

Summit Public Schools
Summit, New Jersey
Grade Level 2 / Content Area: Visual Arts

Curriculum

Course Description: The second grade visual art curriculum provides experiences for students to explore their faculty as visual communicators. Visual messages have power to inform, educate or persuade. The success of visual communication is determined by the artist’s ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception.

Standard 1.1	
The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation and composition of visual art.	
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What are the compositional building blocks of visual art?</p> <p>What are line, color, shape, form, texture, and space?</p> <p>How can these compositional building blocks of visual art be used effectively?</p>	<p>Students will use the elements of art and principles of design to communicate ideas.</p> <p>Students will identify the different ways the elements and principles are used to convey ideas.</p> <p>The success of visual communication is determined by the artist’s ability to command the tools of visual art.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.	<ul style="list-style-type: none"> • Describe and identify the elements of art. • Describe and identify the principles of design.
1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.	<ul style="list-style-type: none"> • Select and use elements of art and principles of design to improve communication of ideas. • Use and be able to identify primary colors, secondary colors, and tints. • Identify secondary colors as the products of mixing primary colors. • Discuss ideas in art works such as picture book illustrations. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Use red, yellow, and blue paint to create various secondary colors. Use these colors to create a painting of a fall theme. • Discuss the term silhouette. Discuss the art elements line and shape. Create a silhouette drawing. • Create a pattern. Use it as a border. • Mix tints of a single color and create a painting of a Chinese garden and buildings. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Reading – illustrate a Chinese fable • Social studies -- Lunar New Year holiday • Library– silhouette illustrations of Jan Pienkowski • Science -- trees and seasonal changes <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists’ work • PowerPoint slide shows of student artwork from previous years or from other sources <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Examine the books of Joan Aiken illustrated with silhouettes by Jan Pienkowski. Discuss the effect. What

	<p>feeling do they convey?</p> <ul style="list-style-type: none"> • Read and discuss <u>The Willow Pattern Story</u> by Alan Drummond. Notice the use of the single color blue in various tints. With this limit, are they effective? • Discuss the characteristics of Asian and Western architecture. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Chinese architecture • Chinese porcelain glazes and motifs
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Standard 1.2	
All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> All students will understand and analyze the role, development, and influence of the arts in relation to world history cultures, history and society.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do cultures distinguish themselves through their artwork?</p> <p>How do we recognize specific cultures through their art?</p> <p>What are some themes that are distinct and common to world art?</p> <p>How do societies view the value of the artist?</p>	<p>Students will understand that...</p> <p>Visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of artmaking across cultures is a reflection of societal values and beliefs.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify works of visual art based on common themes such as community. • Identify works of visual art based on various world cultures. • Recognize how an artist has been influenced by history. • Recognize how an artist has been influenced by contemporary culture. • Recognize how an artist has been influenced by history. • Identify how contemporary culture influenced the artwork of Jacob Lawrence and Romare Bearden • Evaluate the effects of different materials, tools, and methodologies <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Look at a blueprint, elevation, an artist's rendering, a 3D architectural model, and an actual building. Discuss the characteristics of each. • Identify the themes of community in the artwork of Jacob Lawrence and Romare Bearden. • Make a paper bag model of their own houses.

	<ul style="list-style-type: none"> • Draw an animal and then make a clay sculpture of that same animal. • Illustrate a variation of the “Cinderella” tale fairy tale from another culture. • Create a painting or collage of your neighborhood inspired by the work of Bearden or Lawrence. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social studies: themes of community in artwork • Language arts: the use of illustrations and legend in children’s literature. • Social studies: recognition of the European and Asian continents • Coordinate with the library unit on multicultural variations of the “Cinderella” fairy tale. <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists’ work • PowerPoint slide shows of student artwork from previous years or from other sources • Metropolitan Museum of Art interactive media site “Romare Bearden: Let's Walk The Block” (www.metmuseum.org) • Metropolitan Museum of Art interactive media site “Artists View New York” (www.metmuseum.org) <p>Global Perspectives</p> <ul style="list-style-type: none"> • Architecture styles around the world • African American contemporary art • Universality of story themes
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p>

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Standard 1.3	
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating and/or presenting works in visual art.	
Big Ideas: Course Objectives / Content Statement(s)	
Actively creating one’s own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>How can the visual arts be used as a tool for expressing one’s ideas?</p> <p>What makes a work of art more easily understood by the viewer?</p>	<p>Students will understand that...</p> <p>Strong skills and control of art materials help to make the visual message clear.</p> <p>Many possibilities of media, methods, and technologies are available to the visual artist.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. Knowledge of visual art media necessitates an understanding of a variety of traditional and</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify two and three-dimensional art forms. • Use a variety of two and three dimensional media (paint, chalk, collage, papier mache, blocks) • Use a variety of traditional and nontraditional tools (brushes, scissors, pencil, crayon,) • Use visual art to illustrate stories • Gradually incorporate the visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • Observe the effects of different materials, tools, and methodologies <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Use oil pastels to draw an animal in a rainforest setting. Discuss the qualities of color mixing afforded by oil pastels. • Create a door. Cut it on three sides so it “opens”. Place a self-portrait paper doll inside the door. • Discuss what characteristics can make a self-portrait effective.

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<p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p>	
<p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p>	
<p>1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the</p>	
<p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. relationship of objects to the world.</p>	

Standard 1.4	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.	
Strand A. Aesthetic Responses	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What leads a person to be an artist?</p> <p>What are the life stories of some of the world's great artists?</p> <p>How is the beauty of nature translated into works of art?</p>	<p>Students will understand that...</p> <p>A person is inspired to be an artist by the world around her.</p> <p>The life stories of artists give insight into their work.</p> <p>Nature inspires art.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through the discipline of visual art.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of visual art.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify exemplary works of visual art and the artists who created them. • Recognize the culture and historical period of some examples of visual art. • Use visual art to express an imaginative idea. • Recognize patterns in nature that are also found in works of visual art. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Identify works of art by Romare Bearden, Jacob Lawrence and Henri Matisse through characteristic, subject matter, media, and technique. • <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Coordinate with the library unit on African American authors • Science connection with the study of animals • Language arts connection with illustrating

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Standard 1.4	
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.	
Strand B. Critique Methodologies	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do you know good art when you see it?</p> <p>How can we be “fair” and objective when talking about artwork?</p> <p>How can we try to understand the artist’s intent behind a work of art?</p> <p>How can we understand visual art as an object of expression?</p>	<p>Students will understand that...</p> <p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Contextual clues are embedded in works of art and provide insight into artistic intent.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.5.B.Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in visual art.</p> <p>1.4.5.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Works of art may be evaluated by using objective criteria. • Employing rubrics may ensure objectivity. • Use specific visual arts vocabulary when assessing works of art. • Evaluate proficiency in the arts by observing the principles of art and design. • Recognize the artist’s theme or purpose by analyzing embedded clues. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Make judgments about why a work is “museum worthy.” • Analyze how formal elements create emphasis, interest or pleasure in the eye of the viewer.

<p>1.4.5.B.3 Recognize the subject or theme in works of visual art.</p>	<p>eye of the viewer.</p> <ul style="list-style-type: none"> • Interpret the emotional qualities/artist's intent <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Explore influences for visual rhythm in art (music, nature, dance, etc.) • Compare/contrast varied artworks having similar themes <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of nature, artists' work • PowerPoint slide shows of student artwork from previous years or from other sources <p>Global Perspectives</p>
<p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	<ul style="list-style-type: none"> • The international influence of artists upon one another, despite country of origin • Art work from around the world and throughout history involves use of principles of art and design.
<p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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Texts and Resources:

http://www.metmuseum.org/explore/the_block/index_noflash.html

http://www.metmuseum.org/explore/artists_view/ny_topics.html

Ndebele: The Art of an African Tribe Margaret Courtney-Clarke (Author)

Video: "Drawing Rain Forest Animals"

The Willow Pattern Story by Alan Drummond