

## GRADE 2 ART

### Description:

Students in grade 2 will learn how colors, color mixing, and painting can be used to express feelings and communicate ideas. Grade 2 art students will learn to recognize spatial relationships in their environment and in their work.

### COURSE OVERVIEW

#### Course Goals

Students will be able to:

- Understand how colors can express feelings and communicate ideas.
- Understand how colors can represent the environment.
- Discuss how various artists use color.
- Identify primary and secondary colors.
- Understand how various artist's techniques may
- Differ in painting.
- Identify and discuss painting subjects, including
- Landscape, Portraiture, and Still Life.
- Discuss a variety of artists and their paintings subject matter.
- Distinguish the difference between the foreground, middle ground, and background.
- Recognize foreground, middle ground, and background in artist's work.
- Identify objects that are closer and further away.
- Understand overlapping.
- Identify "ABC" and "ABCD" patterns.
- Identify textiles.

#### Artistic Processes

- Create
- Present
- Respond
- Connect

#### Anchor Standards

**Anchor Standard #1. Generate and conceptualize artistic ideas and work.**

**Anchor Standard #2. Organize and develop artistic ideas and work.**

**Anchor Standard #3. Refine and complete artistic work.**

**Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**

**Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

**Anchor Standard #6. Convey meaning through the presentation of artistic work**

#### Course Skill Objectives

Students will:

- Use color to evoke an emotion or a mood.
- Use color to create contrast.
- Apply color to create a specific environment.
- Use and experiment with color relationships.
- Mix primary colors to create secondary colors.
- Paint using various methods of application.
- Use painting tools and paints effectively.
- Create paintings that communicate feelings and personal interpretations.
- Apply color to make objects appear closer or farther away.
- Adjust the size of objects to make them appear closer or farther away.
- Overlap objects to make them appear closer and further away.
- Create an "ABC" and "ABCD" pattern.
- Use line, color, shape, and/or texture to create a pattern.

<ul style="list-style-type: none"> <li>● Identify and discuss patterns in works of art.</li> <li>● Recognize patterns and textiles in the environment.</li> <li>● Recognize and understand how pattern are used in</li> <li>● Textiles and collage.</li> </ul>	<p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	<ul style="list-style-type: none"> <li>● Create a collage or weaving using various textiles.</li> </ul>
<p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Color Mixing</a></p> <p>Unit 2 - <a href="#">Painting</a></p> <p>Unit 3 - <a href="#">Spatial Relationships</a></p> <p>Unit 4 - <a href="#">Patterns and Textiles</a></p>	<p><b><u>Essential Questions</u></b></p>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Color Wheel</li> <li>● Magazine Collage using color changes</li> <li>● Sculpting with a limited palette of the Primary Colors</li> <li>● Painting with a limited palette of the Primary Colors</li> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Equation Assessment</li> <li>● Landscape, Cityscape, Seascape Painting (foreground/background, atmospheric perspective)</li> <li>● Portrait Painting (using warm and cool colors to evoke emotions)</li> </ul>

		<ul style="list-style-type: none"><li>● Still Life Painting (gauging size perspective)</li><li>● Abstract Painting (geometric arrangements)</li><li>● Landscape/cityscape showing foreground, middle ground, and background</li><li>● Overlapping collage shapes</li><li>● Found objects</li><li>● Drawings that indicate special relationships</li><li>● Cut paper molas</li><li>● Cut paper and other collage materials</li><li>● Assembling patterns through jewelry-making.</li><li>● Simple weaving on various materials (such as burlap or paper).</li><li>● Collage pattern and textiles onto American Quilts.</li><li>● Stamping patterns.</li></ul>
--	--	--

## Unit 1 – Color Mixing

### Unit Objectives

Students will be able to:

- Understand how colors can express feelings and communicate ideas.
- Understand how colors can represent the environment.
- Discuss how various artists use color.
- Identify primary and secondary colors.

### Skill Objectives

Students will be able to:

- Use color to evoke an emotion or a mood.
- Use color to create contrast.
- Apply color to create a specific environment.
- Use and experiment with color relationships.
- Mix primary colors to create secondary colors.

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p><b><u>Enduring Understandings</u></b>  Artists, curators, and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b>  What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?  What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  How does one determine criteria to evaluate a work of Art?  How and why might criteria vary?  How is a personal preference different from evaluation?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Re9.1.2a  Use learned art vocabulary to express preferences about artwork.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does engaging and creating art enrich people’s lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.2a  Create works of art about events in homes, school, or community life.</p>

<p><b><u>Essential Questions</u></b>  How do artists work?  How do artists and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  How do artists and designers care for and maintain materials, tools, and equipment?  Why is it important for safety and health to understand and follow correct procedure in handling materials, tools, and equipment?  What responsibilities come with the freedom to create?  How do objects, places, and design shape lives and communities?  How do artists and designers determine goals for designing or redesigning objects, places, or systems?  How do artists and designers create works of art or design that effectively communicate?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr2.1.2a  Experiment with various materials and tools to explore personal interests in a work of art or design.</p>	<p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Pr5.1.2a  Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p>		
---	--	--	--

<p>VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA:Cr2.3.2a Repurpose objects to make something new.</p>			
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Color Wheel</li> <li>● Magazine Collage using color changes</li> <li>● Sculpting with a limited palette of the Primary Colors</li> <li>● Painting with a limited palette of the Primary Colors</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Equation Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Color Equations and Fractions.</li> <li>● How colors generate or evoke an emotion.</li> <li>● Color symbolism, in relation to history and culture.</li> </ul>

## Unit 2 – Painting

### Unit Objectives

Students will be able to:

- Understand how various artist’s techniques may differ in painting.
- Identify and discuss painting subjects, including
- Landscape, Portraiture, and Still Life.
- Discuss a variety of artists and their paintings subject matter.

### Skill Objectives

Students will:

- Paint using various methods of application.
- Use painting tools and paints effectively.
- Create paintings that communicate feelings and personal interpretations.



<p><b>Creating</b>  <b>Anchor Standard 3:</b>  Refine and complete artistic work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><b><u>Enduring Understandings</u></b>  Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b>  What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr3.1.2a  Discuss and reflect with peers about choices made in creating artwork.</p>	<p><b><u>Enduring Understandings</u></b>  Artists, curators, and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b>  What methods and processes are considered when preparing artwork for presentation or preservation?  How does refining artwork affect its meaning to the viewer?  What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  How does one determine criteria to evaluate a work of Art?  How and why might criteria vary?  How is a personal preference different from evaluation?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Re9.1.2a  Use learned art vocabulary to express preferences about artwork.</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  How does art help us understand the lives of people of different times, places, and cultures?  How was art used to impact the views of society?  How does art preserve aspects of live?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn11.1.2a  Compare and contrast cultural uses of artwork from different times and places.</p>

	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p>		
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Landscape, Cityscape, Seascape Painting (foreground/background, atmospheric perspective)</li> <li>● Portrait Painting (using warm and cool colors to evoke emotions)</li> <li>● Still Life Painting (gauging size perspective)</li> <li>● Abstract Painting (geometric arrangements)</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> <li>●</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Equation Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Mexican Paintings from Diego Rivera, Frida Kahlo</li> <li>● Aboriginal Paintings</li> <li>● Impressionist Paintings from Monet, Van Gogh, Matisse, Seurat</li> <li>● Pop Paintings from Wayne Thiebaud, Roy Lichtenstein, Andy Warhol</li> <li>● Abstract Paintings from Jackson Pollock</li> </ul>

## Unit 3 – Spatial Relationships

### Unit Objectives

Students will be able to:

- Distinguish the difference between the foreground, middle ground, and background.
- Recognize foreground, middle ground, and background in artist's work.
- Identify objects that are closer and further away.
- Understand overlapping.

### Skill Objectives

Students will:

- Apply color to make objects appear closer or farther away.
- Adjust the size of objects to make them appear closer or farther away.
- Overlap objects to make them appear closer and further away.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 6:</b>  Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b>  <b>Anchor Standard 8:</b>  Interpret intent and meaning in artistic work</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><b><u>Essential Questions</u></b>  What conditions, attitudes, behaviors support creativity in innovative thinking?  What factors prevent or encourage people to take creative risks?  How does collaboration expand the creative process?  How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?  Why do artists follow or break from established traditions?  How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p><b><u>Enduring Understandings</u></b>  Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b><u>Essential Questions</u></b>  What is an art museum?  How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artworks collected, (preserved or presented) cultivate appreciation and understanding?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Pr6.1.2a  Analyze how art inside and outside of school (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p>	<p><b><u>Enduring Understandings</u></b>  People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b><u>Essential Questions</u></b>  What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text?  How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze, and Interpret</p> <p>VA:Re8.1.2a  Interpret art by identifying the mood suggested by the work of art and describing relevant subject matter and characteristics of form.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does engaging in creating art enrich people lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.2a  Create works of art about events in home, school, or community life.</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>VA:Cr1.1.2a Brainstorm collaborative multiple approaches to an art or design problem.</p> <p>VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p>			
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Landscape/cityscape showing foreground, middle ground, and background</li> <li>● Overlapping collage shapes</li> <li>● Found objects</li> <li>● Drawings that indicate special relationships</li> <li>● Cut paper molas</li> <li>● Cut paper and other collage materials</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Equation Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Class Discussion of Renaissance paintings vs Egyptian art</li> <li>● Symbols of photographic landscapes</li> </ul>

## Unit 4 – Patterns and Textiles

### Unit Objectives

Students will be able to:

- Identify “ABC” and “ABCD” patterns.
- Identify textiles.
- Identify and discuss patterns in works of art.
- Recognize patterns and textiles in the environment.
- Recognize and understand how pattern are used in textiles and collage.

### Skill Objectives

Students will:

- Create an “ABC” and “ABCD” pattern.
- Use line, color, shape, and/or texture to create a pattern.
- Create a collage or weaving using various textiles.

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b><u>Essential Questions</u></b>  How do artists work?  How do artists and designers determine whether or not a particular direction in their work is effective?  How do artists and designers learn from trial and error?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr2.1.2a  Experiment with various materials and tools to explore personal interests in a work of art or design.</p>	<p><b><u>Enduring Understandings</u></b>  Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b>  How are artworks cared for and by whom?  What criteria, methods, and processes are used to select work for preservation or presentation?  Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share Process</p> <p>VA:Pr4.1.2a  Categorize artwork based on a theme or concept for an exhibit.</p>	<p><b><u>Enduring Understandings</u></b>  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.</p> <p><b><u>Essential Questions</u></b>  How do life experiences influence the way you relate to art?  How does learning about art impact how we perceive the world?  What can we learn from our responses to art?  What is an image?  Where and how do we encounter images in our world?  How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn11.1.2a  Compare and contrast cultural uses of artwork from different times and places.</p>

		<p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>VA:Re7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</p> <p>VA:Re7.2.2a Categorize images based on expressive properties.</p>	
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Assembling patterns through jewelry-making.</li> <li>● Simple weaving on various materials (such as burlap or paper).</li> <li>● Collage pattern and textiles onto American Quilts.</li> <li>● Stamping patterns.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Equation Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Examine how patterns in art have been used as a means of communication for different cultures.</li> <li>● Explore the use of pattern and textiles in clothing of different cultures.</li> <li>● Refer to the bead-making techniques of Native American and African artists.</li> </ul>