

Crest Memorial School Curriculum and Pacing Guide	
Grade: 2nd	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p>

Interdisciplinary Connection
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W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events.  
 6.1.2.C.3: Describe how people contribute to their communities and how their contributions are valued.  
 6.1.2.C.4: Explain how diversity and culture shape individuals' and groups' identities and experiences.  
 2.G.A.1: Recognize and draw shapes having specified attributes.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> <li>● follow 504/IEP accommodations</li> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● rephrase directions</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● create visual examples</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● allow for use of pictures</li> <li>● create a word map</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational "breaks" as necessary</li> <li>● Chunking content into "digestible bites"</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational "breaks" as necessary</li> <li>● Chunking content into "digestible bites"</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>

Summative	<ul style="list-style-type: none"> <li>• Oral place presentation</li> <li>• End of unit rubric</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>• End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> </ul>

Pacing Guide	
Unit Title	Number of days
Sketchbook cover	2
Value- Ghost/Pumpkin artwork	4
Klimt- Tree of Life	6
Mini Stage- 2nd Grade Play themed	3
Kandinsky Circle Hearts	3
Self-Portrait	5
Pig Story & Puppet (Sculpture)	9

Unit Learning Goals
Students will practice fundamental art techniques such as drawing, coloring, and basic shapes, using tools like crayons, markers, and colored pencils.

Core Instructional Materials	Supplemental Materials
Construction paper Markers Pencils Colored pencils	Color Wheel Tracers Chrome Books

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1-2: Design a book cover that expresses personal interests	1.5.2.Cr1a, 1.5.2.Cn10a	Create a sketchbook cover design that incorporates your name and personal interests

Inclusive concepts
Students are encouraged to research and incorporate cultural aspects into their artwork

### Unit Learning Goals

Students will be introduced to Gustav Klimt and his artwork, specifically his famous piece, “Tree of Life.” Students will learn about the key elements of Klimt’s style, including patterns, shapes, and gold accents. Students will identify and discuss the elements in the “Tree of Life,” such as spirals, geometric shapes, and colors. Students will create their own tree-themed artwork using similar techniques and styles as Klimt’s “Tree of Life.”

Core Instructional Materials	Supplemental Materials
Construction paper Acrylic paint Gold Tempra paint Brushes Hole punches Scissors glue	<a href="#">▶ Art Lessons for Students: Gustav Klimt</a> Scholastic Art Magazine

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduce Gustav Klimt and his artwork	1.5.2.Re7a, 1.5.2.Cr2c	Watch the YouTube video on Klimt’s Tree of Life Practice drawing a similar tree in a sketchbook
Day 2: Create their own tree-themed artwork	1.5.2.Cn10a	Brainstorm ways that a tree could be reflective of each student’s identity Make a class list Discuss colors and their meanings Sketch ideas for personal trees, plan out designs and colors
Day 3: Create a Tree of Life artwork	1.5.2.Cr1a	Use gold paint to paint tree trunk and branches
Day 4-6: Create a Tree of Life artwork	1.5.2.Cr2a	Use geometric-shaped pieces of construction paper to create patterns and designs

### Inclusive concepts

Students are encouraged to research and incorporate cultural aspects into their artwork

### Unit Learning Goals

Students will learn about the concept of value, specifically how colors can vary in lightness and darkness. Students will explore how to use different values to create depth and contrast in their artwork. Students will practice basic acrylic painting techniques, such as blending and layering, to achieve different values. Students will draw simple ghost and pumpkin shapes, focusing on composition and placement on their paper. Students will integrate seasonal elements into their artwork, creating paintings that reflect the time of year and associated celebrations.

Core Instructional Materials	Supplemental Materials
Acrylic paint Construction paper Posterboard Brushes Scissors	"Room on the Broom" by Julia Donaldson and illustrated by Axel Scheffler.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduce the concept of value, specifically how colors can vary in lightness and darkness	1.5.2.R3a	Show examples of how value changes in artwork can create the illusion of dimension In sketchbook, practice changing value using a variety of materials
Day 2: Integrate seasonal elements into their artwork	1.5.2.Cr1a	Draw or trace a ghost and pumpkin on the posterboard
Day 3-4: Practice basic acrylic painting techniques	1.5.2.Cn11a	Create a variety of values by blending, layering, and mixing paint. Apply to drawing to create implied form.

### Inclusive concepts

Students are encouraged to research and incorporate cultural aspects into their artwork. Students will make artistic choices regarding colors, patterns, and materials to reflect their individual style and preferences.

### Unit Learning Goals

Students will create a mini stage to represent their role in the second-grade play  
Students will construct a 3D stage with figures representing the theme of the play

Core Instructional Materials	Supplemental Materials
Large construction paper Quilt batting Foam board Hot glue Colored pencils markers	Play script, theme, and character list

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Create mini characters	1.5.2.Cn10a	Use handouts and drawing starters to choose what characters to include on the stage. Draw, color, and cut characters
Day 2: Construct mini stage	1.5.2.Cr2c	Complete characters and arrange items on stage. Glue them in place
Day 3: Complete mini stage	1.5.2.Pr5a, 1.5.2.Pr4a	Add any final details Ask and answer questions regarding preparing artwork for presentation or preservation. Display at the play performance

### Inclusive concepts

Students are encouraged to research and incorporate cultural aspects into their artwork  
Students will make artistic choices regarding colors, patterns, and materials to reflect their individual style and preferences.

### Unit Learning Goals

Students will learn about abstract art and Wassily Kandinsky, focusing on how artists use shapes, colors, and lines to express emotions and ideas.  
Students will practice using paintbrushes to apply watercolor, focusing on control and precision to achieve their desired effects.

Core Instructional Materials	Supplemental Materials
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Circle tracer Watercolor paper Watercolor paint Permanent markers Construction paper	Image of Kandinsky's Circles Teacher sample artwork
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduce image of Kandinsky's circles	1.5.2.Re7a	After viewing artwork, discuss how artists use shapes, colors, and lines to express emotions and ideas. Begin tracing circles inside the heart shape
Day 2-3: Create an artwork inspired by the circles of Kandinsky	1.5.2.Cr2a	Paint rings inside each circle alternating colors while focusing on control and precision. Add a marker to the negative space around the circles

Inclusive concepts
Students will express their own ideas and emotions through their heart-shaped watercolor paintings, embracing creativity and personal style.

Unit Learning Goals
Students will learn about self-portraits and their purpose in art, including the idea that artists create self-portraits to represent themselves. Students will practice drawing basic facial features, focusing on simple shapes and proportions to create a likeness of themselves. Students will learn basic principles of facial proportions, such as the placement of eyes, nose, and mouth on the face.

Core Instructional Materials	Supplemental Materials
Construction paper Pencils Crayons Balloon Mirrors	"Bubble Gum, Bubble Gum" by Lisa Wheeler and illustrated by R. W. Alley.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
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Day 1: Introduce self-portraits	1.5.2.Cn11a	Draw a self-portrait using a mirror to use as a baseline for improvement
Day 2: Draw basic facial features	1.5.2.Cr2c	Discuss and practice drawing placement and proportions of facial features
Day 3-5: Apply principles of facial proportions	1.5.2.Cr2a	Create a final self-portrait drawing using a mirror Add color and details

<b>Inclusive concepts</b>
Students will personalize their self-portraits by including details that represent their own unique traits, such as favorite colors, accessories, or hobbies.

<b>Unit Learning Goals</b>
<p>Students will be able to write a short story that includes a clear beginning, middle, and end, and features well-developed characters and a simple plot.</p> <p>Students will create illustrations that complement and enhance their written stories, using appropriate art techniques and media.</p> <p>Students will use creative problem-solving skills to address challenges in both writing and illustrating, such as how to depict certain scenes or convey emotions through their artwork.</p>

Core Instructional Materials	Supplemental Materials
Small blank books Markers Colored pencils Pencils Writing paper Chromebooks	“The Wonderful World of Jillian Gigs” Pig story planning sheet

Daily Targets	NJSL Performance Expectations	Instructional Activities
Day 1: Intro lesson concepts and plan out main character attributes	1.5.2.Re7a	Read “The Wonderful World of Jillian Gigs”. Complete character planning sheet Begin designing the main character



Day 2-3: Write a short story with a simple plot.	1.5.2.Cr2a	Use graphic organizer to plan beginning, middle, and end of a short story
Day 4-5- Illustrate specific scenes and convey emotions through their artwork.	1.5.2.Cr1a	Use various art materials to illustrate story
Day 6-9- Create a 3D sculpture	1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.Cr2	Paper mache and paint a pig puppet head to go along with the story

**Inclusive concepts**

Students will personalize their short stories by including details that represent their own unique traits, such as favorite colors, accessories, or hobbies.