

Grade 2 - Unit 4 - Places and Spaces

Unit Focus

In their final unit as second grade artists, students will have a few different painting experiences with a focus on perspective. They will apply their analyzing skills to evaluate all the work they have completed throughout the year in order to select and prepare a piece to share for the school art show. They will learn through an artist study how to explore space through painting.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>National Core Arts Standards</p> <p><i>Visual Arts: 2</i></p> <p>Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.2)</p> <p>Create works of art about events in home, school, or community life. (VA:Cn10.1.2.a)</p> <p>Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.2)</p> <p>Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2.a)</p> <p>Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.2)</p> <p>Categorize artwork based on a theme or concept for an exhibit. (VA:Pr.4.1.2.a)</p> <p>Analyze: Develop and refine artistic techniques and work for presentation. (VA:Pr5.1.2)</p> <p>Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2.a)</p> <p>Perceive: Perceive and analyze artistic work. (VA:Re7.1.2)</p> <p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments. (VA:Re7.1.2.a)</p> <p>Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.2)</p> <p>Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2.a)</p> <p>Common Core</p> <p><i>Mathematics: 2</i></p> <p>Reason with shapes and their attributes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p> <p>U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	
	<p><i>Students will keep considering...</i></p> <p>Q1 What inspires me? Where do I get my ideas from?</p> <p>Q2 Based on the purpose, how do I decide what to share?</p> <p>Q3 What is important for me to communicate? When should the work stand on its own?</p> <p>Q4 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?</p>	
	Acquisition	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Shapes can be organic or geometric</p> <p>K2 Architects are artists who balance mathematical and artistic skills.</p> <p>K3 Balance, pattern, and unity are principles of design that are used when designing/representing a building.</p> <p>K4 Artists choose to share artwork with the public for a variety of reasons.</p> <p>K5 Artists can create perspective by showing how close up or far away the subject is.</p>	
	<p><i>Students will be skilled at...</i></p> <p>S1 Designing a building (i.e. home, town landmark, etc) from basic shapes.</p> <p>S2 Repetition of patterns or graphic marks can create realistic textures.</p> <p>S3 Evaluating personal artwork in order to choose a piece to share.</p> <p>S4 Select and use appropriate media to complete personal artwork.</p>	

Stage 1: Desired Results

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CCSS.MATH.CONTENT.2.G.A.1)

Connecticut Goals and Standards

Social Studies : 2

Geography

Construct geographic representations of familiar places. (GEO.2.1)

Other Goals

Portrait of a Graduate

Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

Product Creation: Effectively use a medium to communicate important information. (POG.3.2)