, blue</li> <li>• Colors can be secondary: orange, green, violet</li> <li>• Colors can be organized into warm and cool</li> <li>• Repeated colors can create pattern</li> <li>• Colors can create unity as well as contrast</li> <li>• Colors help achieve balance in composition</li> <li>• Colors can express emotions, feelings, and moods</li> </ul>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> <li>• What is color?</li> <li>• Where do you see colors?</li> <li>• How many different colors do you know?</li> <li>• What colors are found in nature?</li> <li>• What colors are in a man made world?</li> <li>• How do artists use colors in their artwork?</li> <li>• How can you use colors to make art?</li> <li>• Can color express feelings and moods?</li> <li>• Can colors be mixed?</li> <li>• What are the primary colors?</li> <li>• What are the secondary colors?</li> <li>• What are the warm colors?</li> <li>• What are the cool colors?</li> <li>• What is balance?</li> <li>• What is pattern?</li> <li>• What is unity?</li> <li>• How can we create contrast with color?</li> </ul>
<p><u>Content:</u></p> <p>Color variety:</p> <ul style="list-style-type: none"> <li>- Primary colors</li> <li>- Secondary colors</li> <li>- Bright</li> <li>- Dull</li> <li>- Light</li> <li>- Dark</li> <li>- Layered</li> <li>- Blended</li> <li>- Warm</li> <li>- Cool</li> </ul>	<p><u>Skills(Objectives):</u></p> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of different colors in artwork</li> <li>• Analyze the use of color in artwork from different cultures and eras</li> <li>• Use primary colors to mix secondary colors</li> <li>• Use warm and cool color schemes in making art</li> <li>• Create light and dark colors</li> <li>• Be inspired by other artists and their work</li> <li>• Create artwork using a variety of colors</li> <li>• Use the element of color to create balance, pattern, unity and contrast</li> <li>• Use color to express emotion in artworks</li> </ul>
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><u>NJSLS Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> <li>• 4. - Model with mathematics.</li> <li>• 5. - Use appropriate tools strategically.</li> <li>• 6. - Attend to precision.</li> </ul> <p><u>NJSLS ELA</u></p> <ul style="list-style-type: none"> <li>• L.RF.2.4.A. - Read grade-level text with purpose and understanding.</li> <li>• SL.2.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• RL.MF. 2.6. - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</li> </ul> <p><u>NJSLS Science</u></p> <ul style="list-style-type: none"> <li>• K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> </ul>	

# Second Grade Art

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Learning about color:**

- Review of the primary and secondary colors
- Review of color mixing including lights and darks - tints and shades
- Work with a color wheel to identify warm and cool colors

#### **1.2 Painting:**

- Refer to color wheel as necessary
- Experience mixing secondary colors from the primaries
- Apply experiences in color mixing to various painting themes
- Use warm and cool color schemes in painting
- Use color contrast in painting

#### **1.3 Color Application:**

- Study different artwork from diverse cultures and historical periods indicating the use of colors
- See how different artists use color differently
- Create projects using paint, colored pencil and marker as well as layering other materials such as tissue paper

#### **1.4 Expressing Feelings:**

- Review how colors can express feelings
- Explore which colors express happy feelings, sad feelings, anger, etc.
- Investigate and learn about how artists use color to express their emotions
- Create artwork using a variety of color materials that expresses certain emotions

### Suggested Resources:

#### **1.1**

- Paper, paint, markers, crayons, printmaking, tempera paint
- art prints
- references/Internet/movies
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.2**

- Tempera paint, watercolor paint, marker, crayons, colored pencils
- art prints
- references/Internet/movies
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.3**

- Watercolor paint, tempera paint, markers, crayons, colored pencils, pastels, watercolor crayons, construction paper, colored tissue paper
- art prints
- references/Internet/movies
- PowerPoint presentation
- Smart Board
- color wheel

#### **1.4**

- Watercolor paint, tempera paint, markers, crayons, colored pencils, pastels, watercolor crayons, construction paper, colored tissue paper
- art prints
- references/Internet/movies
- PowerPoint presentation
- Smart Board
- color wheel

## Second Grade Art

<p><b><u>1.5 Patterns:</u></b></p> <ul style="list-style-type: none"> <li>• Review repetition of color to create pattern</li> <li>• Understand that pattern is a principle of design used in art to create variety</li> <li>• Observe patterns made with colors that are found in nature and man made world</li> <li>• Create work using color as the basis for patterns that emphasizes pattern</li> </ul> <p><b><u>1.6 Abstract Art:</u></b></p> <ul style="list-style-type: none"> <li>• Review abstract and non-objective art that also uses color</li> <li>• Create artwork that is abstract or non-objective using colors that are primary, secondary as well as tints and shades</li> </ul> <p><b><u>1.7 Color Unity:</u></b></p> <ul style="list-style-type: none"> <li>• Review that unity is a principle of art</li> <li>• Create a unified work of art through the use of color</li> </ul>	<p><b><u>1.5</u></b></p> <ul style="list-style-type: none"> <li>• Markers, crayons, paint, watercolor paint, tempera paint, construction paper</li> <li>• art prints</li> <li>• references/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• Smart Board</li> <li>• color wheel</li> </ul> <p><b><u>1.6</u></b></p> <ul style="list-style-type: none"> <li>• Markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint</li> <li>• art prints</li> <li>• references/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• Smart Board</li> <li>• color wheel</li> </ul> <p><b><u>1.7</u></b></p> <ul style="list-style-type: none"> <li>• Paper, paint, markers, crayons, printmaking, construction paper, printmaking art prints</li> <li>• references/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• Smart Board</li> <li>• color wheel</li> </ul>
---	---

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting

# Second Grade Art

			Guided step-by-step Instructions  Templates
--	--	--	--

[Unit Title:](#) Line - Second Grade

## Stage 1: Desired Results

[Standards & Indicators:](#)

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **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.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.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**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.

#### Responding

# Second Grade Art

## **Anchor Standard 7: Perceiving and analyzing products.**

### *Performance Expectations:*

**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.

## **Anchor Standard 8: Interpreting intent and meaning.**

### *Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

### *Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

### Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

### *Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

### *Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## **NJSLS for Visual and Performing Arts - Media Arts**

### Creating

## **Anchor Standard 1: Generating and conceptualizing ideas.**

### *Performance Expectations*

**1.2.2.Cr1b:** Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

**1.2.2.Cr1d:** Connect and apply ideas for media art production.

## **Anchor Standard 2: Organizing and developing ideas.**

### *Performance Expectations*

**1.2.2.Cr2b:** Connect and apply ideas for media art production.

## **Anchor Standard 3: Refining and completing products.**

### *Performance Expectations*

**1.2.2.Cr3b:** Identify and describe the effects of altering, refining and completing media artworks.

### Producing

## **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

### *Performance Expectations*

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

## **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

### *Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

## **Anchor Standard 6: Conveying meaning through art.**

### *Performance Expectations*



## Second Grade Art

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

##### *Performance Expectations*

**1.2.2.Re7b:** Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

#### **Anchor Standard 8: Interpreting intent and meaning.**

##### *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

#### **Anchor Standard 9: Applying criteria to evaluate products.**

##### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### Connecting

#### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

##### *Performance Expectations*

**1.2.2.Cn10b:** Share and discuss experiences of media artworks, describing their meaning and purpose.

#### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

##### *Performance Expectations*

**1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

### **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

#### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

### **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

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

#### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

### **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **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.

# Second Grade Art

## Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Central Idea / Enduring Understanding:

- line is an element of art
- line is the path of a moving point
- lines has width and length
- there are various types of lines
- lines are used to outline and define shapes
- lines are used to create other elements and principles of art
  - shape, pattern, texture, and visual movement

## Essential/Guiding Question:

- What is the line?
- Where do you see lines?
- How many different types of lines do you know?
- Are lines found in nature?
- Can lines be found in a man-made world?
- How do artists use lines in their artwork?
- How can you use lines to make art?
- Can lines create shapes?
- What happens when you repeat lines?
- What is texture?
- What is movement?
- What is a pattern?
- How can a line be suggested but not really there?
- How can lines be used continuously and in a broken manner?

## Content:

### **Line variety:**

- Straight
- Curved
- Zig zag
- Wavy
- Diagonal
- Dotted
- Squiggly
- Square
- Continuous
- Thick
- Thin
- Bold
- Narrow
- Long
- Short
- Wide
- Introduce rules
- Broken lines
- Suggested lines

## Skills(Objectives):

### Students will be able to:

- recognize a variety of lines
- explore suggested lines
- demonstrate an understanding of lines in artwork
- analyze the use of lines in artwork from different cultures and eras
- be inspired by other artists and their work
- create artwork using a variety of lines
- distinguish line application to create art
- use multiple styles of line in one project
- use the element of line to create other art elements and principles - shapes, textures, patterns and visual movement
- shape is created by a closed line
- pattern is a repetition of lines
- texture is the way something feels and can be created by the use of lines
- movement can be created by lines

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### **NJSLS Standards for Mathematical Practice**

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

### **NJSLS ELA**

- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **SL.2.5** - Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Second Grade Art

- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

### NJSLS Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips
- google doc

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **1.1 Reviewing lines:**

- identify previously learned types of lines
- compare and contrast a variety of lines
- create a non-objective drawing utilizing a variety of lines
- create a pattern using lines

#### **1.2 Drawing:**

- learn that lines can be used to outline
- apply different types of lines in guided drawing
- use line to create implied texture
- create multiple patterns using varied lines

#### **1.3 Painting:**

- demonstrate that different lines can define shapes in art
- create an abstract line painting using a variety of lines
- use lines that are thick and thin
- use lines that are bold and delicate

#### **1.4 Texture:**

- learn and/or review about visual texture
- explore different textures in nature and manmade world
- analyze textures and recreate them in art
- use lines to create a visual texture
- explore actual texture vs. implied texture

### Suggested Resources:

#### **1.1**

crayons, markers, oil pastels  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.2**

crayons, markers, watercolor crayons, oil pastels, soft pastels, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.3**

tempera paint, watercolor paint, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

#### **1.4**

crayons, markers, paint, scratch art, paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

## Second Grade Art

### **1.5 Patterns:**

- learn that repetition of lines creates pattern
- distinguish patterns a principle of design used in art to create variety
- Sculpture with pattern created by lines
- observe patterns found in nature and manmade world
- analyze the use of line pattern by different artists
- develop a pattern of lines to create art
- use varied types of lines to create a pattern
- explore animal patterns

### **1.6 Non-objective lines:**

- learn about abstract and non-objective art
- Clay sculpture with textured lines
- study the use of line in abstract artwork from different cultures and historical periods
- compose artwork using lines with no absolute subject
- create a work of art using lines inspired by nature, abstracted from nature

### **1.7 Movement:**

- create visual movement by the use of repeating lines
- use varied types of lines to create movement
- observe other artists who find movement in nature
- use lines to create movement inspired by nature
- observe movement in landscape
- illustrate movement by creating a landscape art

### **1.5**

markers, crayons, paint, watercolor paint, tempera paint, construction paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board  
Clay

### **1.6**

markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board  
Clay

### **1.7**

markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper  
art prints  
references/Internet/movies  
Power Points/ educational movies  
Smart Board

### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload

## Second Grade Art

		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

[Unit Title:](#) Shape - Second Grade

### Stage 1: Desired Results

[Standards & Indicators:](#)

#### **SLS - Visual and Performing Arts**

##### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **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.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.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

##### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

## Second Grade Art

**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.

### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

##### *Performance Expectations:*

**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.

#### **Anchor Standard 8: Interpreting intent and meaning.**

##### *Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

#### **Anchor Standard 9: Applying criteria to evaluate products.**

##### *Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

### Connecting

#### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

##### *Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

#### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

##### *Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

### NJSLS for Visual and Performing Arts - Media Arts

### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

##### *Performance Expectations*

**1.2.2.Cr1b:** Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

**1.2.2.Cr1d:** Connect and apply ideas for media art production.

#### **Anchor Standard 2: Organizing and developing ideas.**

##### *Performance Expectations*

**1.2.2.Cr2b:** Connect and apply ideas for media art production.

#### **Anchor Standard 3: Refining and completing products.**

##### *Performance Expectations*

**1.2.2.Cr3b:** Identify and describe the effects of altering, refining and completing media artworks.

### Producing

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

##### *Performance Expectations*

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

##### *Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

#### **Anchor Standard 6: Conveying meaning through art.**

# Second Grade Art

## *Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

## *Responding*

### **Anchor Standard 7: Perceiving and analyzing products.**

## *Performance Expectations*

**1.2.2.Re7b:** Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

### **Anchor Standard 8: Interpreting intent and meaning.**

## *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

### **Anchor Standard 9: Applying criteria to evaluate products.**

## *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## *Connecting*

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

## *Performance Expectations*

**1.2.2.Cn10b:** Share and discuss experiences of media artworks, describing their meaning and purpose.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

## *Performance Expectations*

**1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

## **Learning Opportunities/Strategies:**

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

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

## **Learning Opportunities/Strategies**

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the

## Second Grade Art

cultures of other individuals.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

### Central Idea / Enduring Understanding:

- Shapes can be made by using line when drawing
- A shape is an area bounded by an edge
- Shape is an element of art
- A shape has two dimensions: length and width (2D)
- Shapes can create symmetry and asymmetry
- Shapes can create pattern when repeated
- Shapes are either geometric or organic (natural)
- The size and placement of shapes can create foreground, middle and background

### Essential/Guiding Question:

- What is the definition of a shape?
- What are the names of geometric shapes?
- What is an organic shape?
- Where do you see shapes in your environment?
- How do artists use shapes in their artwork?
- What are some ideas that you have about using shapes in your artwork?
- What do you create when you repeat shapes?
- What is symmetry and what is asymmetry?

### Content:

Shape variety:

- Geometric/regular (man made - square, triangle, oval, circle, rectangle, trapezoid, rhombus, etc.)
- Organic/abstract/irregular (nature made)
- Closed
- Symmetrical
- Asymmetrical
- Large, small, medium as they relate to each other and to the support on which they are placed create depth in a work of art

### Skills(Objectives):

- SWBAT recognize a variety of shapes
- SWBAT create artworks using a variety of shapes
- SWBAT use the element of shape to create pattern, symmetry and asymmetry
- SWBAT be inspired by other artists and their work
- SWBAT use shapes in relation to each other - space and contrast
- SWBAT analyze the use of shapes in artworks from different cultures and eras

### Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

#### **NJSLS Standards for Mathematical Practice**

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- 

#### **NJSLS ELA**

- **LRF.2.4.A** Read grade-level text with purpose and understanding.
- **SL.2.5** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

#### **NJSLS Science**

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

- Teacher observation
- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Peer feedback
- Art critique



# Second Grade Art

- Student self-assessment
- Exit slips

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### 1.1 Learning about shape:

- Review and identify previously learned types of shapes
- Identify shapes in the world around us
- Differentiate between shape and form
- Compare and contrast the use of shapes in art

#### 1.2 Drawing:

- Explore drawing using geometric and organic shapes
- Using line to create shape
- Drawing from the natural world and the imagination to create stories

#### 1.3 Painting:

- Create paintings beginning with shape
- Create shape using line and color
- Recognize various painting themes presented

#### 1.4 Collage:

- Learn and/or review different types of shapes
- Explore different materials to create shape for collage
- Use geometric and organic shapes to create a collage
- Explore shapes in relationship to each other

#### 1.5 Patterns:

- Review how shapes can create pattern: pattern is a principle of design used in art to create variety
- Observe patterns made with shapes that are found in nature and the man made world
- Compare the use of shape pattern in math and in art
- Using various materials, include pattern in the development of an artwork
- Explore how pattern is used in crafts

#### 1.6 Non-objective shapes:

- Review abstract and non-objective art
- Explore non-objective art of the past
- Use various methods and materials to develop non-objective art

### Suggested Resources:

#### 1.1

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils
- Art prints
- References/internet/movies
- Power point presentation
- Smartboard

#### 1.2

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils
- Art prints
- References/internet/movies
- Power point presentation
- Smartboard

#### 1.3

- Tempera paint, watercolor paint, markers
- Art prints
- References/internet/movies
- Powerpoint presentation
- Smartboard

#### 1.4

- Construction paper, printed paper, glue, scissors
- Art prints
- References/internet/movies
- Powerpoint presentation
- Smartboard

#### 1.5

- Markers, crayons, oil pastel, paint, watercolor paint, tempera paint, construction paper, stamps, yarn, fabric
- Art prints
- References/internet/movies
- Powerpoint presentation
- Smartboard

#### 1.6

- Markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper
- Art prints
- References/internet/movies
- Powerpoint presentation
- Smartboard

## Second Grade Art

### **1.7 and 1.8 Symmetrical and Asymmetrical Balance:**

- Review that balance is a principle of art
- Create balanced artworks using repetition of visual shapes
- Recognize that symmetry can be created by shapes similar in size and the way they are arranged
- Create symmetry through folding and cutting paper
- Explore asymmetrical balance through various art media

### **1.7 and 1.8**

- Paper, paint, markers, crayons, printmaking media, construction paper, glue, scissors
- Art prints
- References/internet/movies
- Powerpoint presentation
- Smartboard

### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

# Second Grade Art

Unit Title: Art Elements and Principles of Design - Second Grade

## Stage 1: Desired Results

Standards & Indicators:

### **NJSLS - Visual and Performing Arts**

#### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations:*

**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.Cr1b:** Engage in individual and collaborative art making through observations and investigation of the world, and in response to personal interests and curiosity.

#### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **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.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.

#### **Anchor Standard 3: Refining and completing products.**

**1.5.2.Cr3a:** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

#### Presenting

#### **Anchor Standard 4: Selecting, analyzing and interpreting work.**

*Performance Expectations:*

**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.

#### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations:*

**1.5.2.Pr5a:** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

#### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations:*

**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.

#### Responding

#### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

**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.

# Second Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

*Performance Expectations:*

**1.5.2.Re8a:** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

## **Anchor Standard 9: Applying criteria to evaluate products.**

*Performance Expectations:*

**1.5.2.R3a:** Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

*Performance Expectations:*

**1.5.2.Cn10a:** Create art that tells a story or describes life events in home, school and community.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**

*Performance Expectations:*

**1.5.2.Cn11a:** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b:** Describe why people from different places and times make art about different issues, including climate change.

## **NJSLS for Visual and Performing Arts - Media Arts**

Creating

### **Anchor Standard 1: Generating and conceptualizing ideas.**

*Performance Expectations*

**1.2.2.Cr1b:** Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

**1.2.2.Cr1d:** Connect and apply ideas for media art production.

### **Anchor Standard 2: Organizing and developing ideas.**

*Performance Expectations*

**1.2.2.Cr2b:** Connect and apply ideas for media art production.

### **Anchor Standard 3: Refining and completing products.**

*Performance Expectations*

**1.2.2.Cr3b:** Identify and describe the effects of altering, refining and completing media artworks.

Producing

### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

*Performance Expectations*

**1.2.2.Pr4b:** Practice combining varied academic, arts and media content to form media artworks.

### **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

*Performance Expectations*

**1.2.2.Pr5c:** Discover, experiment with and demonstrate creative skills for media artworks.

### **Anchor Standard 6: Conveying meaning through art.**

*Performance Expectations*

**1.2.2.Pr6a:** With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

### **Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations*

**1.2.2.Re7b:** Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

# Second Grade Art

## **Anchor Standard 8: Interpreting intent and meaning.**

### *Performance Expectations*

**1.2.2.Re8a:** Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

## **Anchor Standard 9: Applying criteria to evaluate products.**

### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### Connecting

## **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

### *Performance Expectations*

**1.2.2.Cn10b:** Share and discuss experiences of media artworks, describing their meaning and purpose.

## **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

### *Performance Expectations*

**1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

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

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **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.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Second Grade Art

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>• Elements of art are building blocks to create visual art</li> <li>• Principles of design use art element building blocks to create a whole</li> <li>• Artworks are composed using the elements of art and principles of design</li> </ul>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> <li>• What are art elements?</li> <li>• What are principles of design?</li> <li>• How can they be used to convey ideas and feelings?</li> </ul>
<p><u>Content:</u></p> <ul style="list-style-type: none"> <li>• Repetition of lines, shapes and colors creates visual movement</li> <li>• A form is three dimensional</li> <li>• Value is the element of art concerned with lightness or darkness of a color</li> <li>• Space is the way in which an artwork is organized within an area</li> <li>• Balance can be symmetrical and asymmetrical</li> <li>• Unity brings everything together in artwork</li> <li>• Proportion shows the relationships between the sizes of objects in art</li> </ul>	<p><u>Skills(Objectives):</u></p> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Recognize the basic use of each art element: line, shape, form, color, value, texture, space</li> <li>• Recognize the basic use of each principle of design: pattern, rhythm/movement, proportion/scale, balance, unity, emphasis</li> </ul>

### Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

#### NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

#### NJSLS ELA

- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **SL.2.5** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

#### NJSLS Science

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> <li>• Project based assessments</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher-student conference</li> <li>• Student observation checklist</li> <li>• Turn and talk</li> <li>• Peer assessment</li> <li>• Peer feedback</li> <li>• Art critique</li> <li>• Student self-assessment</li> <li>• Exit slips</li> </ul>
--	--

## Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><b>1.1 Movement/Rhythm:</b></p> <ul style="list-style-type: none"> <li>• Recognize that movement is a principal of design</li> <li>• Recognize that movement can be created by repetition and arrangement of art elements (lines, shapes, etc.)</li> </ul>	<p><u>Suggested Resources:</u></p> <p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• Pencils, colored pencils, paint, watercolor</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul>
--	---

## Second Grade Art

<ul style="list-style-type: none"> <li>• Create an artwork that shows visual movement through line, shape, or color</li> </ul> <p><b><u>1.2 Form:</u></b></p> <ul style="list-style-type: none"> <li>• Recognize that form has three dimensions: length, width and depth</li> <li>• Recognize that a free-standing sculpture can be seen from all sides</li> <li>• Recognize that a relief sculpture protrudes from a flat plane</li> <li>• Understand that artists use a variety of materials to create sculptural forms</li> <li>• Create a free-standing or relief sculpture with paper, wire, found objects or paper maché</li> </ul> <p><b><u>1.3 Value:</u></b></p> <ul style="list-style-type: none"> <li>• Understand that value refers to the darkness and lightness of color</li> <li>• Recognize that artists use value to make artwork look more three dimensional</li> <li>• Recognize that value can be created in drawing media or painting media</li> <li>• Create an artwork that focuses on value in painting or drawing media</li> </ul> <p><b><u>1.4 Space:</u></b></p> <ul style="list-style-type: none"> <li>• Understand that space is an element of art</li> <li>• Understand that space refers to the way in which an artwork is organized within an area or to a feeling of depth or three dimensions in an artwork</li> <li>• Understand that in artwork, the primary objects occupy the positive space while the area around the primary objects is negative space.</li> <li>• Understand that the background is the area around the primary objects.</li> <li>• Understand that overlapping creates the illusion of space on a two dimensional plane</li> <li>• Create two dimensional artwork that encompasses the entire space of the support</li> </ul> <p><b><u>1.5 Balance:</u></b></p> <ul style="list-style-type: none"> <li>• Recognize balance as a principle of design</li> <li>• Recognize that balance can be symmetrical or asymmetrical</li> <li>• Create a piece of art that is balanced symmetrically or asymmetrically through the use of drawing, painting or sculpture</li> </ul> <p><b><u>1.6 Unity:</u></b></p> <ul style="list-style-type: none"> <li>• Recognize unity is a principle of design</li> <li>• Understand that unity is achieved by assuring everything belongs together and looks completed in an artwork</li> <li>• Study artists who use unity in their artwork</li> </ul>	<p><b><u>1.2</u></b></p> <ul style="list-style-type: none"> <li>• Wire, clay, paper, yarn, found objects, paper maché</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul> <p><b><u>1.3</u></b></p> <ul style="list-style-type: none"> <li>• Paint, crayons, markers, pencils, colored pencils, pastels, sculptural materials</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul> <p><b><u>1.4</u></b></p> <ul style="list-style-type: none"> <li>• Pencil, crayons, markers, colored pencils, pastels, paint, sculptural materials</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul> <p><b><u>1.5</u></b></p> <ul style="list-style-type: none"> <li>• Pencil, crayons, markers, colored pencils, pastels, paint, sculptural materials</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul> <p><b><u>1.6</u></b></p> <ul style="list-style-type: none"> <li>• Pencil, crayons, markers, colored pencils, pastels, paint, construction paper</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul>
---	--

## Second Grade Art

<ul style="list-style-type: none"> <li>• Create artwork that shows unity through line, color, shape or form</li> </ul> <p><b>1.7 and 1.8 Proportion/Scale:</b></p> <ul style="list-style-type: none"> <li>• See proportion and scale are principles of design</li> <li>• Recognize that proportion shows the relationship between sizes</li> <li>• Analyze the relationships between certain objects in both two and three dimensional artworks</li> <li>• Create drawing, collage or painting that focuses on working with scale and proportion</li> </ul>	<p><b>1.7 and 1.8</b></p> <ul style="list-style-type: none"> <li>• Pencil, crayons, markers, colored pencils, pastels, paint, construction paper, scissors, glue</li> <li>• Art prints</li> <li>• References/Internet/movies</li> <li>• PowerPoint presentation</li> <li>• SmartBoard</li> </ul>
---	--

[Differentiation](#) \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates



## Second Grade Art

### 2nd Grade Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Color	7 days	--
Line	7 days	14 days
Shape	8 days	22 days
Elements and Principles of Design	8 days	30 days
CATEGORY TOTALS	30 days	

**Notes:** There are 30 Art sessions during the course of the year.