

Quinton Township School District
Grade 2
Art
Pacing Guide

Marking Period:	1	Unit Title:	Welcome to the Studio!	Pacing:	10 days
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Unit Summary: In this art unit, second graders will explore different art materials and techniques while becoming young artists! Students will learn to use drawing tools, create with various materials like pencils and markers, and discover the joy of making collages, studying Romare Beardon collage art. They'll experiment with blending oil pastels, painting with watercolors and tempera paints, and learn important artist habits. Through hands-on activities, students will develop their creativity, practice new art techniques, and create both individual and collaborative artwork pieces. By the end of this journey, young artists will have a strong foundation in basic art studio procedures and the confidence to express themselves through different art mediums. * ()

Objectives:

- Week 1. Demonstrate drawing center tools and create a collaborative drawing.
- Week 2. Compare drawing media by creating the same image 4 times using different media.
- Week 3. Identify the Studio Habits of Mind and create art work of choice based on one of the studio habits.
- Week 4. Demonstrate collage center procedures and create a collage of choice.
- Week 5. Demonstrate collage techniques: overlapping, close cropping, tearing. * ()
- Week 6. Demonstrate a variety of adhesives, liquid glue, glue sticks, mod podge, tissue paper overlapping.
- Week 7. Demonstrate oil pastel blending techniques.
- Week 8. Compare painting center tools and demonstrate procedures: watercolor pencils, pan watercolor, tempera sticks.
- Week 9. Demonstrate painting center procedures and explore pan tempera paint techniques.
- Week 10. Identify Studio Habits of Mind and create artwork directed by a selected habit.

Essential Questions:

What do artists do?

What are the Studio Habits of Mind?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.2.Cr1a-b, 1.5.2.Cr2a-c, 1.5.2.Cr3a

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students participate in around the room collaborative drawing using different drawing tools at each station. Week 2 Students fold paper into fourths and draw the same image in each quadrant. Students explore a different media in each quadrant Week 3 Introduction and discussion of	Teacher-created signage at each station Teacher demonstration Studio Habits laminated cards	large paper for collaborative drawing, color pencils, markers, crayons, oil pastels, templates, rubbing plates oil pastels, color pencils, markers, crayon paper	• Smart Board Applications • Google Applications

the Studio habits of Mind. Students choose Develop Craft or Stretch and Explore to guide art work of choice			
Week 4 Review of collage center procedures. Students gather supplies and create a collage of choice. Introduce Romare Beardon's art.*	Teacher-created signage, video of contemporary collage artists. *()	papers, glue, scissors	
Week 5 Students gather collage supplies and create a collage of choice demonstrating close cropping, overlapping and or tearing.			
Week 6 Students gather supplies and create collage of choice and experiment with a variety of adhesives.		Papers scissors and a variety of adhesives: liquid glue, gel glue, stick glue, mod podge	
Week 7 Students demonstrate oil pastel blending techniques in art work of choice subject	Teacher demonstration. Oil pastel techniques handout.	Oil pastels, sgraffito tools, paper baby oil for blending	
Week 8 Students review painting center procedures and explore watercolor, pan tempera, and paint sticks in art work of choice	Teacher demonstration and signage	watercolor paints, pan tempera paint, paint sticks papers	
Week 9 Students demonstrate tempera		Tempera paint, sgraffito tools, papers	

paint technique: layering, sgraffito, cutting in, dotting, dry brush Week 10 Students define Studio Habits and select one to explore in art work of choice: painting, drawing, collage		Painting center supplies, drawing center supplies. collage supplies	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive

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• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Grade 2
Art

Marking Period:	2	Unit Title:	Themes in Artwork	Pacing:	10 weeks
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Unit Summary: In this 10-week art journey, second-grade students will discover how artists use themes to tell stories through their artwork. Students will explore historical and modern art pieces, then create their own themed artwork using various materials and techniques. They'll learn important artist habits like staying focused on their work and developing their craft. The unit culminates in printmaking projects where students will create stamps and prints using foam and cardboard, experimenting with different materials and sharing their creative works with classmates. ()

Objectives:

- Week 1. Identify the theme in selected historical or contemporary art. Brainstorm a list of themes. ()
- Week 2. Create a sketch based on a selected theme.
- Week 3. Choose material and process to create artwork on a selected theme.
- Week 4. Demonstrate studio habit **Engage and Persist** and **Develop Craft** by working for an extended period of time.
- Week 5. Demonstrate studio habit **Understands Art World** by arranging their art work and sharing with peers.
- Week 6. Create a foam and cardboard stamp to create print.
- Week 7. Incorporate foam and cardboard stamp into an artwork based on a theme.
- Week 8. Use cardboard to create a collagraph on a theme.
- Week 9. Create rubbing from a cardboard collagraph.
- Week 10. Experiment with a variety of finishes on a cardboard collagraph or collagraph rubbing.

Essential Questions:

What is a theme and how do artists use themes in their artwork?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.2.Cr1a-c, 1.5.2.Cr2a-c, 1.5.2.Pr4a, 1.5.2.Re7a-b, 1.5.2.Cn10a

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students participate in Visual Learning Strategies to determine a theme in selected art work. Brainstorm ideas for their own themes. Week 2 Students work on a sketch on a selected theme using drawing center materials Week 3 Students gather art materials of choice and create an art work on a selected theme.	Reproductions of selected historical and contemporary artists: Bruegel, Dorothea Lang, Carmen Garcia Lomas ()	Art Reproductions, digital and actual paper, pencils papers, drawing materials, painting materials collage materials	• Smart Board Applications • Google Applications

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Week 4 Students continue to work on theme art work with art materials of choice. Week 5 Students complete and matt their artwork Create a display and share with peers. Week 6 Students use foam and cardboard to create a unique stamp. Week 7 Students incorporate stamping into an artwork based on a theme. Week 8 Students use cardboard to create a collagraph on a theme (robots). Week 9 Students create a rubbing using their collagraph. Week 10 Students choose from a variety of art materials for finishing their collagraph.	Virtual art gallery tour Teacher demo Book by the author/illustrator Jan Brett Teacher demo, story about robots	craft foam, cardboard pieces, ink or water based markers paper Thin cardboard, glue scissors paper, crayon markers, drawing materials of choice paint, tin foil sharpie markers	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Grade 2
Art

Marking Period:	3	Unit Title:	Exploring Colors and Paper Art	Pacing:	10 weeks
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Unit Summary: In this art unit, second graders will discover the magic of color mixing and paper art techniques! Students will learn how to use liquid tempera paints to create beautiful artwork while exploring primary and secondary colors. They'll experiment with fun painting techniques like dry brush and sgraffito, and learn to make their own tints and shades. The unit concludes with students transforming flat paper into amazing 3D origami sculptures using techniques like folding, rolling, and crimping. Over ten weeks, young artists will develop their creativity while mastering proper art center procedures and painting skills. @

Objectives:

- Week 1.** Demonstrate procedures to gather painting supplies and return to the painting center. Experiment with liquid tempera.
- Week 2.** Use texture and mark making tools to create painted paper with texture.
- Week 3.** Identify primary and secondary colors. Mix secondary color from primary color and create a painting of choice.
- Week 4.** Demonstrate tempera painting techniques dry brush, underpainting, pressing, sgraffito.
- Week 5.** Demonstrate double loading and blending techniques and create a painting of choice.
- Week 6.** Demonstrate how to mix tints and shades and create a painting of choice.
- Week 7.** Demonstrate cutting gluing and layering using painted paper in a collage of choice.
- Week 8.** Change 2 dimensional paper into 3 dimensions by folding a simple origami model. @
- Week 9.** Demonstrate rolling, folding, crimping , fringing, paper to make 3 dimensional shapes.
- Week 10.** Create a 3 dimensional paper sculpture.

Essential Questions:

What is liquid tempera and how do I use the paint center?

