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|  | | **Second** |  |  |
|  | Unit 1: Creative Process | |  |  |
|  | Unit 2: History of the Arts and Culture | |  |  |
|  | Unit 3: Performance | |  |  |
|  | Unit 5: Aesthetic Responses and Critique Methodologies | |  |  |
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| **Content Area: Art** | | **Grade Level : Second** | | | |
| **Unit Title: Unit 1: Creative Process** | | | | | |
| **Interdisciplinary Connections:**  **Math Connections**: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.  **English Language Arts Connections**: [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions  [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others  [SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.  [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional  information, or deepen understanding of a topic or issue.  [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of  experiences when appropriate to clarify ideas, thoughts, and feelings  **Science Connections:** 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties  2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can  be disassembled and made into a new object | | | | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** | |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use  **21st Century Learning:**  9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). | | | | | |
| **Unit Title: Unit 1: Creative Process** | **Grade Level: Second** | | | | **Time Frame: September- October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  **Cumulative Progress Indicators:**   * 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. * 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. | | | | | |
| Enduring Understanding:   * Creating and identifying value in types of artwork * Organic and geometric shapes * Recognize and create texture in two & three dimensional works of art | | | Essentials Questions:   * What is value? * How do artists use value? * Why do artists use texture in their artwork? * How do artists use shapes in their artwork? | | |
| **Knowledge and Skills:**   * Different kinds of texture, explain examples (tree bark, cotton balls, crumpled paper, cacti, porcupine) * Identifying shapes in their environment * Introduction to tints and shades * Value creates the illusion of space and form | | | **Demonstration of Learning/Assessment**:   * SWBAT create 3D art using recycled cardboard & bubble wrap * SWBAT create original artwork using organic & geometric shapes * SWBAT show value in painting by using tints * SWBAT create a piece of artwork using geometrical shapes and values on a computer program | | |
| **Suggested Tasks and Activities:**   * Bringing in various types of textures (sandpaper, satin, cotton balls) * Creating value using chalk pastels * **Graphic Design:** Creating a work of art on Paint 3D using value and geometrical shape | | | **Tech Integration:**   * SmartBoard * Brain Pop Jr. * Google * PowerPoint * Paint 3D | | |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint | | | | | |

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| **Content Area: Art** | **Grade Level : Second** | |
| **Unit Title: Unit 2: History of the Arts and Culture** | | |
| **Interdisciplinary Connections:**  **Math Connections**: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.  **English Language Arts Connections**: [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions  [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others  [SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.  [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional  information, or deepen understanding of a topic or issue.  [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of  experiences when appropriate to clarify ideas, thoughts, and feelings  **Science Connections:** 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties  2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can  be disassembled and made into a new object | | |
| **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use  **21st Century Learning:**  9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). | | |

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| **Unit Title: Unit 2: History of the Arts and Culture** | **Grade Level: Second** | | **Time Frame: November - January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  **Cumulative Progress Indicators:**   * 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. * 1.2.2.A.2: Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. | | | |
| **Enduring Understanding:**   * Expand on narrative paintings of everyday life * Discuss famous artists and their connection to everyday life (Normal Rockwell, Winslow Homer & Edouard Manet) | | **Essentials Questions:**   * What is the artist trying to say in their painting? * Can you give your own explanation of what is happening in the painting? * How do various artists tell their cultural stories? * How would you tell your own story? | |
| **Knowledge and Skills:**   * Describe visual various styles in artwork throughout history * Describe how an artists’ culture is conveyed in their artwork | | **Demonstration of Learning/Assessment:**   * SWBAT visually tell a story by creating artwork from around the world, such as China scrolls, Cambodia Hmong story cloths, and Japanese prints * SWBAT create origami forms and incorporate them into artwork * SWBAT use themes from a specific culture and incorporate them into a graphic art piece | |
| **Suggested Tasks and Activities:**   * Identify the implied visual story of artworks from peers * Show examples of various cultural works of art * Expand on basic art vocabulary * **Graphic Design:** Incorporate ideas from a specific culture to create a piece of artwork on Paint 3D | | **Tech Integration:**   * SmartBoard * Brain Pop Jr. * Google * PowerPoint system * Paint 3D | |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint | | | |

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| **Content Area: Art** | **Grade Level : Second** | |
| **Unit Title: Unit 3: Performance** | | |
| **Interdisciplinary Connections:**  **Math Connections**: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.  **English Language Arts Connections**: [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions  [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others  [SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.  [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional  information, or deepen understanding of a topic or issue.  [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of  experiences when appropriate to clarify ideas, thoughts, and feelings  **Science Connections:** 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties  2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can  be disassembled and made into a new object | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use  **21st Century Learning:**  9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). | | |

