

Second Grade Visual Arts Curriculum Overview

Students will continue to build on and expand all of the above through the creation of their original artworks. Students will demonstrate a working knowledge of the Elements and Principles of Design, experiment with methods, materials, and techniques emphasizing discovery, and create from observation, abstraction, invention and expression.

TITLE OF COURSE: Grade Two Visual Art

MAJOR THEME

Grade two students will expand upon previous art instruction. Students will demonstrate an understanding of the elements and principles of design, experiment with methods, materials, and techniques as well as create from observation, memory and imagination.

ESSENTIAL QUESTIONS:

- What does art mean to me?
- What inspires the creation of my art?
- How can I utilize ideas, materials and tools effectively to create art?
- How can I use elements and principles to create art?
- What inspires artists to create art?
- How do artists use observation, memory and imagination to create art?
- What can I learn by looking at artwork?
- What inspires the creation of art?

STANDARDS FROM MASSACHUSETTS FRAMEWORKS ADDRESSED:

Standard 1: Media, Materials, and Techniques. Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of two dimensional (2D) and three dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

- 2.1 For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork. Explore how color can convey mood and emotion.
- 2.2 For line, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork.
- 2.3 For texture, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or relief
- 2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork
- 2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made.
- 2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of foreground, middle ground, and background. Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

Standard 3: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques

- 3.1 Create 2D and 3D artwork from direct observation.
- 3.2 Create 2D and 3D expressive artwork that explores abstraction.
- 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.

Standard 4: Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

- 4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.
- 4.2 Select works for exhibition and work as a group to create a display

Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film
5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities.

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects.

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as "What is this made of?" **Standard**

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines.

SPECIFIC CONTENT: Students will:

Standard 1: Media, Materials, and Techniques. Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Explore and discover the expressive properties of drawing, painting, collaging, printing, sculpting, weaving and crafting materials

Build and expand upon visual language specific to each lesson

Utilize and care for work space and a variety of artmaking tools and materials appropriately and effectively for their intended use

Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Identify primary and secondary colors, types of line, texture, shapes, space, pattern and symmetry

Standard 3: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques

Draw, paint, collage, print, sculpt, weave and craft from observation, abstraction, memory, imagination, narrative, personal interests and experience

Standard 4: Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Understand stages of the creative process from first draft through final product

Show awareness of choices made during the creation of their artwork

Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Assess own artwork

Discuss and respond to exemplars from varied cultures, styles and periods presented in class

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Observe and respond with feeling to the arts and integrate them into their education experiences

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Learn from, enjoy, and be inspired by influential artists

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Recognize artwork by categories

Acknowledge stylistic differences in artwork from varied cultures and civilizations

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Observe and recognize that artists use many techniques to make artwork

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Utilize children's literature and other curricular connections to inspire artistic ideas

SPECIFIC LEARNING SKILLS: Students will be able to:

Standard 1: Media, Materials, and Techniques. Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts. Apply the varied properties of drawing, painting, collage, printing, sculpture, weaving and crafts materials for expressive purposes

Use art vocabulary appropriately

Use and care for scissors, paint brushes, sculpting tools, templates, and other art utensils appropriately

Use and care for work space and art materials including paint, inks, drawing media, clay, paper, adhesives, fibers and other media appropriately

Standard 2: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Use primary colors, mix secondary colors and apply simple color theory for expressive purposes

Choose and use straight, curved, angular, vertical, horizontal and diagonal types of lines for expressive purposes

Apply actual textures, invented textures, simulated textures and abstracted textures for expressive purposes

Choose and use organic, geometric and organic shapes and forms for expressive purposes

Utilize spatial properties for expressive purposes such as representational space including foreground, middle ground and background; decorative space such as pattern relationships; intuitive space including overlapping, transparency, interpenetration; positive and negative space; proportional size relationships

Utilize the principle of balance through application of symmetry and asymmetry for expressive purposes

Standard 3: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques

Work from observation, abstraction, memory, imagination, personal interest and personal experience to create artwork

Apply techniques with varied media, including papers, oil pastel, crayon, colored pencil, scratchboard in drawing; tempera paint and watercolor mixing and resist; paper collage; hand-building with clay and other sculptural materials

Develop and expand visual perceptual skills such as figure ground relationships, mathematical transformations, and color nuance

Standard 4: Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Select and create from brainstormed ideas a first draft through completion of their artwork

Discuss choices made during the creation of their artwork

Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Select own artwork for display

Standard 6: Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Respond appropriately to exemplars representing varied periods in the history of art and incorporate concepts into their learning

Standard 7: Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Understand the job of artists and the role of art audiences

Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Identify exemplars by category of media, including drawing, painting, printing, collage, sculpture and crafts

Distinguish stylistic differences in exemplars from various civilizations and cultures

Standard 9: Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Show examples of various techniques used by artists in their artwork

Standard 10: Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Apply knowledge and ideas from literature and classroom curriculum for expressive purposes

INSTRUCTIONAL PRACTICE: Teacher will:

Use whole group instruction, media demonstration and studio procedures

Present visual exemplars and resources from art history and/or cross-curricular connections

Brainstorm ideas with students

Model procedural skills in small groups and clarify instruction

Provide individual assistance and in-process feedback

Facilitate role play and storytelling

Guide student reflection

Facilitate group discussion

Exhibit student artwork

SUGGESTIONS OF DIFFERENTIATION: Teacher will:

Modify lessons
Preview project ahead of time
Provide preferred seating
Select a peer helper

TEXT AND RESOURCE MATERIALS:

Teacher/student created exemplars
Art exemplars
Artist biographies
Art books
Storybooks
Internet
Video

INTEGRATION OF TECHNOLOGY:

Video/DVD
Music CD
Art and artist websites
Computer generated exemplars
Search for examples of artwork via the Internet.

INTEGRATION OF WRITING: Students will:

Title their artwork and provide an artist statement for selected artwork
Learn to express their thoughts about the creative process utilizing self-evaluation
Brainstorm visual ideas using lesson concepts, questions and art vocabulary in an art journal or other format

GRADING AND ASSESSMENT SYSTEM: In accordance with Canton Public Schools grading guidelines, as well as:

Evaluate student artwork
Listen to self-evaluations and in-process conversations
Observe students at work
Facilitate question and answer summary session and follow-up activities
Facilitate small and large group discussion of work in progress
Exhibit student artwork

SUGGESTIONS FOR OTHER TEACHER RESOURCE MATERIALS:

Grade Two Big Book – Laura Chapman
Teacher and student generated examples
School Library and librarians
Grade two classroom teachers
Internet sites
School Arts Magazine
Museums
Art books, including Mike Venezia Famous Artist series