

# Mount Pleasant Central School District

## 2nd Grade, Visual & Media Arts



*We believe that all students should experience visual and media arts as an essential component of their total development, through which each child can refine their critical thinking skills by creating, presenting, responding, producing, and connecting with art and culture.*

The experience of each 2nd grade student is enriched through creativity, skill development, and the exploration of various art forms. This standard-based, developmentally appropriate, and child-centered approach allows students to discover and express their unique abilities. By engaging in hands-on activities and guided explorations, children build a foundation for artistic appreciation and creative skills. The inclusion of literacy components, like poetry and read-aloud stories, further enhances their art experience, fostering a well-rounded creative journey.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<b>Introduction to Art Studio</b>	September	Establishing expectations, and procedures while creating a safe space and building a classroom community.	Safety, artist, creativity, exploration.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. (VA:Cn10.1.2)	Explore the world using descriptive words and artistic work.  Navigating the art room and building community.	Safely engage in individual and collaborative exploration of materials and ideas through multiple approaches to solve art and design problems.	Create artwork that communicates an awareness of self as part of the community.
<b>Line</b>	October/November	Identify and name lines found in different types of art (2D & 3D).	Thick, thin, dotted, dashed, zig-zag, jagged, curved, straight, castle, bumpy, horizontal, vertical, diagonal.	Generate and conceptualize artistic ideas and work. (VA:Cr1.2.)	Identify and define horizontal, vertical, and diagonal lines.	Discover that diverse media can produce a range of dots, lines and shapes.	Students will be able to use lines in their artwork.
<b>Shape</b>	December/January	Identify and recognize the difference between geometric and organic shapes.	Circle, oval, triangle, square, rectangle, triangle, organic, geometric.	Generate and conceptualize artistic ideas and work. (VA:Cr1.1.2)	Identify and explore complex geometric shapes and non-geometric shapes.	Identify two dimensional, geometric, organic, and freeform shapes and use this understanding to apply to art which gives the illusion of form.	Students will be able to use shape in their artwork.

*Educating Each Student Today for Endless Possibilities Tomorrow*

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Color	February/ March	Identify primary, secondary, light, and dark colors.	Primary colors, secondary colors, warm, cool, neutral.	Generate and conceptualize artistic ideas and work. (VA:Cr1.1.2)	Identify and produce secondary colors, and tint/shade.	Advance understanding of how artists explore and employ color.	Students will be able to use color in their artwork.
Texture	April/May	Use texture words for actual and visual (implied) texture when discussing and creating art.	Rough and smooth, real texture, visual texture.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. (VA:Cn11.1.2)	Describe textures that are natural and manmade in artworks and in the environment.	A variety of sketching techniques can create implied texture.	Students will be able to use texture in their artwork.
Space	June	Recognize that objects appear closer when placed lower on a page; closer objects can appear larger.	Portrait, landscape, cityscape, seascape, foreground, middle ground, background.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. (VA:Cn11.1.2)	Identify foreground, middle ground, and background.	Applying space to an artwork creates the illusion of space and generates view interest.	Students will be able to use space in their art work.