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| **Unit Title: Unit 3: Performance** | **Grade Level: Second** | | **Time Frame: February - April** |
| **Standard**: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.  **Cumulative Progress Indicators:**   * 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools * 1.3.P.D.2 Create two and three dimensional works of art while exploring color, line, shape, form, texture, and space. * 1.3.P.D.3 Use vocabulary to describe various art forms (e.g. photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts. * 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age appropriate materials and visual art media using memory, observation, and imagination * 1.3.P.D.5 Demonstrate planning, persistence, and problem solving skills while working independently, or with others, during the creative process * 1.3.P.D.6 Create more recognizable representations as eye hand coordination and fine motor skills develop * 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. * 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 pictoral representation. * 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 * 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 * 1.3.2.D.5 Create works of art that are based on observations of the physical world and illustrate how art is part of everyday life, using a variety of art mediums and art media. | | | |
| **Enduring Understanding:**   * How to identify various types of elements of art, and how these they can be expressive or used to imply motion in diverse types of artwork. * Use elements of art to express emotion in the creation and evaluation of art | | **Essentials Questions:**   * What makes art important? * What is the function of art in different cultures? * Why are artists important to their culture? | |
| **Knowledge and Skills:**   * Introduce some basic art vocabulary, e.g. elements of art, landscape, horizontal, portrait, vertical * Continued practice in coloring, cutting, pasting * Introduce various types of media | | **Demonstration of Learning/Assessment**:   * SWBAT create two and three dimensional works of art while exploring color, line, shape, form, texture and space * SWBAT create a story of their own visual interpretation of their own story * SWBAT express emotion using lines, shapes and color * SWBAT express emotions in a online graphic program using elements of art | |
| **Suggested Tasks and Activities:**   * Show various types of art showing elements of art * Open discussion informal critique * Students will create an artwork in the style of a selected element * **Graphic Design:** Create a 3D work of art represent themselves in some way: EXAMPLE- A character icon of themselves | | **Tech Integration:**   * SmartBoard * Brain Pop Jr. * Google * PowerPoint system * Paint 3D | |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint | | | |

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| **Content Area: Art** | **Grade Level : Second** | |
| **Unit Title: Unit 4: Aesthetic Response** | | |
| **Interdisciplinary Connections:**  **Math Connections**: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.  **English Language Arts Connections**: [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions  [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others  [SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.  [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional  information, or deepen understanding of a topic or issue.  [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of  experiences when appropriate to clarify ideas, thoughts, and feelings  **Science Connections:** 2-PS1-1: Plan and conduct investigations to describe and classify different kinds of materials by their observable properties  2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can  be disassembled and made into a new object | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use  **21st Century Learning:**  9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). | | |

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| **Unit Title: Unit 4: Aesthetic Responses** | **Grade Level: Second** | | **Time Frame: May-June** |
| **Standard**: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.  **Cumulative Progress Indicators:**   * 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. * 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. * 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent. | | | |
| **Enduring Understanding:**   * Personal preferences to different styles of art * Each one of us has a personal preference * Art is subjective | | **Essentials Questions:**   * How can artwork convey movement? * How do you express yourself through your art? | |
| **Knowledge and Skills:**   * Introduce some basic art vocabulary, e.g. elements of art, landscape, horizontal, portrait, vertical * Continued practice in coloring, cutting, pasting * Introduce media such as, watercolor, tempera cakes, oil pastel | | **Demonstration of Learning/Assessment:**   * SWBAT draw a picture of their family celebrating an event * SWBAT create cave paintings on crumpled brown paper using markers, crayons and colored pencils * SWBAT create a self- portrait showing an emotion, inspired by Picasso’s Weeping Woman & Munch’s The Scream * SWBAT point out various art elements in different types of artwork * SWBAT self-critique their own artwork * SWBAT use a computer program to combine a self-image and masterpiece to create a new work of art | |
| **Suggested Tasks and Activities:**   * Show various types of art displaying elements of art * Open discussion informal critique * Introduce techniques of the elements of art * **Graphic Design:** Incorporate an image of the student onto a digital masterpiece | | **Tech Integration**:   * SmartBoard * Brain Pop Jr. * Google * PowerPoint system * Paint 3D | |
| **Resources:** SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint | | | |