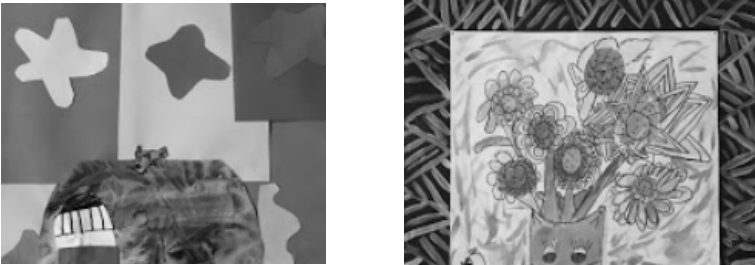
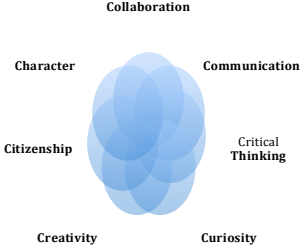


Content Area: Art	Course Art	Grade Level: Second
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Line</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Color</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Form</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• The Etiquette of Art</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Art History</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>• Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>
Present	<ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</li> <li>• 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</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> </ul>
Connect	<ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>

<b>Unit Title</b>	Shape	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is shape?</li> <li>• How do we use shapes in our artwork?</li> <li>• How do we recognize shapes in our environment?</li> <li>• What is the line of symmetry?</li> <li>• What is the difference between an organic shape and a geometric shape?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA:Cr2.2.2a Investigate: VA:Cr2.3.2a</p> <p><b>Respond:</b> Perceive: VA:Re7.1.2.2a Perceive: VA:Re7.2.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Types of Shapes (symmetric, organic, geometric)</li> </ul>		
<b>Key Vocabulary</b>	symmetry, organic, geometric		

\*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

<b>Unit Title</b>	Shape	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● organic, symmetric, and geometric shapes</li> <li>● line of symmetry</li> <li>● the difference between an organic and geometric shape</li> </ul>	<ul style="list-style-type: none"> <li>● use geometric shapes to create original pieces of art in various mediums</li> <li>● use organic shapes to create original pieces of art in various mediums</li> <li>● create shapes in different scales</li> <li>● create shapes in various sizes</li> <li>● produce symmetrical and asymmetrical shapes</li> <li>● draw figures or animals using shapes</li> <li>● overlap shapes to create to create object consistency</li> <li>● create a landscape using geometric shapes</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is line?</li> <li>• How do we use lines to create different shapes?</li> <li>• What is a zigzag, straight, dotted, wavy and curved line?</li> <li>• What is a horizontal line?</li> <li>• What is a vertical line?</li> <li>• What is a diagonal line?</li> <li>• What is a parallel line?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate, Plan, Make: VA:Cr1.1.2a Investigate, Plan, Make: VA:Cr1.2.2a Investigate: VA:Cr2.2.2a Investigate: VA:Cr2.3.2a</p> <p><b>Respond:</b> Perceive: VA:Cr7.2.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Types of Lines</li> <li>• Markers</li> <li>• Oil Pastels</li> <li>•</li> </ul>		
<b>Key Vocabulary</b>	zigzag, straight, dotted, wavy, curved, horizontal, vertical, diagonal, parallel		

<b>Unit Title</b>	Line	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• various kinds of lines</li> <li>• techniques to control lines using various mediums</li> </ul>	<ul style="list-style-type: none"> <li>• identify various types of lines</li> <li>• engage in self-directed play with materials</li> <li>• understand how lines can create shapes and forms</li> <li>• draw a variety of lines</li> <li>• use lines to create shapes</li> <li>• use lines to create a pattern</li> <li>• draw thin and thick lines</li> <li>• recognize lines in one's environment</li> <li>• compare and contrast various kinds of lines and the shapes they create</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

<b>Unit Title</b>	Color	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is color?</li> <li>• How is color used in our artwork?</li> <li>• Where is color found in our world?</li> <li>• How do various artists use color?</li> <li>• How can you make color choices in relationship to each other?</li> <li>• How can you use color to evoke an emotion?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA: CR2.2.2a Reflect-Refine-Continue:VA:Cr3.1.2a</p> <p><b>Present:</b> Select: VA: Pr4.1.2a Analyze: VA: Pr5.1.2a</p> <p><b>Respond:</b> Perceive: VA: Re7.2.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Primary and Secondary Colors</li> <li>• Warm and Cool Colors</li> <li>• The Color Wheel</li> <li>• Neutral Colors</li> <li>• Mixing Colors</li> </ul>		
<b>Key Vocabulary</b>	primary color, secondary color, warm color, cool color, the color wheel, neutral color		

<b>Unit Title</b>	Color	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● primary and secondary colors</li> <li>● warm and cool colors</li> <li>● neutral colors</li> <li>● color mixing techniques</li> </ul>	<ul style="list-style-type: none"> <li>● understand how colors can express feelings and communicate ideas</li> <li>● understand how colors can represent the environment</li> <li>● discuss how various artists use color</li> <li>● use color to create contrast</li> <li>● apply color to create a specific environment</li> <li>● use and experiment with color relationships</li> <li>● mix primary colors to create secondary colors</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources



<b>Unit Title</b>	Form	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is a 3 dimensional form?</li> <li>• What is the difference between 2D and 3D?</li> <li>• How can I build a 3D form?</li> <li>• What do we use to build a 3D form?</li> <li>• What is the difference between the pinch method and the coil method of clay construction?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate- Plan- Make: VA:Cr1.1.2a  Investigate- Plan- Make: VA Cr1.2.2a  Investigate: VA: Cr2.1.2a  Investigate: VA: Cr2.2.2a  Reflect- Refine- Continue: VA: Cr3.1.2a</p> <p><b>Respond:</b>  Perceive: VA: Re7.1.2a  Perceive: VA: Re7.2.2a  Analyze: VA:8.1.2a  Interpret: VA: Re9.1.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• 2D &amp; 3D shapes</li> <li>• Form and how it exists in space</li> <li>• Coil pots</li> </ul>		
<b>Key Vocabulary</b>	2D, 3D, form, sculpture, clay, mixed media, coil method, pinch method		

<b>Unit Title</b>	Form	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● 2D and 3D forms</li> <li>● how 3D forms can communicate ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● build a 3D form in a variety of materials</li> <li>● use tools effectively to create a 3 dimensional form</li> <li>● apply texture to the 3 dimensional form</li> <li>● use form to communicate ideas</li> <li>● use form for realistic representation</li> <li>● identify the difference between 2D and 3D</li> <li>● identify 3D forms in their environment</li> <li>● discuss historical and cultural examples of three dimensional art</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is value?</li> <li>• How can value be created with paint?</li> <li>• How can value be created with oil pastels?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA:Cr2.2.2a</p> <p><b>Respond:</b> Perceive: VA: Re7.1.2a Perceive: VA: Re7.2.2a Analyze: VA:8.1.2a Interpret: VA: Re9.1.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Tempera paint</li> <li>• Oil pastels</li> <li>• Creating value with various media</li> <li>•</li> </ul>		
<b>Key Vocabulary</b>	value, color blending, color mixing		

<b>Unit Title</b>	Value	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>tints can be made of any color</li> <li>shades can be made of any color</li> </ul>	<ul style="list-style-type: none"> <li>create tints of a variety of colors using paint and oil pastel</li> <li>create shades of a variety of colors using paint and oil pastel</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

<b>Unit Title</b>	Texture	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is texture in art?</li> <li>• What is a pattern?</li> <li>• What is texture?</li> <li>• How do you create a pattern with line, color, and shape?</li> <li>• Where do we find patterns in our world?</li> <li>• Where do we find texture around us?</li> <li>• How does texture enrich or enhance artwork?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA: Cr2.1.2a Investigate: VA: Cr2.2.2a</p> <p><b>Respond:</b> Perceive:VA: Re7.1.2a Interpret: VA: Re9.1.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Patterns in Art</li> <li>• Texture in Art</li> </ul>		
<b>Key Vocabulary</b>	texture, pattern		

