



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## Elementary Second Grade Art Curriculum

**Course Description:** The second grade art program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of art, the principles of design, the connection of music to history and culture, as well as art's many interdisciplinary connections.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
10-12 weeks	Elements of Art	Topic 1: Color
		Topic 2: Space
		Topic 3: Value
		Topic 4: Form
10-12 weeks	Historical and Cultural Connections	Topic 1: Western Topic 2: Non-Western
10-12 weeks	Exploration	Topic 1: Exploration of Art Topic 2: Museum Experiences

## Unit 1: Elements of Art

**Subject:** Visual Art

**Grade:** 2nd

**Name of Unit:** Elements of Art

**Length of Unit:** 10-12 weeks

**Overview of Unit:** Students will learn how to apply the elements of art to solve artistic problems.

**Priority Standards for unit:**

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork

**Supporting Standards for unit:**

- VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem
- VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
with various materials and tools to explore personal interests in a work of art or design.	Make or design	Apply	3
with various materials and tools to explore personal interests in a work of art or design	Experiment	Evaluate	3
safe procedures for using and cleaning art tools, equipment, and studio spaces	Demonstrate	Apply	3
learned art vocabulary to	Use	Apply	1

express preferences about artwork			
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**Essential Questions:**

1. How do artists combine the elements of art in an artwork?

**Enduring Understanding/Big Ideas:**

1. Artists can combine the elements of art in a variety of ways to communicate ideas within an artwork.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Warm Colors Cool Colors Primary Colors Secondary Colors Intermediate/Tertiary Color Temperature Mood Depth Form 2 Dimensional 3 Dimensional Value Tint Shade Hue Foreground Middleground Background Overlapping Horizon Line Could include: Landscape Cityscape Seascape

**Resources for Vocabulary Development:**

Swatch: The Girl Who Loved Color by Julia Denos

The Rainbow Book by Kate Ohrt

Little Blue and Little Yellow by Leo Lionni

Monsters Love Colors by Mike Austin

The Wonders of the Color Wheel by Charles Ghigna

Pantone: Colors Board book – by Pantone

Arches to Zig Zags; An Architecture ABC by Micheal Crosbie

Dreaming Up: A Celebration of Building by Christy Hale

If You Lived Here: Houses of the World by Giles Laroche

Same, Same But Different by Jenny Sue Kostecki-Shaw

Home by Carson Ellis

When I Build with Blocks by Niki Alling

Look at That Building: A first Book of Structures by Scot Ritchie

Look! Look! Look! at Sculpture by Nancy Elizabeth Wallace

Seeing Symmetry by Loreen Leedy

## Topic 1: Color

### **Engaging Experience 1**

**Title:** Color

**Suggested Length of Time:** 5-20 minutes

**Standards Addressed**

#### **Priority Standards for unit:**

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork

#### **Supporting Standards for unit:**

- VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem
- VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

**Detailed Description/Instructions:** One way you could introduce warm and cool colors is with a video, such as this one:

<https://www.youtube.com/watch?v=w6K08wrI9dA>

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Engaging Scenario

### Engaging Scenario



One way to create art with warm and cool colors is to make a seascape. Students can use a paint brush or finger to dab warm colors in the sky, and cool colors in the water. Colors can be mixed and blended through the painting and dabbing process. When the paint is dry, students can add boats and other details with various collage materials.

## Topic 2: Space

### Engaging Experience 1

**Title:** Space

**Suggested Length of Time:** 10-30 minutes

**Standards Addressed**

**Priority Standards for unit:**

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.

- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork

**Supporting Standards for unit:**

- VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem
- VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

**Detailed Description/Instructions:** One way to introduce space is to show students a variety of landscape paintings and guide them to identify objects that are close and far, then why they appear to be close or far. This can begin as a group discussion, then lead into small groups if necessary.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

### Engaging Scenario



One way to teach space is to create a landscape with a background, middleground, and foreground. Students can create a repeating object, such as a tree, that gets bigger as it moves closer to the foreground. Students could also try creating a road or river that widens as it moves toward the foreground. Some students may also incorporate overlapping objects to show space.

## Topic 3: Value

### **Engaging Experience 1**

**Title:** Tints and Shades

**Suggested Length of Time:** 50 minutes

**Standards Addressed**

**Priority Standards for unit:**

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork

**Supporting Standards for unit:**

- VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem
- VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

**Detailed Description/Instructions:** One way to teach tints and shades is to practice as a group with a practice form. Students can write what value, tint, and shade is, then practice mixing tints and shades.



NAME: \_\_\_\_\_ CLASS CODE: \_\_\_\_\_

**SHADES + TINTS**

VALUE is how \_\_\_\_\_ or \_\_\_\_\_  
a color is.

