**2nd Grade Unit Organizer**

**Core Knowledge Topic: Landscapes**

**Previous Unit**

Sculptures

**Next unit**

Abstract Art

**Core Knowledge Content (Knowledge)**

1. Recognize as landscapes and discuss

* Thomas Cole, *View from Mount Holyoke –* *The Oxbox*
* El Greco, *View of Toledo*
* Henri Rousseau, *Virgin Forest at Sunset*
* Vincent van Gogh, *The Starry Night*

1. Genres are categories of art. Portraits, Still life pictures, and Landscapes are important genres.
2. Landscapes are images that describe the outdoors.
3. Landscapes can include rural or urban images.
4. Seascapes are a subgenre of landscape painting
5. Artists produce landscapes in a variety of styles.
6. Landscape painting in the West has roots in ancient times and artists still practice it today.
7. Chinese and Japanese artists have painted pen and ink landscapes on silk and paper for centuries.
8. Landscapes can reflect information about the physical environment, as well as the times in which the artists painted them.

**Colorado Academic 2nd Grade Common Core Standards**

**Content Standard #1:** Understanding and applying media, techniques, and processes Achievement Standard:

• Students know the differences between materials, techniques, and processes

• Students describe how different materials, techniques, and processes cause different responses

• Students use different media, techniques, and processes to communicate ideas, experiences, and stories

• Students use art materials and tools in a safe and responsible manner

**Content Standard #2:** Using knowledge of structures and functions

Achievement Standard:

• Students know the differences among visual characteristics and purposes of art in order to convey ideas

• Students describe how different expressive features and organizational principles cause different responses

• Students use visual structures and functions of art to communicate ideas

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

• Students explore and understand prospective content for works of art

• Students select and use subject matter, symbols, and ideas to communicate meaning

**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

• Students understand there are various purposes for creating works of visual art

• Students describe how people’s experiences influence the development of specific artworks

• Students understand there are different responses to specific artworks

**Content Standard #6:** Making connections between visual arts and other disciplines Achievement Standard:

• Students identify connections between the visual arts and other disciplines in the curriculum

**Common Core State Standards**

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| **Prepared Graduates:**  [Transfer the value of visual arts to lifelong learning and the human experience](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=130) | |
| **Concepts and skills students master:**  1. Artists make choices that communicate ideas in works of art | |
| **Evidence Outcomes** | **21st Century Skill and Readiness Competencies** |
| **Students Can:**   1. Express an idea in multiple ways (DOK 1-3) 2. Identify and compare ideas and artistic choices found in a work of art (DOK 1-3) 3. Make artistic choices to communicate ideas (DOK 1-4) | **Inquiry Questions:**   1. How can your choice in art-making change an idea? 2. What are examples of ideas you can observe in familiar works of art? 3. How can art express more than one idea?   **Relevance & Application:**   1. Restructuring norms offer new opportunities. 2. Traditional and new technologies help artists to communicate ideas. 3. Ideas come in verbal and nonverbal forms and are informed by other disciplines.   **Nature Of:**   1. Artists make choices to communicate ideas. |
| [Transfer the value of visual arts to lifelong learning and the human experience](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=130) | |
| **Concepts and skills students master:**  2. Characteristics and expressive features of art and design are used to identify and discuss works of art | |
| **Evidence Outcomes** | **21st Century Skill and Readiness Competencies** |
| **Students Can:**   1. Recognize and describe the differences between characteristics and expressive features of art and design using age appropriate art vocabulary (DOK 1-2) 2. Describe variations of sensory qualities using age appropriate art vocabulary (DOK 1-2) 3. Use correct art vocabulary when talking about art (DOK 1-2) | **Inquiry Questions:**   1. How do the characteristics and expressive features of art and design contribute to a work of art? 2. Why would an artist need to know about variations of sensory qualities used in art?   **Relevance & Application:**   1. Digital media can be used to give examples of sensory qualities and expressive features. 2. Patterns and textures can be found in many places in our communities.   **Nature Of:**   1. Artists use many different materials and processes to create art. |

## Content Area: Visual Arts Grade Level Expectations: Second Grade

## Standard: 2. Envision and Critique to Reflect

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| **Prepared Graduates:** (Click on a Prepared Graduate Competency to View Articulated Expectations)   * [Critique personal work and the work of others with informed criteria](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=120) * [Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=122) | |
| **Concepts and skills students master:**  1. Visual arts use various literacies to convey intended meaning | |
| **Evidence Outcomes** | **21st Century Skill and Readiness Competencies** |
| **Students Can:**   1. Identify, distinguish and interpret the basic characteristics of art. (DOK 1-3) 2. Generate and discuss personal interpretations about works of art based on observation. (DOK 2-3) 3. Recognize and respect cultural differences in works of art (DOK 1-3) | **Inquiry Questions:**   1. Why does intended meaning matter? 2. How do you convey meaning without using words? 3. Why is it important to express an idea without words? 4. Who determines the value of a work of art?   **Relevance & Application:**   1. Interpretations of art change over time and among cultures. 2. Art develops criteria in forming personal opinions.   **Nature Of:**   1. Through the critical process, people are able to formulate judgments about the artistic and aesthetic merits of works or art. |

## Content Area: Visual Arts Grade Level Expectations: Second Grade Standard: 3. Invent and Discover to Create

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| **Prepared Graduates:** (Click on a Prepared Graduate Competency to View Articulated Expectations)   * [Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=125) * [Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=126) | |
| **Concepts and skills students master:**  1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design | |
| **Evidence Outcomes** | **21st Century Skill and Readiness Competencies** |
| **Students Can:**   1. Create works of art using familiar and commercial symbols such as hearts, suns, and logos (DOK 1-2) 2. Create presentation-ready works of art (DOK 1-3) 3. Choose appropriate materials to make art (DOK 1-2) 4. Create works of art using various modalities (DOK 1-3) | **Inquiry Questions:**   1. How does creating and performing in the arts differ from viewing the arts? 2. How is art discussed? 3. How do artists choose their materials to make works of art? 4. How do artists know when they are finished making a work of art?   **Relevance & Application:**   1. The arts serve multiple functions such as enlightenment, education, and entertainment. 2. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into quality products. 3. The artistic process can lead to unforeseen or unpredictable outcomes such as "happy accidents" that occur in making art, or technical or material challenges that lead to discovering something new.   **Nature Of:**   1. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. |

## Content Area: Visual Arts Grade Level Expectations: Second Grade Standard: 4. Relate and Connect to Transfer

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| **Prepared Graduates:** (Click on a Prepared Graduate Competency to View Articulated Expectations)   * [Transfer the value of visual arts to lifelong learning and the human experience](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=9&glid=0&pgcid=130) | |
| **Concepts and skills students master:**  1. Visual arts respond to human experience by relating art to the community | |
| **Evidence Outcomes** | **21st Century Skill and Readiness Competencies** |
| **Students Can:**   1. Communicate observational responses to works of art from a variety of social, emotional, and historical contexts (DOK 1-3) 2. Discuss and describe personal artistic experiences (DOK 1-3) 3. Discuss community-based and public art. (DOK 1-3) | **Inquiry Questions:**   1. Why is art important? 2. What does art say about communities? 3. How do art museums support the community? 4. How does a community select public art?   **Relevance & Application:**   1. The personal connections identified in and through art foster artistic appreciation, interpretation, imagination, significance, and value. 2. The study of art deepens emotional response and inventive decision-making. Current technology provides digital information that can be used to create works of art. 3. The personal connections established in and through art lead to extended understandings of interdisciplinary concepts and subject matter.   **Nature Of:**   1. Artists tell stories about their lives and communities. |

http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=4&stid2=9&glid2=0

**Standards for Achievement and performance (Mental Modeling)**

Students will –

* 1. Recognize as landscapes and discuss
* Thomas Cole, *View from Mount Holyoke –* *The Oxbox*
* El Greco, *View of Toledo*
* Henri Rousseau, *Virgin Forest at Sunset*
* Vincent van Gogh, *The Starry Night*
* Point out the different kinds of lines used in the landscape masterpieces they’ve been introduced in this unit and write a short description of each painting using complete sentences

**Types of Assessment (Creativity)**

Students will –

* Create a picture inspires by El Greco’s View of Toledo that expresses and strong emotion of a “happy place”.
* Create a picture inspired by Rousseau’s *Virgin Forest at Sunset* and link it to what they are learning about in their regular classroom study of India and China with a the role of tigers imagery in those two countries ancient artwork.
* Create a picture inspired by van Gogh’s *Starry Night*.
* Match each landscape with music that they think matches the feeling the painting.