



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Art <b>Grade Level(s):</b> 2 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 1 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 20 hours
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***Course Description***

Spring Grove Area School District elementary art students will be introduced to a balanced curriculum of both art history and art production by using a discipline-based and art-education approach which focuses on the four criteria areas of: production and performance, historical and cultural context, critical response, and aesthetic response. Throughout the year, students will be introduced to a variety of artists, artistic processes, art-related vocabulary, and classroom procedures using both verbal and visual directions to create both two-dimensional and three-dimensional works.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Critical Thinking Best Practices Strategies Initial Motivators/Art History Presentations Initial Motivators/Project-Related Props	Bell Ringers Guided Practice Flexible Groups Teacher Demonstrations	Class Discussion Posted Objectives and Agenda Listening Examples Art-Related iPad Applications
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***Assessments***

In-Class Projects	Sketchbook Assignments	Self and Partner Critiques
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***Materials/Resources***

PowerPoint/Prezi Presentations Art-Related Video Clips Examples of Visual Art Images	Teacher-created Informative Handouts Teacher-created Self-Critique Handouts Teacher-created Partner-Critique Handouts	Variety of Art Books Art-Related iPad Applications Art-Related Props
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**Adopted:** 3/16/88

**Revised:** 9/3/91; 1/19/00; 8/17/05; 6/20/11; 5/21/18

**Departmental Review:** 2/2006

<i>Elements of Art</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will explore and utilize the elements of art to create original works:</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape/Form</li> <li>• Color</li> <li>• Texture</li> <li>• Space</li> <li>• Value</li> </ul>	<p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Line:</u></p> <ul style="list-style-type: none"> <li>• Identify line as being used in both directional and design purposes in art.</li> <li>• Recognize lines as being horizontal or vertical and the translation of this into objects in art.</li> <li>• Utilize various mediums to create a more refined and permanence to drawn pencil lines.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Shape/Form:</u></p> <ul style="list-style-type: none"> <li>• Identify the difference between basic geometric and organic shapes.</li> <li>• Identify the three-dimensional counterpart to the geometric shapes.</li> <li>• Utilize shape to in the creation of a self-portrait.</li> <li>• Demonstrate an understanding of body proportion using shapes.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Color:</u></p> <ul style="list-style-type: none"> <li>• Identify color families such as primary, secondary, warm, cool, and neutrals.</li> <li>• Recognize how the mixing of primary colors results in the creation of secondary colors.</li> <li>• Recognize how to achieve great color impact using a variety of paints such as watercolors and tempera cakes.</li> <li>• Recognize and demonstrate understanding of how to create tints and shades.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Texture:</u></p> <ul style="list-style-type: none"> <li>• Recognize and demonstrate an understanding of texture as the way something feels.</li> <li>• Identify the difference between real and implied texture through mixed-media works of art.</li> <li>• Utilize paint scrapers to create a two-dimensional textured painted surface.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Element of Design, Space:</u></p> <ul style="list-style-type: none"> <li>• Recognize that artists create a sense of depth by size and placement of objects in a composition.</li> <li>• Understand depth of space with overlapping objects (smaller in the background, larger in the foreground).</li> <li>• Demonstrate an understanding for continuity in overlapping objects within a work of art.</li> </ul>

<i>Elements of Art - Continued</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p>The students will demonstrate an understanding of the following <u>aspects of the Element of Design, Value</u>:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that each color contains lighter and darker values of itself.</li> <li>• Demonstrate an ability to mix different values of a color using the addition of white and black paint.</li> <li>• Recognize how to achieve a lighter or darker value using water-based paints such as watercolors and tempera cakes.</li> </ul> <p><b>Vocabulary:</b> Thin, thick, wavy, curly, zigzag, dashed, vertical, horizontal, diagonal, pattern, geometric, organic, form, two-dimensional, three-dimensional, primary, secondary, color wheel, warm, cool, neutral, color scheme, tints, shades, texture, implied texture, depth, placement, composition, overlapping, light, dark, value.</p> <p><b>Standards:</b>  <b>9.1.3 A</b> ~ Know and use the elements and prints of each art form to create works in the arts and humanities.  <b>9.1.3 B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.3 C</b> ~ Recognize and use fundamental vocabulary within each of the arts forms.  <b>9.1.3 G</b> ~ Recognize the function of rehearsals and practice sessions.</p>