A SHADE is a color + \_\_\_\_\_.

A TINT is a color + \_\_\_\_\_.

**LET'S PRACTICE!**


**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

### Engaging Scenario



One way to teach tints and shades is to create a project with many different patterns. Within the patterns, students would use only one color but a variety of tints and/or shades. In this example, students could draw a bearskin rug, divide the rug into sections and add patterns

## Topic 4: Form

### **Engaging Experience 1**

**Title:** Paper Sculpture

**Suggested Length of Time:** 2-3 weeks

**Standards Addressed**

#### **Priority Standards for unit:**

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork

**Supporting Standards for unit:**

- VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem
- VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

**Detailed Description/Instructions:**



One way to experiment with 3D form is paper sculpture. Discuss different ways to fold and manipulate paper to create a free standing work of art. Students will need to demonstrate problem solving skills in order to make the components of the hold together.

**Bloom's Levels:** Create

**Webb's DOK:** 4

## Engaging Scenario

### Engaging Scenario



One way to teach form is to create a 3D dragon. Students can work alongside the teacher to create a thick coil, and manipulate it into the shape of the dragon's body. Students can learn how to slip and score the horns, spikes, and other details. They can also practice using different tools to create various textures.

## Unit 2: Historical and Cultural Connections

**Subject:** Visual Arts

**Grade:** 2nd

**Name of Unit:** Historical and Cultural Connections

**Length of Unit:** 10-12 weeks

**Overview of Unit:** Create learning experiences which focus on one or more Western **as well as** one or more non-Western artists, movements, and/or cultures.

**Priority Standards for unit:**

- VA:Cn10A.2 Create works of art about events in home, school, or community life
- VA:Cn11A.2 Compare and contrast cultural uses of artwork from different times and places.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.

- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork.

**Supporting Standards for unit:**

- VA:Pr6A.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- VA:Re7A.2 Perceive and describe aesthetic characteristics of one’s natural world and constructed environments
- VA:Re7B.2 Categorize images based on expressive properties.
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb's DOK</b>
works of art about events in home, school, or community life	Create	Create	2
cultural uses of artwork from different times and places.	Compare and contrast	Analyze	1
art with various materials and tools to explore personal interests in a work of art or design.	Make or design	Create	3
learned art vocabulary to express preferences about artwork.	Use	Apply	2

**Essential Questions:**

1. How does art reflect or influence history and/or culture?

**Enduring Understanding/Big Ideas:**

1. People around the world create many types of art.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Depending on examples chosen, vocabulary could include but is not limited to: Names of artists Names of places and/or countries

	Names of cultures Names of art movements Types of artwork (functional, non-objective, abstract, realistic) Subject of artwork (portrait, landscape, cityscape, seascape, still life)
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**Resources for Vocabulary Development:**

Class set of iPads

<u>The Cat and the Bird: A Children’s Book Inspired by Paul Klee</u> by Geraldine Elschner and Peggy Nille
<u>Henri’s Scissors</u> by Jeanette Winter
<u>Roberto the Insect Architect</u> by Nina Laden
<u>Iggy Peck, Architect</u> by <u>Andrea Beaty</u> and <u>David Roberts</u> <u>Snail Trail</u> by Jo Saxton
<u>The Art of Freedom: How Artists See America</u> by <u>Bob Raczka</u>
<u>Just Behave, Pablo Picasso!</u> by <u>Johan Winter</u>
<u>Emily’s Blue Period</u> by <u>Cathleen Daly</u>
<u>Keith Haring The Boy Who Just Kept Drawing</u>
<u>The Noisy Paintbox: The Colours and Sounds of Kandinsky’s Abstract Art</u> – <u>Barb Rosenstock</u>
<u>The Fantastic Jungles of Henri Rousseau</u> by <u>Michelle Markel</u>
<u>My Name Is Georgia</u> by <u>Jeanette Winter</u>
<u>Leonardo and the Flying Boy</u>

The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock

Cloth Lullaby: The Woven Life of Louise Bourgeois

Sandy's Circus: A Story About Alexander Calder by Tanya Lee Stone

Hundertwasser for Kids: Harvesting Dreams by Barbara Stieff

The Magical Tree: A Children's Book Inspired by Gustav Klimt by Myriam Ouyessad

Vincent Can't Sleep: Van Gogh Paints the Night Sky by Barb Rosenstock

Journey on a Cloud: A Children's Book Inspired by Marc Chagall by Veronique Massenot

