

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 2
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • Creative Process & Skill Development (1.1.2.Cr1, 1.1.2.Cr2, 1.7.2.Cr1, 1.7.2.Cr2): Students use imagination and observation to explore line, shape, color, texture, and form while safely using tools and materials in both 2-D and 3-D artmaking. • Planning, Revising & Presenting Artwork (1.2.2.Cr1, 1.2.2.Cr2, 1.3.2.Pr1, 1.3.2.Pr2): Students plan ideas, make design changes, practice craftsmanship, and share artwork using safe handling and simple display practices. • Responding & Critical Thinking (1.4.2.Re1, 1.4.2.Re2, 1.5.2.Re1, 1.5.2.Re2): Students observe and discuss artwork using basic art vocabulary, ask questions, share meanings and emotions, and compare artworks across cultures and time periods. • Cultural Connections & Artistic Careers (1.6.2.Cn1, 1.6.2.Cn2, 1.8.2.Cn1, 1.8.2.Cn2): Students connect art to community, culture, history, and identity (including Amistad connections) and explore artists and creative careers through practice and planning.
<p>MP 1</p> <p>Topics</p>	<p>Students review line, shape, color, pattern, and texture while practicing safe tool use, craftsmanship expectations, and setup/cleanup routines.</p> <p>Students draw familiar objects and figures with attention to size relationships, placement, and basic proportion. They begin using reference objects to improve accuracy.</p> <p>Students revisit geometric and organic shapes, then explore how shading, heavier and lighter pressure, and curved lines can suggest form and dimension.</p> <p>Students study artistic symbols, patterns, and designs from diverse cultures, including African, Indigenous, Caribbean, Latin, and Asian art traditions. They use these inspirations to create drawings with purposeful pattern work that communicates identity and heritage.</p> <p>Students learn how artists organize space and depth on the page. They draw scenes with sky, ground line, horizon, and background details that show setting.</p> <p>Students use drawing to tell a story through setting, character posture, and expression. Drawings may show celebrations, family traditions, school events, or community life.</p> <p>Students closely observe natural objects such as leaves, flowers, shells, and plants. They draw from life using contour line, texture marks, shape accuracy, and visible details.</p> <p>Students learn about diverse artists, including Alma Thomas, Faith Ringgold, Romare Bearden, Frida Kahlo, and Keith Haring. Students create drawings inspired by their styles, subject matter, or storytelling approaches.</p>

	<p>Students explore how line direction, color choices, patterns, and composition can communicate mood or movement. They experiment with figures in motion, dancing lines, and expressive color.</p> <p>Students create a final drawing that reflects their identity, traditions, neighborhood, or family culture. They include meaningful details, patterns, symbols, and backgrounds to communicate story and message.</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Artistic Concepts & Technical Mastery: Students use varied lines, shapes, proportion, form, space, texture, value, and color to create organized, detailed drawings that show movement, depth, setting, and visual focus. • Planning, Craftsmanship & Composition: Students plan, revise, and finalize drawings with strong tool control, balanced design, background/foreground awareness, patterns, and purposeful artistic choices. • Storytelling, Identity & Cultural Connections: Students create narrative drawings that express emotion, heritage, traditions, and community while exploring diverse artists and cultural art forms (supporting Amistad and CRAE goals). • Critical Thinking, Vocabulary & SEL Growth: Students analyze and compare artwork, explain artistic decisions using art language, reflect on revisions, collaborate respectfully, and build confidence, empathy, and perseverance through artmaking.
<p>MP 1</p> <p>Core Materials</p>	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Standard drawing pencils (#2, HB, and optional 2B for darker shading) • Beginner grip pencils (for students still developing fine-motor control) • Erasers (block, kneaded, and eraser caps) • Black fine-tip drawing markers (for contour lines and details) • Colored pencils (broader color range for value, layering, and contrast) • Washable markers • Oil pastels (for blending, texture, and emphasis) <p>Paper and Drawing Surfaces</p> <ul style="list-style-type: none"> • White drawing paper (9x12 and 12x18) • Manila practice sheets for sketching and planning • Sketch pads or journal sheets for observational studies • Black construction paper for contrast drawing

- Texture rub plates, wooden boards, or textured surfaces

Observation and Reference Objects

- Still-life items: fruits, plants, rocks, small figurines, shells, geometric blocks
- Classroom architecture images and building models
- Cultural textiles, pottery designs, and heritage symbols
- Photo reference cards showing real buildings, nature study subjects, and community scenes

Marking Period 2 (MPII)	General Art Curriculum Pacing Guide -Grade: 2
MP 2 Standards for Art Content	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.2 Students brainstorm and experiment with multiple approaches to create artwork. • VA:Cr2.1.2 Students explore various materials, tools, and techniques safely and intentionally when making art. • VA:Cr3.1.2 Students discuss and revise artwork through guided reflection. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.2 Students select artworks for display and explain choices based on personal preference or meaning. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.2 Students describe how artwork can depict places, objects, or people. • VA:Re8.1.2 Students interpret artwork by describing how it makes them feel and what it seems to show. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.2 Students create artwork connected to personal interests, experiences, or ideas. • VA:Cn11.1.2 Students identify how art reflects places, cultures, or communities.
MP 2 Topics	<p>Painting tools and safety</p> <p>Warm and cool colors</p> <p>Color mixing and blending</p> <p>Painting objects and details</p> <p>Landscapes / environments</p> <p>Community buildings or places</p> <p>Seasonal paintings</p> <p>Painting emotions through color</p>

	<p>Choosing a painting for display</p> <p>Share and describe artworks</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Painting Techniques: Students blend and layer paint, control brushstrokes, mix warm and cool colors, and add visual detail to strengthen artwork. • Artistic Concepts & Meaning: Students create landscapes and environments, tell personal stories through painting, and use color to express mood and emotion. • Creative Process & Revision: Students intentionally revise paintings to improve clarity, detail, and artistic impact. • SEL & Artistic Communication: Students discuss feelings in art, respond respectfully to peers’ work, and build reflection and collaboration skills.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes—varied sizes • Mixing trays • Water cups • Heavy drawing or watercolor paper • Visual references (places, community, seasonal images) • Aprons/smocks

Marking Period 3 (MPIO)	General Art Curriculum Pacing Guide -Grade: 2
<p>MP 3</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.2 Students explore imagination and experimentation when generating sculptural ideas. • VA:Cr2.1.2 Students use a variety of materials and tools to create three-dimensional forms. • VA:Cr3.1.2 Students adjust or refine sculpture based on teacher and peer feedback. • VA:Pr4.1.2 Students identify how location and display affect how sculpture is seen and understood. • VA:Re7.1.2 Students describe how shape, form, and texture are used in sculpture. • VA:Re8.1.2 Students interpret simple meaning or ideas in sculptural artworks. • VA:Cn10.1.2 Students connect sculpture to personal experiences or objects in their world. • VA:Cn11.1.2 Students recognize how sculpture exists in different cultures and communities.
<p>MP 3</p> <p>Topics</p>	<p>What is sculpture?</p> <p>Shapes that build forms</p> <p>Stacking, joining, and attaching</p> <p>Adding texture</p> <p>Freestanding sculptures</p> <p>Paper and cardboard construction</p> <p>Clay or air-dry modeling</p> <p>Finishing details & surface choices</p> <p>Display and presentation</p> <p>Gallery walk and reflection</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Foundational 3D Construction & Modeling Techniques:</p> <p>Students create simple three-dimensional forms using clay and paper modeling techniques, securely attach components, and develop beginning skills in building stable sculptural structures.</p>

	<p>Understanding Shape, Form, Balance & Structure: Students explore the difference between shape and form, create freestanding sculptures, and apply balance and structural awareness to ensure stability and visual clarity.</p> <p>Surface Development, Texture & Visual Detail: Students add texture and surface detail to enhance craftsmanship, strengthen visual interest, and communicate artistic choices through material manipulation.</p> <p>Sculptural Awareness, Materials & Artistic Understanding: Students recognize how sculpture differs from drawing, understand how artists use materials to build forms, and identify sculpture as an important part of the visual world and artistic expression.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Clay or air-dry clay • Modeling tools • Paper, cardboard, construction paper • Glue, tape, staplers (teacher use) • Texture tools (toothpicks, combs, stamping items) • Paint or markers for finishing • Sculpture examples/images



Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 2
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.2 Students generate textile and craft ideas using observation, imagination, and experimentation. • VA:Cr2.1.2 Students select and use materials such as yarn, fabric, paper, and beads to weave, stitch, knot, or assemble textile crafts. • VA:Cr3.1.2 Students refine their craftwork by adding details or making improvements after discussing their choices. • VA:Pr4.1.2 Students identify how arrangement, display, and placement influence how textile art is viewed. • VA:Re7.1.2 Students describe textures, patterns, colors, and design choices in textile artworks. • VA:Re8.1.2 Students interpret meaning or ideas in textile pieces based on design and material choices. • VA:Cn10.1.2 Students connect textile crafts to personal experiences, cultural traditions, or family textiles. • VA:Cn11.1.2 Students explore textile arts from various cultures and communities (e.g., weaving, quilting, beadwork).
MP 4 Topics	<p>Introduction to textile and craft art</p> <p>Exploring texture, fabrics, and fiber</p> <p>Paper weaving with patterns</p> <p>Yarn weaving (loom or simple cardboard loom)</p> <p>Beadwork: simple stringing and pattern-making</p> <p>Fabric collage: layering, cutting, and arranging</p> <p>Intro to stitching (plastic needle or lacing practice)</p> <p>Adding decorative detail and finishing touches</p> <p>Artist talk: describing choices and meaning</p> <p>Textile exhibition and peer reflection</p>
MP 4 Skills- Concepts	<p>Textile Techniques, Weaving & Craft Construction:</p> <p>Students practice weaving with paper and yarn, knotting, threading, stitching, layering, and gluing fabric while developing fine motor coordination and foundational textile construction skills.</p>

	<p>Understanding Texture, Pattern & Textile Structure: Students explore texture qualities such as woven, smooth, rough, and soft surfaces, apply pattern through repetition and rhythm, and understand basic textile structure including warp and weft.</p> <p>Design Development, Craftsmanship & Material Exploration: Students design patterned textile artworks using intentional material choices and layered construction while strengthening craftsmanship and creative problem-solving skills.</p> <p>Cultural Awareness, Craft Traditions & Artistic Meaning: Students recognize that textiles can be both functional and decorative, explore textile traditions from diverse cultures, and understand how material choices influence design, cultural meaning, and artistic expression.</p>
<p>MP 4 Core Materials</p>	<ul style="list-style-type: none"> • Paper strips and cardstock for weaving • Yarn and basic cardboard looms • Fabric scraps • Large beads • Plastic needles or lacing cords • Glue sticks • Visual examples of global textile arts (Navajo weaving, Ghana kente, quilts, beadwork, etc.)