



Mine Hill Township School District
(2nd Grade/Art)

Written by:

Jenny Watson

Reviewed by:

Mr. Adam Zygmunt
Curriculum Coordinator

Mr. Lee S. Nittel
Superintendent

Approval date:

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Members of the Board of Education:

Bridget Mauro, President
Jill Del Rio, Vice President

Katie Bartnick

Karen Bruseo

Peter Bruseo

Debbie Giordano

Joseph Heredia, Jr.

Mine Hill Township School District

42 Canfield Avenue

Mine Hill, NJ 07803

www.minehillcas.org

Subject Area: <u>ART</u>	
Grade Level: 2nd Grade	Brief Summary of Unit: Introduction to basic art skills (production) techniques, elements of, materials and ideas
Artists to introduce: Henri Rousseau, George Rodrigue, Vincent Van Gogh, Georgia O’Keeffe, Emanuel Leutze, Edouard Manet, Friedensreich Hundertwasser, Frida Kahlo, Andy Warhol, Edvard Munch, Edward Hopper, Norman Rockwell	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Media	1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5	Use familiar media in new ways by continuing to explore a variety of different types of media such as crayon, pastels, pencil, paint, clay, and paper to communicate ideas.	Crayon / oil pastel exercises Tempura and watercolor paintings Pencil exercises and drawings Clay pots and exercises Collage building exercises	Have students create two- and three-dimensional works of art using a variety of materials / media Identify to what degree objective criteria has been met in each step Completed project Student participation / responses	180 school days - ongoing

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Technique and Skill Development	1.3.2.D.1 1.3.2.D.3 1.3.2.D.4	Employ and understand verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used as well as the ability to distinguish differences in materials and techniques and how they affect appearance.	Line drawings and paintings Writing tool exploration - pencil vs. crayon vs. chalk Paintbrush exploration large vs. small marks Collage building	Have students Create two- and three-dimensional works of art exploring 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 . Identify to what degree objective criteria has been met in each step Completed project Student participation / responses	180 school days - ongoing

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Elements of Art – color and value	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1	Identify and understand the color wheel and color families - identify primary colors, identify and be able to create secondary colors, Identify and understand the use of warm and cool colors. Discuss color as it relates to feelings and moods. Discuss differences and similarities of colors.	Color wheel creation Color mixing exercises / paintings Color temperature exercises / paintings	Have students create two- and three-dimensional works of art using the basic element of color Identify to what degree objective criteria has been met in each step Completed project Student participation / responses	180 school days - ongoing

		Begin to see and duplicate values, changes in light and dark			
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Elements of art – line, shape, form, texture, space	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.4.2.A.4	Identify and use elements of art, line, shape, form, texture and space – Effectively use various types of lines, make lines with a variety of tools and media, practice proper spacing. Create curves, bends, indentations and extremities of form. Effectively use various geometric and organic shapes. Effectively creates the look of texture using mixed materials and techniques. Demonstrate distance through size, effectively use overlapping concepts.	Line study exercises Shape building exercises Sculpture exercises Texture explorations Space exercises	Have students create two- and three-dimensional works of art using the basic elements of line, shape form, texture and space Identify to what degree objective criteria has been met in each step Completed project Student participation / responses	180 school days - ongoing

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Principles of Design -balance, contrast, emphasis, movement, pattern, rhythm, unity	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.4.2.A.4	<p>Identify and use principles of design -balance, contrast, emphasis, movement, pattern, rhythm and unity</p> <p>Duplicate symmetrical and asymmetrical balance.</p> <p>Create contrast in artwork as a source of interest, light and dark, organic and geometric shapes, warm and cool colors.</p> <p>Effectively demonstrate understanding of emphasis by creating emphasized focal points.</p> <p>Begin to understand how a viewer's eyes move from the outer edges to the main focus of an artwork creating organization – Movement</p> <p>Create patterns in many different medias</p> <p>Begin to understand how rhythm is created in art with repetition of shapes, colors and lines.</p>	<p>Balance exercises with drawings, painting, collages</p> <p>Contrast exercises with drawings, painting, collages</p> <p>Emphasis explorations- self-portraits, value and monochromatic paintings, hierarchy of scale activities</p> <p>Movement introduction exercises – landscapes and portraits</p> <p>Pattern making in drawings, painting, collages and clay</p> <p>Rhythm explorations with architecture, shape repetition, nature</p> <p>Unity exercises with line, color, shape and texture</p>	<p>Have students create two- and three-dimensional works of art using the Principles of Design - balance, contrast, emphasis, movement, pattern, rhythm, unity</p> <p>Identify to what degree objective criteria has been met in each step</p> <p>Completed project</p> <p>Student participation / responses</p>	180 school days - ongoing

		Begin to understand how unity makes an artwork feel complete through all of the elements working together			
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Subject Area: ART

Grade Level: 2nd Grade	Brief Summary of Unit: Culture, Themes, History – The function & purpose of art making throughout history and societies. We can learn about a society / culture by looking at their artwork. Art reflects societal beliefs and values.
Artists to introduce: Henri Rousseau, George Rodrigue, Vincent Van Gogh, Georgia O’Keeffe, Emanuel Leutze, Edouard Manet, Friedensreich Hundertwasser, Frida Kahlo, Andy Warhol, Edvard Munch, Edward Hopper, Norman Rockwell	

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Cultures, Themes, History	1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	<p>Identify characteristic theme-based works in visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>Recognize art from different times and places.</p> <p>Understand ideas and themes in artwork.</p> <p>Understand the function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p>Identify contextual clues that are embedded in works of art that provide insight into artistic intent.</p> <p>View and critique different techniques used in art from around the world.</p>	Cultural, celebratory and historical art projects using all types of media, looking at varied cultures around the world including but not limited to: Asia, South America, North America, Africa, Europe, Russia	<p>Have students Create two- and three-dimensional works of art exploring 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.</p> <p>Identify to what degree objective criteria has been met in each step</p> <p>Completed project</p> <p>Student participation / responses</p>	180 school days - ongoing

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Brief Summary of Unit: Creativity – Perceptual Skills, Imagination and Experience - Artwork tells stories with emotion and mood through images and symbolism. Begin to understand how art communicates ideas, thoughts and feelings and tells a story that demonstrates mood and emotion. Understand that art is a person experience and personal experiences affect the way people interpret and create art.

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Creativity and Experience	1.3.2.D.2 1.3.2.D.5 1.4.2.A.1 1.4.2.A.3 1.4.2.B.3	<p>Create artwork that is based on experience and imagination.</p> <p>Comprehend how their artwork reflects their experiences.</p> <p>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.</p>	<p>Crayon / oil pastel resist paintings</p> <p>Tempura and watercolor paintings</p> <p>Pencil exercises and drawings</p> <p>Clay sculpture exercises</p> <p>Collage building exercises</p>	<p>Have students Create two- and three-dimensional works of art exploring 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.</p> <p>Identify to what degree objective criteria has been met in each step</p> <p>Completed project</p> <p>Student participation / responses</p>	180 school days - ongoing

Subject Area: <u>ART</u>	
Grade Level: 2nd Grade	Brief Summary of Unit: Critique Methodologies and Analysis - All art has value and provides us with the opportunity to learn and develop skills even if it differs from individual preference. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively and create more complete, well composed works of art. Art means something different to each person. Studying art provides us with the opportunity to better our skills as well as understanding works of art.
Art to study: Images of artwork from famous artists as well as student art	

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Critiquing	1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	Assess works of art using qualitatively and quantitatively methods. Discuss works of art using constructive criticism as an important evaluative tool that enables artists to communicate more effectively. Apply the principles of positive critique in giving and receiving responses.	Lead students in discussions looking at the works from famous artists and student art. Include discussions on craftsmanship, creativity, concept attainment, completion and composition Demonstrate critique techniques	Student participation / responses	180 school days - ongoing

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math – basic measuring, comparing, classification, counting and spacing CCSS.MATH.CONTENT.2.G.A.1 CCSS.MATH.CONTENT.2.G.A.3

	<p>Language arts – art vocabulary, discussion and comprehension of ideas CCSS.ELA-LITERACY.SL.2.1.A CCSS.ELA-LITERACY.SL.2.1.B CCSS.ELA-LITERACY.SL.2.1.C CCSS.ELA-LITERACY.SL.2.2 CCSS.ELA-LITERACY.SL.2.3</p>
Integration of Technology	<p>Use of internet/smartboard to display/discuss images.</p> <p>https://www.google.com/culturalinstitute/u/0/project/art-project http://www.metmuseum.org/ http://www.moma.org/learn/teachers/online</p>
Resources	<p>For Teachers: Crayons, oil and soft pastels, pencils, varied types of paint, clay, varied types of paper, fabrics, yarn, scissors, glue, images of famous artworks, images of student artworks</p> <p>Dropping in on series DVDs, Youtube on famous artists</p>
Differentiation	<p>Modification for Spec. Ed. - Provide auditory and visual directions; break down directions & projects into smaller segments; possibly prepare materials partially completed.</p> <p>Modification for EL - use of peer to assist with directions and questioning, provide visuals of directions and procedures</p> <p>Modification for Gifted students – provide opportunities to do additional/extension projects, partner with similar ability students to collaborate</p>