<i>Principles of Design</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will explore and utilize the principles of art to create original works:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Movement/Rhythm</li> <li>• Pattern</li> <li>• Unity</li> </ul>	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Balance:</u></p> <ul style="list-style-type: none"> <li>• Define balance as the way in which an artist organizes the elements in a work of art to distribute their visual weight pleasingly.</li> <li>• Identify two types of balance: Symmetry (identical on both sides) and Asymmetry (two sides appear different but have the same visual weight).</li> <li>• Understand that symmetry can occur using a vertical, horizontal, or diagonal placement.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Contrast:</u></p> <ul style="list-style-type: none"> <li>• Define contrast as large differences within design.</li> <li>• Identify contrasting elements within visual art such as warm/cool color schemes, size and placement of objects, and scaling of patterns.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Define emphasis as the way in which an artist uses a specific element of art to create a focal point.</li> <li>• Create a two-dimensional work that demonstrates emphasis through the use of a focal point.</li> <li>• Identify emphasis and focal points in famous works of art.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Movement/Rhythm:</u></p> <ul style="list-style-type: none"> <li>• Define Movement/Rhythm as the way in which an artist creates a sense of movement and direction in a work of art.</li> <li>• Identify the way artists use Movement/Rhythm to draw the viewers eye around the work of art.</li> <li>• Recognize that other principals of art such as emphasis and balance can help an artist to create movement within a work of art.</li> </ul>

<i>Principles of Design (Continued)</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Pattern:</u></p> <ul style="list-style-type: none"> <li>• Define Pattern as an element of art that is repeated in an organized manner within a work of art.</li> <li>• Create a two-dimensional work that utilizes shapes and lines to create a pattern.</li> <li>• Create a work of art that uses varying complexity of patterns.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of the Principles of Design, Unity:</u></p> <ul style="list-style-type: none"> <li>• Define Unity as the sense of connectedness in a work of art that is created when all of the design elements work together.</li> <li>• Identify the way different artists establish unity in their work.</li> <li>• Identify and formulate an opinion as to how unity has been created in a personal piece of artwork.</li> </ul> <p><b>Vocabulary:</b> Balance, symmetry, asymmetry, contrast, size, scale, placement, emphasis, focal point, movement, direction, pattern, repetition, AB pattern, ABC pattern, complexity, and unity</p> <p><b>Standards:</b>  <b>9.1.3 A</b> ~ Know and use the elements and prints of each art form to create works in the arts and humanities.  <b>9.1.3 B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.3 C</b> ~ Recognize and use fundamental vocabulary within each of the arts forms.</p>

***Producing, Reviewing, and Revising Original Works of Art***

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will recognize, know, use, and demonstrate, a variety of appropriate art elements and principles to produce, review, and revise original works of art.</p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Draw</li> <li>• Clay</li> <li>• Textiles</li> <li>• Printmaking</li> <li>• Sculpture</li> </ul>	<p><u>The students will demonstrate an understanding of the following aspects of Painting:</u></p> <ul style="list-style-type: none"> <li>• Identify the differences between liquid tempera, tempera cakes, and watercolor paints.</li> <li>• Demonstrate skill in creating the secondary colors from the primary colors.</li> <li>• Demonstrate the ability to use different painting techniques such as solid wash, dry brush, stamping, and wet-on-wet.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of Drawing:</u></p> <ul style="list-style-type: none"> <li>• Utilize different types of lines to create a work of art.</li> <li>• Demonstrate the ability to utilize a guided drawing to foster different skills and techniques.</li> <li>• Create line drawings to plan concepts for both two and three-dimensional pieces of art.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of Clay:</u></p> <ul style="list-style-type: none"> <li>• Produce a carefully planned three-dimensional ceramic piece using hand-building techniques.</li> <li>• Demonstrate the ability to create a three-dimensional work of art from a drawn concept.</li> <li>• Utilize clay techniques such as push, pull, score, and slip to create a hand built work of art.</li> </ul> <p><u>The students will demonstrate an understanding of the following aspects of Textiles:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to follow an over/under pattern.</li> <li>• Demonstrate the ability to work collaboratively on the classroom frame loom.</li> <li>• Utilize the knowledge gained in frame loom weaving to create a two-dimensional painted paper weaving.</li> </ul>

Producing, Reviewing, and Revising Original Works of Art (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>The students will demonstrate an understanding of the following aspects of Printmaking:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to create a carved surface on Styrofoam printing board.</li> <li>• Utilize ink plates and brayers to pull an inked print.</li> <li>• Utilize printmaking techniques to create a collagraph print from collaged materials.</li> </ul> <p>The students will demonstrate an understanding of the following aspects of Sculpture:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to create a three-dimensional sculpture using form, shape, and color.</li> <li>• Recognize that sculpture can be created from manipulated two-dimensional materials.</li> <li>• Understand the materials used in traditional sculpture (metal, wood, stone, and clay).</li> </ul> <p>The students will demonstrate an understanding of various art-related exhibitions:</p> <ul style="list-style-type: none"> <li>• Participate in a student art exhibit that takes place in the building, district, or community.</li> <li>• Create works of art for art-related exhibitions within the district and community.</li> </ul> <p><b>Vocabulary:</b>            Tempera cakes, liquid tempera, watercolors, techniques, primary, secondary, wet-on-wet, dry brush, stamping, resist, mixed-media, line, two-dimensional, three-dimensional, ceramics, texture, pattern, loom, print, printmaking, collagraph, weaving, inking plate, brayer, sculpture</p> <p><b>Standards:</b>  <b>9.1.3 A</b> ~ Know and use the elements and prints of each art form to create works in the arts and humanities.  <b>9.1.3 B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.3 C</b> ~ Recognize and use fundamental vocabulary within each of the arts forms.  <b>9.1.3 D</b> ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work.  <b>9.1.3 E</b> ~ Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works in the arts.  <b>9.1.3 G</b> ~ Recognize the function of rehearsals and practice sessions.  <b>9.1.3 I</b> ~ Identify arts events that take place in school and in communities.</p>

<i>Vocabulary of Art</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will identify and use comprehensive vocabulary within the visual arts that pertain to the:</p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Art History</li> <li>• Art Production</li> <li>• Art Criticism</li> <li>• Art Aesthetics</li> </ul>	<p>The students will know and use the elements of art, principles of design, art history, production, criticism, and aesthetic vocabulary relevant to each assignment.</p> <p><b>Vocabulary:</b> The art-related vocabulary terms highlighted under each grade levels' curriculum section will be used throughout the assignment/unit to reinforce student understanding and application.</p> <p><b>Standards:</b></p> <p><b>9.1.3 C</b> ~ Recognize and use fundamental vocabulary within each of the arts forms.</p> <p><b>9.2.3 F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p><b>9.3.3 B</b> ~ Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape, and pattern in Mondrian's <i>Broadway Boogie-Woogie</i>; use of dynamics, tempo, texture in Ravel's <i>Bolero</i>).</p> <p><b>9.3.3 F</b> ~ Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).</p> <p><b>9.4.3 B</b> ~ Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p>



<b>Maintain and Use Materials Safely</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will demonstrate and maintain all materials, equipment, and tools appropriately at their work spaces while producing artwork.</p>	<p>The students will <u>demonstrate an understanding of the following aspects of materials, equipment, and safety:</u></p> <ul style="list-style-type: none"> <li>• Properly cleaning and maintaining all two and three-dimensional art materials used in each assignment</li> <li>• Safely utilizing all materials, equipment, and tools at their work spaces</li> <li>• Ensuring the following group of students to enter the art room have the same experience through the use of clean supplies, neat work spaces, and a safe environment</li> </ul> <p><b>Vocabulary:</b> Materials, equipment, and tools relevant to each assignment</p> <p><b>Standards:</b> 9.1.3 H ~ Handle materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Identify materials used.</li> <li>• Identify issues of cleanliness related to the arts.</li> <li>• Recognize some mechanical/electrical equipment.</li> <li>• Recognize the differences in selected physical space/environments.</li> <li>• Recognize the need to select safe props/stage equipment.</li> <li>• Identify methods for storing materials in the arts.</li> </ul>

<i>Historical and Cultural Context</i>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will relate works in the arts to varying styles, genres, periods, and geographical locations.</p> <p>The students will examine, form judgements, and evaluate famous works through the use of visual thinking strategies.</p>	<p>The students will demonstrate an understanding of the following <u>aspects of style, genres, and periods</u>:</p> <ul style="list-style-type: none"> <li>• Identify the difference between the styles and genres of abstract and realistic.</li> <li>• Identify other styles as they relate to particular artists (i.e.: Monet and Impressionism, Jasper Johns and Pop Art, etc.).</li> <li>• Demonstrate an understanding that art has occurred throughout both time and the world by examining multicultural artwork.</li> <li>• Produce artwork that is stylistically inspired by different artists and genres.</li> </ul> <p><b>Vocabulary:</b> Realistic, abstract, sculpture, style, and historical/cultural terms that relate to each assignment</p> <p><b>Standards:</b>  <b>9.1.3 C</b> ~ Recognize and use fundamental vocabulary within each of the arts forms.  <b>9.1.3 D</b> ~ Use knowledge of varied styles within each art form through a performance or exhibition of unique work.  <b>9.2.3 A</b> ~ Explain the historical, cultural, and social context of an individual work in the arts.  <b>9.2.3 C</b> ~ Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern).  <b>9.2.3 F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. (Contemporary, Futuristic, others).  <b>9.3.3 A</b> ~ Recognize critical processes used in the examination of works in the arts and humanities.             <ul style="list-style-type: none"> <li>• Evaluate/ form judgements</li> </ul> <b>9.4.3 B</b> ~ Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p>