

Moonachie School District Visual Arts Curriculum: Grade 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adoption: August 26, 2025

1.5 Visual Arts: Grades 2

ARTISTIC PROCESS: Creating

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? 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? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Investigate
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does 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?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Safety Procedures and Art Room Expectations: Clean up, helping, jobs/roles, responsibility, self-awareness individual, caring for supplies, areas of art room</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Prepare for an art project - Work in teams to distribute and clean materials - Demonstrate awareness and care for art tools and supplies - Be responsible for materials - Demonstrate independence within the classroom 	<p>Teacher will demonstrate the classroom procedures for the setup of the art class and the cleaning of the art tools and supplies</p> <p>Students will participate in the modeling of appropriate behaviors of setup and clean up in collaborative teams</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback,</p>
<p>Lines (a path of a point moving through space): Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Create a drawing with various lines (thin, thick, dashed, dotted, etc.) - Use lines to create objects - Identify and explore lines in nature - Create lines using different tools (pencils, markers, paint) and identify how the tools create different lines - Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines - Identify famous artists use of lines in their works of art (i.e. Van Gogh Starry Night) and begin to use in a purposeful way - Create and use lines to represent feelings (temperature, emotions, 	<ul style="list-style-type: none"> - Creating leaves with lines, specifically the lines of the veins that exist with in leaves - Create a castle using specific lines (horizontal, vertical, diagonal, etc) Students can add various features to the castle itself as well as other mythical elements to the piece. <p>Suggested Artists: Keith Haring was an American artist from NYC. Understanding how lines can represent movement. Laura Burch’s piece, For Cat Lovers introduces lines, shapes and colors.</p>	<p>Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric,</p>

	<p>etc.), and real-world environments</p> <ul style="list-style-type: none"> - Distinguish the different types of lines and how they convey movement or action (i.e. diagonal-action/movement, horizontal- calm, vertical-strength) 		<p>Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p>
<p>Shapes and Forms: Cultural symbols</p> <p>spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols</p> <p>circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon</p> <p>Artists: Henri Matisse, James Rizzi</p> <p>Louise Nevelson</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify how shapes take on new meaning to various cultures - Discuss how shapes can have meaning to other - Create shapes to convey personal meaning - Distinguish between shapes and forms - Explain how shapes, forms, and patterns are used in different cultures - Determine the function of shapes and forms in conveying meaning - Compare and contrast organic and geometric shapes 	<ul style="list-style-type: none"> - Students will create a “still life” drawing or painting - The teacher will explain and model how symbols in culture have various meanings and are an artform. Students will interpret various cultural symbols and then create their own. (i.e. study Native American symbols, be weary of cultural appropriation of these symbols by allowing students to create their own.) - Lava Lamps: using shapes to build new subjects. The students will use shapes to build a new subject, i.e. lava lamps 	<p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Color and Value: Analogous colors, complimentary colors, interaction of colors, unity, color schemes</p> <p>Warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify how to make most of the colors and shades of colors - Convey emotions through color choice - Identify how the interaction of color conveys emotion - Use different colors and values to create artwork 	<ul style="list-style-type: none"> - Gnomes: students will draw Nomes and use analogous colors (three colors on the color wheel) throughout the piece. - Under the Sea (science connection) students will create fish that have analogous color schemes - Color Theory, Joseph Elbers, using analogous colors students create robots. - Water Lilies - Claude Monet was known as “The Father of Modern Art”, leading the Impressionism movement. Students will create a watercolor based on Monet’s color 	

dark, pressure, blending, tints	- Identify the mood and tone that correlates to shades	blending techniques in his water lily series.	
Space Foreground, background, size variations	Students will be able to: <ul style="list-style-type: none"> - Identify which parts of artwork make up the background and which parts are the foreground - Use the concept of size to demonstrate an item is closer to the viewer and an item may be farther away - Explain that composition in art means the way different elements (such as line, shape, color, etc.) are placed within a piece of artwork 	<ul style="list-style-type: none"> - Create a landscape, either a drawing or painting, which depicts a background and foreground - Draw a picture of different sized hot air balloons which show some closer and some farther away to the viewer 	
Resources/Materials	Water Lilies - Claude Monet was known as “The Father of Modern Art”, leading the Impressionism movement Artists: Henri Matisse, James Rizzi Louise Nevelson Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. ○ C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media ● SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings 		
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).		

Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.
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Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.5 Visual Arts: Grades 2			
ARTISTIC PROCESS: Presenting			
Pacing: 8 weeks			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	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?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select

Anchor Standard 6: Conveying meaning through art.	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.	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Share
PERFORMANCE EXPECTATIONS			
1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.			
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.			
1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Curator, exhibition, exhibition designer, archivist, conservator, educator, painting, sculpture, private collections, public collections, museum, gallery	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create and present their art work with an “artist intent” (materials used, intention, etc.) ● Explain the purpose of a portfolio collection ● Create a portfolio of their artwork ● Examine the roles and responsibilities of a museum ● Identify the people who work in a museum 	<p>The teacher will discuss how works of art are displayed in a museum as well as how they are organized by theme or concept.</p> <p>The teacher will take the students on a virtual tour of a museum. They will identify the people that work in the museum and their roles.</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or</p>

			<p>artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-y ear performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence</p>
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			starters, Portfolio evidence in place of a single performance
Resources/Materials	Virtual MET field trip Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. ○ C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media ● SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 		
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.		

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries

Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Extended time Answer masking Answer eliminator Highlighter Color contrast	Counseling	Critical/Analytical thinking tasks Self-directed activities	Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.5 Visual Arts: Grades 2

ARTISTIC PROCESS: Responding

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze

PERFORMANCE EXPECTATIONS

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>balance, color, movement, pattern, scale, shape, visual weight, natural world, constructed world, mood, feelings, convey, express, Movement, unity, harmony, variety, balance, contrast, proportion, and pattern</p> <p>Process, incorporate, colors, emotions, convey, artist, connections, evaluate, sharing</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Use art vocabulary to explain their preferences in the artwork - Make personal connections to artwork - Attend to details and begin to refine their artistic choices - Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 	<p>The teacher will model using art vocabulary to describe artwork, elaborate on details, and making personal connections. Then students will begin to describe artwork with appropriate vocabulary, elaboration of details, and make personal connections in both small and whole group discussion.</p> <p>The teacher will model how to compliment other artwork before students complete it in small groups.</p> <p>The teacher will model for students the categorization of pieces of art, real or abstracts, with questions including is that real or possible?</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check,</p>

			<p>Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Resources/Materials</p>	<p>Monet - impressionist Van Gogh-post Impressionist Chris Uphugs & Jim Dine- Pop Art Roy Lichtenstein-sunsets and texture Keith Haring- Pop Art Heather Galler- folk artist, flowers, patterns Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
<p>Interdisciplinary Connections</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> • SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with 		

	<p>peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. ○ C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> ● SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media ● SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Career Readiness, Life Literacies and Key Skills	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>
Computer Science and Design Thinking	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

1.5 Visual Arts: Grades 2

ARTISTIC PROCESS: Connecting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	relate

PERFORMANCE EXPECTATIONS

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Ceremonial, Artistic Expression, Narrative, Functional and Persuasive Personal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast.	Students will be able to: <ul style="list-style-type: none"> - Create artwork that tells a story - Create artwork that describes a personal life event - Compare and contrast art from different places in the world - Compare and contrast art from different periods in history - Examine why people from different places make art - Examine why people from different times make art - Evaluate climate change art 	<ul style="list-style-type: none"> - Model discussions - Turn and Talk (Think-Pair-Share) - Whole and small group discussion - Gallery Walk 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence,</p>

			<p>composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	<p>Compare and contrast of: Native American/Indigenous people’s art/clothing African kente cloth Monet - impressionist Van Gogh-post Impressionist Chris Uphugs & Jim Dine- Pop Art Roy Lichtenstein-sunsets and texture Keith Haring- Pop Art Heather Galler- folk artist, flowers, patterns Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
Interdisciplinary	English Language Arts		

Connections	<ul style="list-style-type: none"> ● SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. ○ C. Ask for clarification and further explanation as needed about the topics and texts under discussion. ● SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media ● SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling