

Art Scope and Sequence: 2nd Grade

Unit 1: Symmetry and Space

Objectives:

Students will be able to:

- Identify symmetrical objects.
- Understand that symmetry is a form of balance.
- Produce a symmetrical object.
- Create illusion space in completed artwork.

Big Idea:

- Creating Symmetry and Space

Essential Questions:

- What is symmetry? What is balance?
- Can you find something in the room that has balance/symmetry?
- How can the illusion space be shown in the completed project?

District References:

- Stelluna by Janell Cannon

Cross Curricular:

- Math

Technology:

- Power Point
- Smart Board demonstration

Teaching Activities:

- Read the story aloud and discuss.
- Go over the essential questions.
- Demonstrate step by step how to make a symmetrical object by drawing half of an object on the fold of the paper and then cutting it out to create a whole symmetrical object.
- Students will complete their artwork by creating the illusion of space.

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge.

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: balance, symmetry, space.

Art Scope and Sequence: 2nd Grade

Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Have children write a description of something in the classroom that has balance and or symmetry.

Sample Assessment Item:

- Students will be able to explain what balance/symmetry is and how they used it in their artwork.

Unit 2: Geometric Shapes

Objectives:

Students will be able to:

- Identify geometric shapes.
- Make a collage using geometric shapes.
- Identify geometric shapes in famous artworks.

Big Idea:

- Interpreting Geometric Shapes

Essential Questions:

- What shapes can you find in these famous pieces of artwork?
- Can you identify specific geometric shapes by name?
- Which artist uses more geometric shapes?

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: geometric shape, collage

Art Scope and Sequence: 2nd Grade

- What geometric shapes could we use to make a person?

District References:

- Snowy Day by Ezra Jack Keats
- Oodles of Animals by Lois Ehlert Harcourt Inc. 2008

Cross Curricular:

- Math

Technology:

- Power Point
- Smart Board demonstration

Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Demonstrate step by step how to create image with geometric shapes.
- Demonstrate how to combine material to make a collage.
- Demonstrate how to add fine details with pen, pencil or markers.

Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed,
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Students will make other things using geometric shapes.
- The students will discuss how to transform their images by adding additional geometric shapes.

Sample Assessment Item:

- Students will name the shapes they used to create their person.

Art Scope and Sequence: 2nd Grade

Unit 3: Collage/ Overlapping Space

Objectives:

Students will be able to:

- Review and discuss the definition/ technique of collage.
- Discuss different artists that use collage as a technique.
- Explore different materials to be used in a collage.
- Apply the collage technique to a piece of art.
- Recognize what happens when things overlap one another.

Big Idea:

- Using collage/overlapping to create space.

Essential Questions:

- What is overlapping?
- What type of materials can be for a collage?
- Why do you think artists use this technique to create art?
- What happens when materials overlap?

District References:

- The Mixed Up Chameleon, by Eric Carle
- The Penguin that Wanted to be
- Different by Maria O'Neill

Cross Curricular:

- Social Studies

Technology:

- Power Point on collage artist Henri Matisse

Teaching Activities:

- Read story aloud/discuss.
- Go over the essential questions.

Teaching Time: 4 Class Periods- 40 minutes

Assessment: Performance observation, written assessment, and teacher observation.

Standards: 9.1.2A, 9.1.2B, 9.2, 9.3.2B

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: collage, overlapping

Art Scope and Sequence: 2nd Grade

- Review the power point of the collage artists.
- Teacher will demonstrate step by step how to create collage.
- Students will complete a collage using overlapping.

Differentiation:

- Hands on demonstrations
- Both oral and written directions
- Student examples displayed in room, Artist examples displayed in the room
- Repetition of all instructions, one-on-one instruction as needed.
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Students continue to explore visual effects overlapping objects.

Sample Assessment Item:

- What did I learn about creating a collage? If you could change anything in your artwork what would it be?

Unit 4: Intro to Paint

Objectives:

Students will be able to:

- Understand that artists use paint and brushes in many ways.
- Use a variety of brushstrokes to create lines, shapes, patterns in a painting.
- Understand there are different types of paints (tempera, watercolor, acrylic, etc.).
- Demonstrate the importance of classroom cooperation when painting.

Big Idea:

- Retelling a story with paint.

Essential Questions:

- How do artists demonstrate their ideas using different painting techniques?
- Do all artists use the paint the same way? Why or why not?

Art Scope and Sequence: 2nd Grade

District References:

- Rainbow Fish by Marcus Pfister
- Dem Bones by Bob Barner

Cross Curricular:

- Math

Technology:

- Power Point demonstration

Teaching Activities:

- Read story aloud/discuss.
- Go over essential questions.
- Discuss images to incorporate in each project.
- Discuss different types of paints and techniques.
- Teacher will demonstrate different types of brushstrokes.
- Students will use brushstroke of choice to complete an artwork.

Differentiation:

- Hands on demonstrations
- Both oral and written directions
- Student examples displayed in room, artist examples displayed in the room
- Repetition of all instructions, one-on-one instruction as needed
- Extended time as needed.
- Preferential seating as needed.
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Experiment with different brushstrokes to create different results.

Sample Assessment Item:

- Students will discuss the different brushstrokes that they used in their painting and how they affected their artwork.

Teaching Time: 4 Class Periods- 40 minutes

Assessment: Performance observation, written assessment, and teacher observation.

Standards: 9.1.2A, 9.3.2B

Bloom's Level: Knowledge, Comprehension, Application, Analysis, and Evaluation.

Vocabulary: paint, brushstrokes

Art Scope and Sequence: 2nd Grade

Unit 5: Culture

Objectives:

Students will be able to:

- Appreciate other culture's art forms.
- Identify artistic differences from their own culture.
- Use other culture's images for their own art inspiration.
- Describe symbols and its meaning.

Big Idea:

- Cultural art inspirations.

Essential Questions:

- Can you name a different culture?
- Compare and contrast this culture to your own?
- Do you recognize any of these cultural symbols?

District References:

- Beautiful Blackbird by Ashley Bryan

Cross Curricular:

- Social Studies

Technology:

- Power Point of cultural life, art and symbols from the culture

Teaching Activities:

- Read story aloud/discuss.
- Discuss cultures and go over essential questions.
- Teacher will show a cultural power point and allow student discussion.
- Introduce the lesson with the specific cultural vocabulary.
- Students will create a work of art using the culture as a reference.

Differentiation:

- Hands on demonstrations

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1.2A, 9.2.2A, 9.3.2B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: culture, symbols, geometric design, natural colors

Art Scope and Sequence: 2nd Grade

- Both oral and written directions
- Student examples displayed in room, artist examples displayed in the room
- Repetition of all instructions, one-on-one instruction as needed
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- Group discussion on how the culture inspired them.

Sample Assessment Item:

- Students will write about one fact about the specific culture that they found most interesting.

Unit 6: The Mitten

Objectives:

Students will be able to:

- Summarize the story as a class.
- Understand complimentary colors.
- Practice drawing different types of lines.
- Create patterns and symmetry.

Big Idea:

- Storytelling and Art.

Essential Questions:

- What happened to the mitten and why?
- What animals were in the story?
- What are complimentary colors?
- What is a pattern and where do you see it? What is symmetry?

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1A, 9.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: line, pattern, complimentary colors, color wheel, line, stitch, sew

District References:

Art Scope and Sequence: 2nd Grade

- The Mitten by Jan Brett, G.P. Putnam's Sons 2004

Cross Curricular:

- Math

Technology:

- Power point
- Smartboard demonstration

Teaching Activities:

- Read story aloud/discuss.
- Go over the essential questions.
- Demonstrate step by step how to find complimentary colors on the color wheel.
- The students will trace mitten tracer and using lines, complimentary colors or patterns will decorate their mitten/mittens to match (creating symmetry).
- *Optional: Teacher will show the students how to sew the two mittens together to be able to hold the animals inside.
- *Optional: Students will color animals and cut out and place inside the mitten.

Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment:

- See Options Above

Sample Assessment Item:

- Students will discuss with classmates what they liked, disliked or would change on their final artwork.

Art Scope and Sequence: 2nd Grade

Unit 7: Combining Elements of Art

Objectives:

Students will be able to:

- Retell the story and discuss fiction and non-fiction.
- Understand the importance of imagination in the art process.
- Indicate where lines, shapes and texture appear on the various wild thing creatures.
- Explain what a horizon line is and where it is used in artwork.
- Create their own “Wild Thing.”

Big Idea:

- Using imagination in Art.

Essential Questions:

- Is this story a true story, why or why not?
- What does the little boy use to create the story?
- Where do you see line, texture, shape, color and pattern in the illustrations?

District References:

- Where the Wild Things Are by Maurice Sendak

Cross Curricular:

- Social Studies
- Library
- Math

Technology:

Power Point

Smart Board- demonstration

Teaching Activities:

- Read aloud the story/discuss.

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1A, 9.3B

Bloom’s Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: line, texture, shape, color, pattern, crayon resist, horizon line, background, foreground

Art Scope and Sequence: 2nd Grade

- Go over the essential questions.
- Demonstrate step-by-step how to draw using shapes and lines.
- The students will incorporate a horizon line in their project.
- The students will include lines, texture, and pattern in their artwork.
- The students will include a night sky in the background.

Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

Expansion/ Enrichment

- The students will draw objects in the foreground and background to better understand the concept of creating distance/perspective.

Sample Assessment Item:

- The students will discuss with the class where they used pattern, texture and lines in their picture.

Unit 8: Elements of Art Found in Nature

Objectives:

Students will be able to:

- Recognize details found in artwork.
- Create details in objects.
- Describe foreground and background.
- Draw a horizon line.
- Give examples of different textures.

Big Idea:

- Using elements of Art found in nature.

Art Scope and Sequence: 2nd Grade

Essential Question:

- What is an artistic detail?
- What are the three warm colors?
- How does an artist show that something is far away or close?
- What does a horizon line do in an artwork?

District References:

- The Great Fuzzy Frenzy by Janet Stevens and Susan Stevens Crummel, Harcourt 2005

Cross Curricular:

- Science

Technology:

- Power Point
- Smart Board demonstration

Teaching Time: 3-4 classes 40 minutes each

Assessment: Listening skills, following the directions, completing project, verbal knowledge

Standards: 9.1.2A, 9.3.3B

Bloom's Level: Knowledge, Comprehension, Application and Analysis

Vocabulary: texture, foreground, background, warm colors, detail, horizon line

Teaching Activities:

- Read story aloud/discuss.
- Go over the essential questions.
- Demonstrate step by step how to draw an object found in nature.
- The students will draw a horizon line to show where the sky and land meet.
- The students will draw images in the foreground and background to show distance in their artwork.

Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs

Expansion/ Enrichment:

- Look around the room and make a list of objects that have elements of art.

Art Scope and Sequence: 2nd Grade

Sample Assessment Item:

- The students will answer some questions related to their artwork.
- Did you draw a horizon line? And why?
- Is there anything in the foreground and background?
- Are you happy with your completed artwork?

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