<b>Unit Title</b>	Texture	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● characteristics of texture in artwork</li> <li>● texture can be created using a variety of media</li> </ul>	<ul style="list-style-type: none"> <li>● create visual and tactile rubbings</li> <li>● create artwork that uses patterns</li> <li>● identify sequences in their environment</li> <li>● use various mediums to create texture in their artwork</li> <li>● use a variety of lines to create different types of textures</li> <li>● create texture, pattern, and decoration using brushes</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Space	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is space in art?</li> <li>• What are ways that space that can be used in our own artwork and the artwork of others?</li> <li>• How do we show and explain the relationship between parts and the whole?</li> <li>• How do we use overlapping to create a sense of space?</li> <li>• How can you make objects appear closer or farther away?</li> <li>• What is the difference between foreground and background?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA: Cr2.1.2a Investigate: VA: Cr2.2.2a</p> <p><b>Present:</b> Select: VA: Pr4.1.2a Analyze: VA: Pr5.1.2a Share: VA: Pr6.1.2a</p> <p><b>Respond:</b> Perceive: VA: Re7.1.2a Perceive: VA: Re7.2.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Space</li> <li>• Depth</li> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> </ul>		
<b>Key Vocabulary</b>	right, left, over, under, top, bottom, front, back, side, foreground, middleground, background, overlapping,		

<b>Unit Title</b>	Space	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● foreground</li> <li>● middleground</li> <li>● background</li> </ul>	<ul style="list-style-type: none"> <li>● apply color to make objects appear closer or farther away</li> <li>● adjust the size of objects to make them appear closer or farther away</li> <li>● overlap objects to make them appear closer or farther away</li> <li>● distinguish the difference between the foreground, middleground, and background</li> <li>● recognize foreground, background, and middle ground in artist's work</li> <li>● identify objects that are closer and farther away</li> <li>● demonstrate overlapping as it relates to space</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources



<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>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 procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?  What role doe 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? 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>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate: VA:Cr2.2.2a  Reflect- Refine- Continue: VA: Cr3.1.2a</p> <p><b>Present:</b>  Select: VA:Pr4.1.2a  Analyze: VA:PR5.1.2a  Share: VA:Pr6.1.2a</p> <p><b>Respond:</b>  Perceive:VA:Re7.2.2a  Analyze: VA:Re8.1.2a  Interpret: VA:Re9.1.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Art Critique (peer, self, and teacher)</li> <li>• Art Show (preparation, set up, striking)</li> <li>• Art Room Etiquette</li> </ul>		
<b>Key Vocabulary</b>	<p>Elements of art, principles of design  Four steps of art criticism: description, analysis, interpretation, judgment</p>		

<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● art is a vehicle to express emotions, values, attitudes, and ideas</li> <li>● the process of critique</li> </ul>	<ul style="list-style-type: none"> <li>● demonstrate responsibility and care in the use of art facilities, tools, and materials</li> <li>● respond to the formal and sensory qualities in a work of art and define their personal preferences</li> <li>● communicate constructive criticism through peer and self class critiques.</li> <li>● participate in various art exhibits</li> <li>● work independently and respect the work of others</li> <li>● select a body of work that contains the essence of one’s creative efforts</li> <li>● maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment</li> <li>● formulate a working visual arts vocabulary</li> <li>● develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance)</li> <li>● understand other world cultures as they related to the experience and variety of different art forms</li> <li>● appropriate vocabulary to describe and evaluate their own work and the work of others</li> <li>● evaluate, interpret and make personal statements about works of art</li> </ul>
<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources, Artists website - based on medium, Former student work

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
<b>Standards*</b>	<p><b>Present:</b> Share: VA:Pr6.1.2a</p> <p><b>Connect:</b> Relate: VA:Cn11.1.2a</p>		
<b>Unit Strands &amp; Concepts</b>	<p>Content Technique Cultural Concepts The evolution of art</p>		
<b>Key Vocabulary</b>	<p>movement, the elements of art and principles of design, critique, appreciation, relevance</p>		

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● artists and the periods in which they worked</li> <li>● movements and styles</li> <li>● an understanding of how individual artists work</li> <li>● art as a basic and universal language</li> <li>● artists have communicated ideas in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● incorporate historical reference into studio activities</li> <li>● make connections between their understanding of their heritage, social experience, and environment</li> <li>● make connections between art and culture</li> <li>● develop an appreciation for cross-cultural influences in art</li> <li>● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture</li> </ul>

<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise Interim-artist files and critiques, Progress/Benchmarks Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources Artists website - based on medium Former student work