

Second Grade Art Curriculum Map 2022

| Pacing Guide | Standard Code & Indicator | Sample Learning Activities | Sample Assessments | Additional Standards |
|-------------------------|--------------------------------------|---------------------------------------|-------------------------------|---------------------------------|
|-------------------------|--------------------------------------|---------------------------------------|-------------------------------|---------------------------------|

| | | | | |
|---------------------------------|--|---|---|--|
| <p>August – November</p> | <p>Creating</p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>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.</p> <p>Responding</p> <p>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.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> | <ul style="list-style-type: none"> - Review art room rules and procedures. - Figure drawing - Landscape drawing showing use of perspective - Sensory drawing, as relative to music or tactile sensation - Drawing stressing proportion - Control use of line abstractly and/or representatively in drawing - Use templates and rules - Control use of shape abstractly and/or representatively in drawing. - Recognize the existence of art forms and works of art by recognized artists. <p>Instructional Resources: Teacher created Google slides Artist Prints</p> <p>Student Technology: Ipads</p> | <p>Formative Assessments: Quizzes Homework/Classwork Teacher Observation Student Participation Pre-assessment of landscape drawings</p> <p>Summative Assessments: Graded landscape drawing Graded simple perspective drawing</p> <p>Benchmark Assessment: BOY Benchmark</p> <p><u>Accommodations and Modifications</u></p> | <p>Interdisciplinary Standard Math 2.MD.A.1 Students will use rulers to divide paper in half</p> <p>Language Arts SL.2.1.A & SL.2.5 Students will participate in class discussions on various types of artwork. Students will explain the meaning behind their art.</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> |
|---------------------------------|--|---|---|--|

| | | | | |
|-----------------------------------|--|--|---|--|
| <p>December - February</p> | <p>Responding</p> <p>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.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> | <ul style="list-style-type: none"> - Critique artwork on its emotional and on its aesthetic qualities. - Analyze how artists use color and how it affects a work of art. - Understand color for its physical and emotional properties - Understand that color can: <ul style="list-style-type: none"> Affect emotions Influence size and distance Express movement Gain attention | <p>Formative Assessments: Quizzes Homework/Classwork Teacher Observation Student Participation Brainpop color quiz</p> <p>Summative Assessments: Performance assessment- mixing tints and shades of 1 color</p> | <p>Interdisciplinary Standard: Health 2.1.2.SSH.1: Students will relate personal feelings and emotions into their art (colors) or identify it is in the work of others.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> |
| | <p>Connecting</p> <p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p> <p>Media Art</p> <p>1.2.2.Cr2a: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr2b: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr2c: Choose ideas to create plans for media art production.</p> | <ul style="list-style-type: none"> - Correctly identify artists' names, styles, media, geographic locations, or periods of time when viewing an art image. - Compare one style of artwork with another style. - Discuss and use the color wheel to understand the qualities of color. - Experience the qualities of color through mixing using a variety of media. - Demonstrate ability to alter color to create desired | <p>Graded monochromatic painting</p> <p>Graded Warm/Cool birch tree watercolor</p> <p><u>Accommodations and Modifications</u></p> | <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> |

| | | | | |
|------------------------------|---|---|---|---|
| <p>February-April</p> | <p>Creating</p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Responding</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Media Art</p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>1.2.2.Cr1c: Explore form ideas for media art production with support.</p> <p>1.2.2.Cr1d: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr1e: Choose ideas to create plans for</p> | <p>- Translate a two-dimensional image into a three-dimensional form, such as from a photograph or drawing.</p> <p>- Discuss different types of sculpture and show examples of each one: Additive Subtractive Modeling Construction Relief</p> <p>- Use one of these techniques to create a three-dimensional form.</p> <p>- Create with clay to produce desired forms and understand its characteristics.</p> <p>- Review ceramic vocabulary, forms and functions of related equipment.</p> <p>- Utilize slab and pinch construction techniques to produce clayware.</p> <p>- Decorate the surface of the clayware including stamping, incising, and adding pieces of clay -score / slip.</p> | <p>Formative Assessments: Quizzes Homework/Classwork Teacher Observation Student Participation</p> <p>Summative Assessments: Graded sculpture projects Graded Clay project</p> <p><u>Accommodations and Modifications</u></p> | <p>Interdisciplinary Standard Math 2.G.A.1 Students will understand the difference between shapes, their attributes and their forms</p> <p>Language Arts SL.2.1.A & SL.2.5 Students will participate in class discussions on various types of artwork. Students will explain the meaning behind their art.</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> |
|------------------------------|---|---|---|---|

| | | | | |
|--------------------------|---|--|--|--|
| <p>May - June</p> | <p>Creating</p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>Responding</p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>Media Art</p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</p> <p>1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)</p> <p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p> | <ul style="list-style-type: none"> - View texture and patterns found in nature and in our surroundings. - Discuss visual rhythm as the repetition of line, shape, color, value and size. - Create a rubbing of textures in the natural and man-made environments - Differentiate between visual texture & tactile texture in artwork and in the environment. - Simple weaving lesson - Simulate texture with line and shape. - Repeat patterns to create a design (ordered/random) - Create artworks that illustrate understanding of texture. - Repousse project illustrating texture. <p>Instructional Resources: Teacher created Google slides Books on Texture</p> <p>Student Technology:</p> | <p>Formative Assessments: Quizzes Homework/Classwork Teacher Observation Student Participation Performance assessment-weaving with yarn</p> <p>Summative Assessments: Graded texture project Graded weaving project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p><u>Accommodations and Modifications</u></p> | <p>Interdisciplinary Standard Math 2.MD.A.1 Students will measure various lengths of yarn for their weaving using appropriate tools</p> <p>Technology Standard: 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> |
|--------------------------|---|--|--|--|

Alternate Assessments: Colors & My Emotions Reflection

21st Century Standards: 9.1.4.A.1, 9.1.4.F.2

21st Century Skills: Critical thinking, Creativity, Collaboration, Communication

Career Ready Practices: CRP1, CRP4, CRP6