

Shrewsbury Borough School District  
ART Curriculum Guide  
Grade 2  
2016

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Course Description:

The second grade art curriculum continues to build on the elements of art and principles of design within a variety of projects that range from traditional drawing and painting, sculpture, digital and collage. Students will experiment with new techniques and form a deeper understanding of art movements and design choices that impact diverse cultures. Students will be inspired from master artists as well as contemporary artist's work and technique in the creation of their artwork. Art vocabulary will continue to build as the students immerse themselves in virtual field trips to museums and galleries. In the second grade, students will experience art once during a six-week cycle. Each art class is 46 minutes in duration.

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Unit 1 Overview
Unit Title/Marking Period: Line & Shape: (Proportion, Space) – MP1
Grade Level: 2 <sup>nd</sup> grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of line and shape within architecture.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 <sup>st</sup> Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5
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<p><b>Unit Essential Questions:</b></p> <p>What is architecture?          What are some lines that exist in the buildings you see?          How does the city/ country’s culture inspire the building’s design?          What is abstract art?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will discover well-known buildings from all around the world as well as the artistic talents of architects. Students will identify the lines and shapes that exist in famous buildings and compare and contrast the work according to the building’s purpose and culture. Students will explore Paul Klee’s abstract city artwork for his use of line and shape. Students will also differentiate between abstract art and art with a clear subject matter.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

<ul style="list-style-type: none"><li>● Students will know how to identify line and shape that exists in architecture.</li><li>● Students will know how culture affects design.</li><li>● Students will know how to differentiate between abstract art and art with a clear subject matter.</li><li>● Students will know how to create a collaged painting using the elements line and shape and overlapping.</li><li>● Students will know to create an abstract cityscape.</li></ul>	<ul style="list-style-type: none"><li>● Students will take a “virtual field trip” around the world, discovering famous architecture.</li><li>● Students will analyze different cultures and buildings and how the elements of art exist in their design choices.</li><li>● Students will view the work of Paul Klee and identify his use of line and shape within his abstract artwork.</li><li>● Students will create their own cityscapes using the line, shape, space and proportion.</li><li>● Students will create an abstract cityscape inspired by Paul Klee.</li><li>● Students will analyze their work and the work of others for use of line, shape, space and proportion.</li></ul>
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Evidence of Learning

Formative Assessments:

- Oral assessment on the element of art line and shape. Oral assessment on comparing and contrasting culturally significant buildings using art vocabulary.

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

<b>Equipment Needed:</b> Powerpoint presentation, iPads, watercolor paper, pencils, erasers, watercolor, brushes, glue, sharpies, scissors, white oil pastels
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Final artworks</li></ul>

<b>Teacher Resources:</b>
<b>Technology Component (websites):</b> Select artist and museum websites as per lesson
<b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques

<b>Teacher Notes:</b>

<b>Unit 2 Overview</b>
<b>Unit Title/Marking Period:</b>

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Color (warm and cool colors, Color Mood, Movement, Emphasis)– MP 2
Grade Level: 2 <sup>nd</sup> grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of art- Color. Abstract art is analyzed for its use of warm and/or cool colors that help describe the mood of the subject. Contributing to this unit are elements, Line and shape and the principle, movement.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 <sup>st</sup> Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

<p><b>Unit Essential Questions:</b></p> <p>How does color affect the artwork?          Define cool colors and warm colors.          Describe Picasso’s work during his blue period.          What is cubism?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will build their knowledge of color and abstract art by analyzing the work of Pablo Picasso. Students will analyze Picasso’s work for his use of shapes and line that contributed to the cubist art movement. Students will create a 2d and 3d project using warm and cool colors.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to identify the work of Pablo Picasso.</li> <li>● Students will know how color affects the mood of an artwork.</li> <li>● Students will know how to differentiate between abstract art and art with a clear subject matter.</li> <li>● Students will know how to create a cubist self portrait.</li> <li>● Students will know to create a guitar sculpture inspired by Picasso’s blue period paintings.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will watch a short film on Picasso’s art and life.</li> <li>● Students will analyze Picasso and Georges Braques cubist art work.</li> <li>● Students will define warm and cool colors and the moods they describe.</li> <li>● Students will create a cubist self portrait, using 2 perspectives, the elements line, shape and color.</li> <li>● Students will create a 3d sculpture inspired by Picasso- using various shades and tints of blue.</li> </ul>

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

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|  | <ul style="list-style-type: none"><li>● Students will analyze their work and the work of others for use warm and cool colors and cubist style.</li></ul> |
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Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Evidence of Learning
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>Oral assessment on the element of art line and shape and color, warm and cool colors, Braque and Picasso.</li></ul>
<p><b>Equipment Needed:</b> Powerpoint presentation, Short film on Cubism, heavyweight paper, pencils, erasers, Oil Pastel, brushes, paper mache-glue, newspaper, Bristol board, tempera paint, construction paper, sharpies, scissors,</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>Final artworks</li></ul>
Teacher Resources:
<p><b>Technology Component (websites):</b> Select artist and museum websites as per lesson</p>
<p><b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques</p>

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

Unit 3 Overview
Unit Title/Marking Period: Value (shades and tints, Color Mood): Intro to Perspective– MP 3
Grade Level: 2 <sup>nd</sup> grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of art- Value. Students will create shades and tints by mixing colors and applying the use of value in a still life and landscape portraiture. Students will further their understanding of a landscape by using the principle proportion, to describe perspective. Together, with use of value, students will create a perspective landscape painting, drawing and sculpture.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 <sup>st</sup> Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

**Technology Standards:**

8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2,  
8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

<p><b>Unit Essential Questions:</b></p> <p>What is a shade of a color? How do you create a shade?        What is a tint? How do you create a tint?        Why is value important in a still life?</p> <p>How can you illustrate perspective?        Identify foreground, middle ground and back ground.</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will work with value for the first portion of this unit and transition to applying value to a still life drawing and a perspective painting. Students will use a principle of perspective, proportion, to create a perspective landscape. Students will apply shades and tints to their fore ground middle ground and background.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to identify the foreground, middle ground and background in a landscape.</li> <li>● Students will know how to mix colors to create a shade and a tint.</li> <li>● Students will know how to describe the difference between a shape and a form.</li> <li>● Students will know how to create perspective in their drawing.</li> <li>● Students will know to use proportion in a 2d and 3d project.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will view the works of several landscape artists for their use of perspective.</li> <li>● Students will identify the layers that exist in a landscape.</li> <li>● Students will watch a short film on color mixing shades and tints.</li> <li>● Students will practice color mixing in a value collaborative exercise.</li> <li>● Students will define a shade and tint.</li> </ul>

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

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|  | <ul style="list-style-type: none"><li>● Students will create a landscape using proportion to illustrate perspective.</li><li>● Students will create a sculpture using proportion.</li><li>● Students will analyze their work and the work of others for use of value and proportion.</li></ul> |
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Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Evidence of Learning
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>● Oral assessment on the element of art value, shades and tints, proportion, perspective.</li><li>● Value exercise</li></ul>
<p><b>Equipment Needed:</b> Powerpoint presentation, Short film on color mixing/value , heavyweight paper, pencils, erasers, tempera, brushes, tempera paint, white clay, glaze, painters tape, black oil pastels, watercolor</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Final artworks</li></ul>
Teacher Resources:
<p><b>Technology Component (websites):</b> Select artist and museum websites as per lesson</p>
<p><b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques</p>

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

Unit 4 Overview
Unit Title/Marking Period: Form & Texture (2d & 3d) - - MP4
Grade Level: 2 <sup>nd</sup> grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of art- Form. Students will further their understanding of proportion, by creating “larger than life” everyday objects. Students will view the work of Clas Oldenberg and analyze his public work for proportion and texture. Students will create an armature and build their object using paper mache and show texture by using materials and brush strokes on final sculpture. Students will also create a drawing that illustrates form.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21 <sup>st</sup> Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

**Technology Standards:**

8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2,  
8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4, 8.2.2.E.5

Shrewsbury Borough School District  
 Art Curriculum Guide  
 2016

<p><b>Unit Essential Questions:</b></p> <p>Describe Clas Oldenberg’s artwork.        What is paper mache?        Describe the <u>form</u> that you are creating        How could you create a form in a drawing?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will create a “larger than life” sculpture using paper mache. Students will use observational drawing to sketch their everyday object, students will describe the objects texture by using line making techniques. Students will used various medias to create texture.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to describe the element –form.</li> <li>● Students will know how to list a variety of forms.</li> <li>● Students will know how to create an armature for the object sculpture.</li> <li>● Students will know how to use paper mache.</li> <li>● Students will know to use line to create texture.</li> <li>● Students will create a drawing that illustrates form and texture.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will view the works of Clas Oldenberg for his use of proportion and everyday objects.</li> <li>● Students will create an armature using cardboard and Bristol board materials.</li> <li>● Students will use paper mache in layers to build their form.</li> <li>● Students will mix a shade or tint of their preferred color to paint their object.</li> <li>● Students will use line making techniques to create texture.</li> <li>● Students will analyze their work and the work of others for use of texture.</li> </ul>

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

Evidence of Learning
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Oral assessment on the element of art, paper mache process, clas oldenberg</li></ul>
<b>Equipment Needed:</b> Powerpoint presentation, Short film on clas, paper, mache, heavyweight paper, pencils, erasers, tempera, brushes, glue water, bins, newspaper
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Final artworks</li></ul>

Teacher Resources:
<b>Technology Component (websites):</b> Select artist and museum websites as per lesson
<b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques