

## Visual Arts Sample Lessons: Grade 2

Sample Project	E's & P's	Skills Art-making Techniques	Media Use	Art Critical Thinking & Writing Analysis & Communication
<p><b>Etched Self-Portrait Postage Stamp</b></p> <p>Students draw a self-portrait from direct observation on etching paper. The drawn etching is then mounted on paper with deckled edges to create the appearance of a postage stamp.</p>	<p><b>E1bd</b> <b>E4b</b> <b>E6b</b> <b>P2a</b> <b>P4a</b></p>	<p><b>T1</b></p> <p>Students are introduced to etching paper and the use of metal styluses (they've used crayon scratchboards and wooden styluses in the past). Students explore the different types of lines that can be made with the stylus.</p>	<p><b>M1, M2</b> <b>Etching paper, metal stylus</b></p> <p>Students must learn to control the stylus tool to create a precise drawing and not tear their paper.</p>	<p><b>AC1-3</b></p> <p>Students watch a video of how postage stamps are created. They compare this process with their own self-portrait "stamps". Students compare their K and 1st grade self-portraits with the current one. Students watch "Self-Portrait," a video in which various self-portraits are morphed.</p>
<p><b>Plaster Gauze Full Masks</b></p> <p>An original mask is created on top of a plastic face form using plaster gauze strips. Molded moist shapes of plaster are added to emphasize the facial features. Tempera paint is used to decorate the mask in a personal way.</p>	<p><b>E2bd</b> <b>E5ab</b> <b>P1b</b> <b>P2ac</b> <b>P4a</b></p>	<p><b>T1</b></p> <p>Previous plaster gauze techniques learned are applied and developed. Mask needs to be created quickly before the plaster hardens. Molded shapes need to be added quickly so they adhere. Paint needs to be thick in order to cover the white plaster.</p>	<p><b>M1-3</b> <b>Plaster gauze, tempera paint</b></p> <p>Strips are cut and layered quickly so that there is time to add molded shapes. Color theory is applied when painting.</p>	<p><b>AC1, 3-5</b></p> <p>Face masks from around the world are discussed while viewing the "Fotopedia: Masks Slide Show". Students compare and contrast the masks and discuss why and how they were made. They compare the process of creating this mask with the masquerade masks they made in the past.</p>
<p><b>Clay Inuit Finger Masks</b></p> <p>Finger mask is created from clay using the pinch, coil and slab methods (traditional Inuit masks were once carved of stone but are now made of clay). The finger masks are not painted so that they appear more traditional. Personal features and patterns are added with marker.</p>	<p><b>E1b</b> <b>E3a</b> <b>E4a</b> <b>E5b</b> <b>P1ab</b> <b>P2abc</b></p>	<p><b>T1</b></p> <p>Clay techniques utilized in previous sculptures are all used in this one project. Slab is used to shape the head, coil for the handle, and pinch method for creating the facial features. Students review and learn more about the process of firing clay. They also learn how to attach a coil handle to the slab mask.</p>	<p><b>M1-3</b> <b>Natural clay, permanent markers</b></p> <p>Students build on prior experiences combining media. Correct attachment of the handle and the dangers of trapped air and thin coils are discussed.</p>	<p><b>AC1, 4</b></p> <p>Viewing "Inuit Culture" on-line allows students to compare our culture with theirs. Students compare the Inuit finger masks with the Venetian masks created in K and full plaster masks created in grade 1 and discuss purposes, techniques, media and cultural connections. They study examples of Inuit masks and discover that women wore them in ceremonial dances.</p>

*A note about projects for this grade level:* This rubric is meant to offer a detailed sample of work produced for this course. For photos of student projects for our curriculum, please visit the RHCS D Art Department website at rhcsd.org

<b>Art History &amp; Cross-Cultural References &amp; Context</b>	<b>Suggested Resources</b>	<b>Assessment</b>	<b>Outcomes</b>
<p><b>AH1-3, AC7</b></p> <p>Teacher-created poster of postage stamps from around the world that portray people.</p> <p><a href="http://www.stampbook.org">www.stampbook.org</a></p>	<p>Resources:</p> <p><i>How It's Made: Postage Stamps</i>, February 23, 2009 (YouTube video shown on TV monitor.)</p> <p><i>Self Portraits</i>, Philip Scholl Johnson, February 13, 2008 (YouTube video shown on TV monitor.)</p>	<p>Teacher observation of student participation and responses during class discussions (formative).</p> <p>Students receive a self-evaluation sheet to assess their performance and express what they thought of the lesson (formative).</p>	<p><b>Competent:</b> Postage stamp self-portrait is drawn from direct observation using a basic etching technique.</p> <p><b>Proficient:</b> Includes details such as accessories, pupils, eyelashes and designs on clothes.</p> <p><b>Distinguished:</b> Work shows extra attention to detail and craftsmanship. Background is also considered in the total composition.</p>
<p><b>AH1-6</b></p> <p>Poster: <i>Girl Resting</i>, George Segal. Plaster of Paris, 1970.</p> <p>Teacher-created poster of masks from around the world.</p> <p>Variety of real masks from around the world from the teacher's collection.</p>	<p>Book:</p> <p><i>Masks Around the World</i>, Meryl Doney, Franklin Watts LTD, 2002.</p> <p>YouTube:</p> <p><i>Masks From Many Cultures</i>, Screener, 5/25/2008.</p>	<p>Teacher observation of student participation and responses during class discussions (formative).</p> <p>At line-up time students view examples of various masks from around the world. When they identify the correct country of origin or use of the mask they may line up.</p>	<p><b>Competent:</b> Mask is created with plaster gauze and painted with tempera.</p> <p><b>Proficient:</b> Mask layers are thick and even so form is sturdy. Painting shows effort and attention to detail.</p> <p><b>Distinguished:</b> Mask has added raised features sculpted of plaster. Craftsmanship and detail are evident.</p>
<p><b>AH1-6</b></p> <p>Poster: <i>Inuit Finger Mask</i>, Wood and polar bear fur. Werner Forman Archive/ Phoebe Hearst Museum of Art.</p> <p>Poster: <i>Super Size Mask</i>, clay slab, 17.7" x 17.7", Scott B. Young, 2003</p> <p>Teacher-created poster of puppets from around the world.</p> <p>All are viewed, compared and discussed.</p>	<p>Books:</p> <p><i>The Art of Puppetry</i>, Bill Baird, Macmillan Co., NY, NY, 1965.</p> <p><i>The Native Americans</i>, Colin F. Taylor, Salamander Books: London, England, 1991.</p> <p>YouTube video: <i>Inuit Lives</i>. 2008.</p>	<p>Teacher observation of student participation and responses during class discussions (formative).</p> <p>To line up, students are shown visuals of various ceramic pieces. They identify what clay technique(s) was(were) used in the process of creating each piece (formative).</p>	<p><b>Competent:</b> Make a clay finger mask using pinch, coil and slab techniques. Decorate minimally with permanent marker.</p> <p><b>Proficient:</b> Clay mask shows attention to detail (ears and patterning on mask are included). Construction of the mask is sturdy.</p> <p><b>Distinguished:</b> Excellent attention to detail. The three techniques used show excellent craftsmanship.</p>