Everybody Bonjours! by Leslie Kimmelman

Journey on a Cloud: A Children's Book Inspired by Marc Chagall

Dia de Los Muertos by Roseanne Greenfield Thong

Brush of the Gods by Lenore Look

Ganesha's Sweet Tooth by Sanjay Patel and Emily Haynes

ABeCedarios: Mexican Folk Art ABCs in English and Spanish

<u>Golden Domes and Silver Lanterns; A Muslim Book Of Colors by Hena Khan</u>
<u>Tap Tap by Karen Lynn Williams</u>
<u>D is for Dancing Dragon: A China Alphabet by Carol Crane</u>
<u>Up and Down the Andes (Travel the World) by Laurie Krebs (Author</u>
<u>Spirit of the Cedar People (with CD) by Chief Lelooska (Author), Christine Normandin (Editor)</u>
<u>Stories from the Billabong</u>
<u>Echoes of the Elders: The Stories and Paintings of Chief Lelooska with CD by Lelooska (Author, Illustrator), Christine Normandin (Editor)</u>
<u>All Aboard for the Bobo Road by Stephen Davies</u>
<u>New Year by Rich Lo</u>
<u>Frida (English Language Edition)</u> <u>by Jonah Winter and Ana Juan</u>
<u>Radiant Child by Javaka Steptoe</u>
<u>Learn the Alphabet with NorthWest Coast Native Art by Ryan Cranmer</u>
<u>A Splash of Red: The Life and Art of Horace Pippin</u>



The Year with Grandma Moses by W. Nikola-Lisa

The Great Wave: A Children's Book Inspired by Hokusai  
Veronique Massenot

We're Sailing Down the Nile by  
Laurie Krebs

Diego Rivera: His World and Ours by Duncan Tonatiuh

The Beckoning Cat by Koko Nishizuka

The Magic of Spider Woman

By Lois Duncan

The Magic Bean Tree: A Legend from Argentina by Nancy Van Laan (Author), Beatriz Vidal (Illustrator)

Finders Keepers? A True Story in India by Robert Arnett and Smita Turakhia

My Hands Sing the Blues: Romare Bearden's Childhood Journey by Jeanne  
Walker Harvey

A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant

## Topic 1: Western

### **Engaging Experience 1**

**Title:** Introducing a Western artist, movement, and/or culture.

**Suggested Length of Time:** 3-5 weeks

### **Standards Addressed**

#### **Priority Standards for unit:**

- VA:Cn10A.2 Create works of art about events in home, school, or community life
- VA:Cn11A.2 Compare and contrast cultural uses of artwork from different times and places.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork.

#### **Supporting Standards for unit:**

- VA:Pr6A.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- VA:Re7A.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments
- VA:Re7B.2 Categorize images based on expressive properties.
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

**Detailed Description/Instructions:** One way you could introduce a Western artwork, artist, movement, or culture would be to read a book on the topic. Roberto the Insect Architect is one way to introduce western architects.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Engaging Scenario



### Engaging Scenario



One way you could introduce a Western artwork, artist, movement, or culture would be to learn about Parisian architecture. For this example, students can make a landscape with painted papers. Next, students can recreate the Eiffel tower, Notre Dame cathedral, the Arc de Triomphe, etc. Students can learn the history and characteristics of each building by researching in groups on iPads. Next, students can research various photos of Paris to design their own buildings.

## Topic 2: Non-Western

### **Engaging Experience 1**

**Title:** Introducing a non-Western artist, movement, and/or culture.

**Suggested Length of Time:** 3-5 weeks

### **Standards Addressed**

#### **Priority Standards for unit:**

- VA:Cn10A.2 Create works of art about events in home, school, or community life
- VA:Cn11A.2 Compare and contrast cultural uses of artwork from different times and places.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Re9A.2 Use learned art vocabulary to express preferences about artwork.

#### **Supporting Standards for unit:**

- VA:Pr6A.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- VA:Re7A.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments
- VA:Re7B.2 Categorize images based on expressive properties.
- VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

**Detailed Description/Instructions:** One way you could introduce a non-Western artwork would be to read We're Sailing down the Nile: A Journey Through Egypt by Laurie Krebs and Anne Wilson

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Engaging Scenario

### Engaging Scenario



One way to teach a non-Western artist, culture, or movement would be to do a self-portrait in the style of an Egyptian pharaoh. Students could learn about ancient Egypt, then apply the same characteristics to their portrait, including clothing and accessories. Students could learn to write their name in hieroglyphs and to make pyramids as added features.

## Unit 3: Exploration

**Subject:** Visual Art

**Grade:** 2nd Grade

**Name of Unit:** Exploration

**Length of Unit:** 10-12 weeks

**Overview of Unit:** Students will experiment with art materials and approaches to art-making.

**Priority Standards for unit:**

- VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.

- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

**Supporting Standards for unit:**

- VA:Cr2C.2 Repurpose objects to make something new
- VA:Pr4A.2 Categorize artwork based on a theme or concept for an exhibit
- VA:Pr5A.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb's DOK</b>
with peers about choices made in creating artwork.	Discuss and reflect	Evaluate	3
art with various materials and tools to explore personal interests in a work of art or design.	Make and design	Create	2
with various materials and tools to explore personal interests in a work of art or design.	Experiment	Evaluate	3

**Essential Questions:**

1. What subjects can artists explore in art?

**Enduring Understanding/Big Ideas:**

1. Artists can explore their personal interests in art.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Depending on examples chosen, vocabulary could include but is not limited to: Names of artists Names of places and/or countries Names of cultures

	Names of art movements Types of artwork (functional, non-objective, abstract, realistic) Subject of artwork (portrait, landscape, cityscape, seascape, still life)
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**Resources for Vocabulary Development:**

Class set of iPads

The Most Magnificent Thing by Ashley Spires
Gizmo, written by Barry Varela and drawn by Ed Briant
The Pencil, written by Alan Ahlberg and illustrated by Bruce Ingman
Metal Man by Aaron Reynolds, illustrated by Paul Hoppe
What Do You Do With an Idea? by Kobi Yamada and Mae Besom
Rosie Revere, Engineer by Andrea Beaty and David Roberts
STEAM Kids: 50+ Science / Technology / Engineering / Art / Math Hands-On Projects for Kids
Too Much Glue by Jason Lefebvre
Just Like Me
A Little Bit of Oomph! by Barney Saltzberg
An ABC of What Art Can Be by Meher McArthu
The Girl Who Heard Colors Marie Harris

The Book of Mistakes  
by Corinna Luyken

## Topic 1: Exploration of Art

### **Engaging Experience 1**

**Title:** Just Like Me

**Suggested Length of Time:** 20-30 minutes

#### **Standards Addressed**

#### **Priority Standards for unit:**

- VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

#### **Supporting Standards for unit:**

- VA:Cr2C.2 Repurpose objects to make something new
- VA:Pr4A.2 Categorize artwork based on a theme or concept for an exhibit
- VA:Pr5A.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.

**Detailed Description/Instructions:** One way to teach students about about how artists explore and express their personal interests is by reading and discussing the book Just Like Me: Stories and Self Portraits by Fourteen Artists, edited by Harriet Rohmer.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Stations

**Suggested Length of Time:** 50 minutes

#### **Standards Addressed**



**Priority Standards for unit:**

- VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

**Supporting Standards for unit:**

- VA:Cr2C.2 Repurpose objects to make something new
- VA:Pr4A.2 Categorize artwork based on a theme or concept for an exhibit
- VA:Pr5A.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.

**Detailed Description/Instructions:** One way you could provide exploration, experimentation, and collaboration is through art stations. You could begin by making time lapse videos of a variety of stations: clay, paint, printmaking, collage, drawing, technology etc. In the videos, demonstrate various ways to use the materials (try to focus on techniques that students have used before), but also emphasize that students do not HAVE to copy the demonstration. You could attribute themes to the stations.

Clay: Slab-built vessel (box or cylinder) with textures

Painting: Watercolor self portraits

Sculpture: Use found materials to create wearable art (mask, crown, etc.)

Printmaking: Use plexiglass plates to make symmetrical monoprints

Technology: Use the Art Set app on the iPads to make a digital drawing of a cityscape

Drawing: Draw - use iPad for marine life photo references

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Engaging Experience 3**

**Title:** SEESAW Seascape on NGA Kids App

**Suggested Length of Time:**

**Standards Addressed**

**Priority Standards for unit:**

- VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.
- VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests in a work of art or design.
- VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

**Supporting Standards for unit:**

- VA:Cr2C.2 Repurpose objects to make something new
- VA:Pr4A.2 Categorize artwork based on a theme or concept for an exhibit
- VA:Pr5A.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.

**Detailed Description/Instructions:** Using the NGA Kids app, pair students up with a partner to build a digital seascape. To create art with SEA-SAWS, select photographs of natural and man-made objects, then arrange the pieces to create a seascape or an abstract composition. The BUILD tool helps you construct animated characters and set them in motion. ADD them to your scene as still objects, movers, rockers, or rollers. Hit the green PLAY button to set the scene in motion. Students can then share their creations with other teams and discuss key components of a seascape as well as foreground, middleground, and background.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

## Engaging Scenario



**Engaging Scenario**

One way to encourage exploration of personal experiences is to set up art stations with a common theme. Students could be instructed to create a piece of artwork expressing their personal interests, such as a self portrait or “all about me.” The teacher could make and present a short instructional video for 4-6 different stations wherein students could experiment with various materials to create their artwork. Stations could include techniques that students have learned previously. Examples could include: painting, drawing, clay, printmaking, collage, sculpture, light boxes, iPads etc.

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



**Symbols:**

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.