What are some ways to make paper 3 dimensional?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.2.Cr1a-b, 1.5.2.Cr2a-c, 1.5.2.R3a

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Overview of liquid paint center: where to find supplies and how to wash up after painting. Week 2 Students create painted paper with textures. Week 3 Color mixing activity using liquid tempera. Identify primary colors and create secondary colors. Week 4 Students practice tempera	Teacher demonstration and Teacher-made signage Teacher demonstration	liquid tempera paint, 90 lb paper, paint brushes, water cups paper towels, plastic palettes, purchased and invented texture-making tools paint, brushes	• Smart Board Applications • Google Applications

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painting techniques, drybrush, underpainting, sgraffito, pressing. Week 5 Students practice double loading a brush and create art work of choice. Week 6 Students practice making tints and shades to make painted papers. Week 7 Students use painted papers to create a collage of choice. Week 8 Students work step by step to fold an origami model. @ Week 9 Students practice folding, crimping, cutting, rolling and fringing paper. Week 10. Students create 3 dimensional paper sculpture	video on origami folding Video on paper sculpture techniques Teacher demonstration	paper, glue scissors, pre made painted papers origami paper copy paper, scissors, glue	
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Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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**Quinton Township School District
Grade 2
Art**

Marking Period:	4	Unit Title:	Creative Construction & Digital Art Adventures	Pacing:	10 weeks
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Unit Summary: This art unit takes young artists on a journey through both hands-on and digital art creation. Students will learn how to transform simple cardboard into amazing 3D sculptures using special connecting techniques, and then explore the world of digital art using devices like iPads and Chromebooks. Through this experience, children will build, design, create digital drawings, and showcase their artistic achievements in a final art show. This unit combines traditional art-making with technology skills, helping students become well-rounded young artists who can express themselves through multiple mediums.

Objectives:

- Week 1.** Demonstrate cardboard attachment techniques: tabbing and slotting.
- Week 2.** Gather materials and supplies from the cardboard center and create a 3 dimensional cardboard sculpture.
- Week 3.** Add surface design to cardboard sculpture using art materials of choice.
- Week 4.** Demonstrate proper use of supplies in an art center of choice: collage, drawing, painting, cardboard, blocks.
- Week 5.** Present completed artwork to peers and participate in a mini critique.
- Week 6.** Create work from choice materials on a theme (summer, vacation, ect).
- Week 7.** Use an iPad or Chromebook to log onto a digital drawing platform.
- Week 8.** Demonstrate how to save and upload digital art work created on ABCya, Kleki, Tate Kids digital drawing apps.
- Week 9.** Create a drawing on digital platform and save to their iPad or Chromebook
- Week 10.** Organize artwork and make a presentation in a mini art show of work created throughout the school year.

Essential Questions:

What are some cardboard attachment techniques?

What is digital art?

What is a portfolio?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.2.2.Cr1a-e, 1.2.2.Cr2a-c, 1.2.2.Cr3a-b, 1.2.2.Pr4a-b, 1.2.2.Pr5a-c, 1.2.2.Pr6a, 1.2.2.Re7a-b, 1.2.2.Re8a, 1.2.2.Re9a, 1.2.2.Cn10a-b, 1.2.2.Cn11a-b

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4, 9.4.2.TL.6

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Cutting, slotting and creating tabs using cardboard Week 2 Demonstrate procedures on how to gather and return materials to the cardboard center. Begin a small cardboard sculpture.	video on cardboard attachment techniques Teacher-created signage	cardboard, glue, tape scissors	• Smart Board Applications • Google Applications

Week 3 Continue to work on cardboard sculpture. Review options for surface design. Add surface designs.	Teacher demonstration	markers, oil pastels, cake tempera paint	
Week 4 Students gather and return supplies to work in the center of choice: drawing, painting, collage, cardboard or blocks.	Teacher-created signage	paint, paper, scissors, glue, drawing supplies, cardboard, assorted blocks	
Week 5 Art talk: Students choose artwork to share with the whole group. answer questions about choices in their work.	Handout The Art Sandwich, guiding questions for students		
Week 6 Students plan artwork on a planning sheet template. Gather materials of choice and create artwork on a theme.	Planning worksheet		
Week 7 Students use Chromebooks or iPads to log into drawing apps from the digital choice board. Practice using digital tools.	Teacher-created digital art choice board.	Chromebook or iPad	
Week 8 Students practice how to save digital art work on a drawing app.	Teacher demonstrates on the Smartboard or AppleTV	iPads, Chromebooks, Apple TV	
Week 9 Students practice on a digital			

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drawing app.			
Week 10 Students organize their work for take home and prepare a mini art show in the classroom.	Teacher demonstration on organizing a portfolio	Large paper for organizing art work	

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

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