

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Visual Arts
Grade 2

<p>Marking Period 1:</p> <p>Unit 1: <u>Intensity, Texture, Emphasis and Balance</u></p> <p>“African Masks”</p> <p>Objectives:</p> <p>Recognize balance and symmetry in objects and nature/people’s faces.</p> <p>Observe African Masks.</p> <p>Understand the differences between utilitarian (functional) and decorative (non-functional) art.</p> <p>Interpret and analyze work from personal point of view.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe African masks and identify emphasis, balance, intensity and texture.</p> <p>Students will cut shapes by</p>	<p>Marking Period 2:</p> <p>Unit 2: <u>Line, Shape, Repetition, Rhythm and Pattern</u></p> <p>“Miles for Molas”</p> <p>Objectives:</p> <p>Identify lines, shape and color in traditional works of art.</p> <p>Observe the molas of Panama, traditionally formal works of art.</p> <p>Recognize repeated lines, shapes and color in natural causes.</p> <p>Understand the cultural differences of the use of art from the Kuna people of Panama.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will read about the people and traditions of Panama and locate it on the</p>	<p>Marking Period 3:</p> <p>Unit 3: <u>Color, Value, Movement, Harmony and Unity</u></p> <p>“Leafless Landscape”</p> <p>Objectives:</p> <p>Identify primary and secondary colors.</p> <p>Recognize and understand warm and cool colors.</p> <p>Identify harmony and movement, observing from nature.</p> <p>Identify landscapes and the changing of the seasons.</p> <p>Create a painting using color to incorporate movement, harmony and unity.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe the landscapes of fall and winter.</p>	<p>Marking Period 4:</p> <p>Unit 4: <u>Form, Space and Proportion</u></p> <p>“Finding Fossils”</p> <p>Objectives:</p> <p>Identify a fossil, where you can find one and how it got there.</p> <p>Recall the lesson on fossils from science class.</p> <p>Recognize and identify the forms in the rock.</p> <p>Interpret the fossils by sculpting their own.</p> <p>Tell a story about their fossil and the adventure in finding it.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will recall what they learned about fossils.</p>
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<p>folding to create symmetry and balance.</p> <p>Students will paste the pieces appropriately to create an African mask.</p> <p>Students will complete their decorative form of art by adding yarn for hair.</p> <p>Essential Questions:</p> <p>What do we use masks for?</p> <p>How is an African mask different from a Halloween mask?</p> <p>What is art that you cannot use?</p> <p>How can you tell the difference between functional and non-functional art?</p> <p>Why do you think each form of art is important?</p>	<p>map.</p> <p>Students will observe samples of molas.</p> <p>Students will draw an animal and cut it out.</p> <p>Trace original drawing on colored paper and slightly enlarge the shape two more times using different colored sheets for each additional shape.</p> <p>Students will paste the shapes on top of one another and add other images using the same technique.</p> <p>Students will create a collage inspired by the molas created by the people of Panama.</p> <p>Essential Questions:</p> <p>Where is the country of Panama located in the world?</p> <p>What landmark is famous in Panama?</p> <p>Why are molas important?</p> <p>What do molas represent?</p>	<p>Students will mix primary colors to create warm and cool colors to represent colors of nature.</p> <p>Using a straw, students will blow black ink to form the shapes of the trees and the leafless landscapes.</p> <p>Doodle-4-Google”</p> <p>Objectives:</p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p>	<p>Create a fossil from clay.</p> <p>Create a drawing where they found their fossil.</p> <p>Write a story about their adventure.</p> <p>“Still Life: Flowers in a Vase”</p> <p>Objectives:</p> <p>Identify a still-life.</p> <p>Observe other still-life paintings by famous artists.</p> <p>Recognize and identify how to create a still-life.</p> <p>Interpret the still-life from personal point of view.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe still-life paintings by famous artists.</p> <p>Observe flowers in a vase on a table.</p> <p>Interpret and draw what is in the still-life from your point of view.</p>
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	<p>“Picasso Portraits”</p> <p>Objectives:</p> <p>View movie about the history and art of Picasso.</p> <p>Observe samples of Picasso’s portraits and his cubist style.</p> <p>Observe each other’s faces from a mirror.</p> <p>Create a self-portrait inspired by Picasso and the art movement, Cubism.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will watch a DVD about Picasso.</p> <p>Create a self-portrait from a mirror.</p> <p>Draw lines to divide the face into cube-like shapes.</p> <p>Complete the work of art using colored pencils.</p> <p>Essential Questions:</p> <p>How is the landscape different in the fall and winter from the</p>	<p>Complete painting of still-life inspired by a famous artist .</p> <p>Essential Questions:</p> <p>What is a fossil?</p> <p>Where can fossils be found?</p> <p>How can you make a fossil?</p> <p>What kind of an adventure can you write about how you found your fossil?</p> <p>What is a still-life?</p> <p>Can you identify still-life paintings?</p> <p>What can you use to create a still-life?</p> <p>How will your painting of a still-life be different from the still-life painted by someone sitting on the other side of the room?</p>
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		<p>spring and summer?</p> <p>What colors do you see in the sky?</p> <p>How can you interpret those colors from using primary colors?</p> <p>How can we create a landscape with gnarled trees and branches without using a paintbrush?</p> <p>How do you feel when you look outside in the winter?</p> <p>How can we recreate that feeling in a painting?</p> <p>Essential Questions:</p> <p>Do you know what a Logo is?</p> <p>Have you ever visited the website “Google?”</p> <p>Why do you think a logo is important?</p> <p>What do you remember about Picasso and his work?</p> <p>What is a portrait?</p> <p>How can you identify a portrait?</p>	
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		How can you make a self-portrait inspired by Picasso?	
<p>Materials: Samples of African Masks, heavy white paper, black construction paper, scissors, glue, hole puncher, precut yarn</p>	<p>Materials: Book about the People of Panama, samples of molas, colored construction paper, pencil, scissors, glue</p>	<p>Materials: Nature (look out the window), 2 pieces of white paper, watercolors, brush, black ink, straw</p> <p>Materials: Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed “google” sheet, pencil, permanent</p> <p>Materials: Samples of Picasso’s self-portrait, DVD: <i>Dropping in on Picasso</i>, white piece of drawing paper, mirror, pencil, permanent marker, ruler, colored pencils</p>	<p>Materials: Images of fossils, clay, rubber sea life, kiln, white drawing paper, pencil, colored pencils, writing paper</p> <p>Materials: Images of still life paintings by famous artists, materials for still life scene: table, paper, vase, silk flowers, canvas paper, pencil, palette of tempera paints (the colors in the still life) brush, paper towel</p>
<p>Assessment: Students will present work of art for exhibition and critique.</p>	<p>Assessment: Students will present work of art for exhibition and critique.</p>	<p>Assessment: Students will present work of art for exhibition and critique.</p>	<p>Assessment: Students will present work of art for exhibition and critique.</p>

<p>NJCCCS:</p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and 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 characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</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</p>	<p>NJCCCS:</p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and 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 characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</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</p>	<p>NJCCCS:</p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and 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 characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</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</p>	<p>NJCCCS:</p> <p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and 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 characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</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</p>
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<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or</p>	<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or</p>	<p>methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or</p>	<p>application methods.</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.</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.</p> <p>1.3.2.D.4: Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g.,</p>
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<p>presence of training, style, etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the</p>	<p>presence of training, style, etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the</p>	<p>presence of training, style, etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the</p>	<p>gender,, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion and that communicate cultural meaning.</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 each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p>
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