

Teacher: Core Art Grade 2  
Course: Art Grades 2

Year: 2017-18  
Month: All Months

S Art and Social Change

Essential Questions	Content
Can Art be an agent for Social Change?	symbols for peace

t What Symbols do Artists Use? how to combine text with imagery

e how to use oil pastels

m personal visions of peace

b What is bullying

e how to create an effective poster

r

O Anti-Bullying

Essential Questions	Content
Can art be used as an agent for social change?	Bullying

o How to make an effective poster

b

e

r

Collage

Essential Questions	Content
Can you use a variety of materials?	hand painted paper  texture in painting  cutting gluing representation of a pumpkin

N Woodland Landscapes

o Essential Questions	Content
v What is a landscape	Definition of a landscape
e	background, middle, and foreground
m	horizon line
b	forest habitat
e	paint masking technique
r	
D Forest Floor	
e Essential Questions	Content
c What is a landscape	Point of View

e drawing from observation

m oil pastel blending

b forest habitat

e

r

### Paper Snowflakes

Essential Questions	Content
How can we use math in art?	Dividing a paper into quarters
	How to effectively cut shapes with scissors
	Watercolor technique

J Chinese New Year

Essential Questions	Content
What can art tell us about different cultures?	New Year traditions in China

u

Year of the Dragon

a visual planning

r collage

y

F Map of the Heart

e Essential Questions	Content
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b What can art tell us about ourselves?	Map making
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r language arts

u watercolor painting

a

r

y

M Rainforest Habitat

	Essential Questions	Content
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r How can art help us to understand nature? Rainforest habitat

c guided drawing

h watercolor painting

A Watercolor eggs

	Essential Questions	Content
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r What are the art elements? watercolor resist process

i art elements line,shape and pattern

l

Ocean Habitat

Essential Questions

Can you use a variety of materials?

Content

Ocean habitat

tissue paper collage

art elements line shape and pattern

cutting and gluing

M Ocean Habitat

a Essential Questions

y Can you use a variety of materials?

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Book Arts

Essential Questions	Content
Can art tell a story?	popsicle stick and rubber band book structure  art elements color, line, shape, value following directions

J Pop up Card

Essential Questions	Content
Can you use a variety of materials?	pop up card structures

e  
  
combining text and imagery  
  
cutting and gluing

Skills	Assessments	Lessons	Resources
students will be able to generate imagery in response to the question "What does a peaceful world look like?"	Formative View for Understanding Sumative: Completed project		oil pastel paper

Students will be able to combine text and imagery in their art work

Students will be able to use oil pastels in a safe and effective manner

Students will be able to visually depict an anti-bullying message

Students will use art elements and design principles to create an anti-bullying poster.

Skills	Assessments	Lessons	Resources
Students will be able to define bullying	Formative View for Understanding Summative: completed poster		art supplies of choice

Students will be able to visually represent a bullying situation

Students will visually represent the results of bullying

Students will use a variety of art materials that best display their message

Students will use art elements and design principles to create an effective poster on anti-bullying



Skills	Assessments	Lessons	Resources
<p>Students will be able to paint a collage paper using colors found in natural objects( a variety of pumpkins)</p> <p>Students will be able to use scissors to cut shapes without the use of a template</p> <p>Students will demonstrate correct use of glue stick.</p> <p>Students will use crayon to complete a collage of pumpkins.</p>	<p>Formative View for Understanding</p> <p>Summative: Completed project</p>		<p>paper paint</p> <p>scissors</p> <p>crayon</p>

Skills	Assessments	Lessons	Resources
<p>Students will be able to identify a landscape painting</p> <p>Students will be able to describe background, middle ground, and foreground</p> <p>Students will be able to draw a horizon line</p> <p>Students will use masking tape to place "trees" in their landscape</p> <p>Students will use watercolor paint to color the background, middle ground and foreground.</p> <p>Students will use oil pastel and color pencils to add forest animals.</p>	<p>Formative; View for Understanding</p> <p>Summative: Completed painting</p>		<p>watercolor</p> <p>paint oil</p> <p>pastel color</p> <p>pencil</p>

Skills	Assessments	Lessons	Resources
<p>Students will be able to draw from a birds eye view</p>			<p>paper oil</p> <p>pastel</p>

Students will be able to draw from direct observation

Students will demonstrate pastel blending technique

Students will draw from observation contents of the forest floor

Skills	Assessments	Lessons	Resources
Students will be able to fold a coffee filter into quarters	Formative View for Understanding Summative; Completed snowflake		coffee filters scissors

Students will be able to cut shapes into the coded coffee filter

Students will be able to define symmetry

Students will demonstrate watercolor technique

Students will create a cut paper snowflake.

Skills	Assessments	Lessons	Resources
Students will be able to describe New Year celebration traditions in China	Formative: View for Understanding		tissue paper liquid starch paper
Students will be able to identify 2018 as Year of the Dog	Summative: Completed collage		

Students will use visual planning to create a dog from torn tissue paper and liquid starch

Students will use cutting skill to trace and cut out their collaged dog

Students will create a dog collage for Year of the Dog

Skills	Assessments	Lessons	Resources
Students will be able to define "noun"	Formative: View for Understanding Summative Completed map		paper watercolor paint sharpie marker
Students will use nouns to describe what is important in their lives.			
Students will draw a large heart and divide it into regions			
Students will use both words and drawings to map out what is important in their lives.			
Students will use watercolor to complete their "map"			

Skills	Assessments	Lessons	Resources
Students will be able to identify the plants and animals of the rainforest	Formative: View for Understanding Summative: Completed painting		paper watercolor paint
Students will follow guided drawing method to draw a toucan			
Students will add details of the rainforest ( animals, plants,rain)			
Students will demonstrate the use of watercolor pencils to color the rainforest.			

Skills	Assessments	Lessons	Resources
Students will be able to demonstrate line, shape and pattern	Formative: View for Understanding Summative Completed		paper watercolor paint
Students will demonstrate watercolor crayon resist process	watercolor		
Students will create a watercolor resist egg design			

Skills	Assessments	Lessons	Resources
Students will be able to describe the ocean habitat	Formative: View for Understanding Summative completed project		crayon paper tissue paper liquid starch
Students will demonstrate tissue paper collage technique			
Students will demonstrate use of line ,color and shape in a fish pattern			
Students will demonstrate cutting and gluing to create a collage on tissue paper.			

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Students will demonstrate tissue paper collage technique	Benchmark assessment 5/27/2018		
Students will demonstrate use of line ,color and shape in a fish pattern			
Students will demonstrate cutting and gluing to create a collage on tissue paper.			

Skills	Assessments	Lessons	Resources
<p>Students will be able to follow directions to make a simple book using a popsicle stick and a rubber band.</p> <p>Students will add content illustrating the art elements.</p>	<p>Formative View for Understanding</p> <p>Summative Completed book</p>		<p>popcicle sticks</p> <p>rubber bands</p> <p>paper</p>

Skills	Assessments	Lessons	Resources
<p>Students will be a able to follow directions to make a pop up card structure</p>	<p>Formative View for Understanding</p> <p>Summative Completed card</p>		<p>paper art supplies of choice</p>

Students will add cut outs to enhance their card.

Students will use text and imagery to create a pop up card.

Standards	Special Education Differentiation (for all units)	ELL (for all units)
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.	Modify and accommodate as listed in student's IEP or 504 plan	Provide English/Spanish dictionary for use
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.	Communicate directions clearly and concisely and repeat, reword, modify as necessary	Learn/Utilize/Display some words in the students' native language
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.	Utilize open-ended questioning techniques	Utilize formative assessments to drive student instruction
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.	Chunk tasks into smaller components	Establish a consistent and daily routine
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.	Provide step-by-step instructions	
1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	Model and use visuals as often as possible	
1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.	Create rubrics/allow students to assist with task, so that all are aware of expectations Create modified assessments	
<b>Standards</b>	Provide individualized assistance as necessary	
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	Allow for group work (strategically selected) and collaboration as necessary Utilize assistive technology as appropriate Provide meaningful feedback and utilize teachable moments Utilize auditory reminders as deemed necessary  Establish a consistent and daily routine	

#### Standards

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

#### Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.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.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.

1.3.2.D.5-Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.4-Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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#### Standards

1.2.2.A.1-Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2-Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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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.

1.4.2.A.2-Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

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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.

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1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

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1.4.2.B.3-Recognize the main subject or theme in works of dance, music, theatre, and visual art.

#### Standards

1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2-Identify elements of art and principles of design in specific works of art and explain how they are used.

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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**At Risk (for all units)**

Make modifications to instructional plans based on I&RS plans

Develop a record system to encourage good behavior and completion of work

Establish a consistent and daily routine

**Gifted and Talented (for all units)**

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge













