

Curriculum Map

Visual Art Grade 2

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Media	Demonstrate developmentally appropriate care for tools, media and workspaces.	Demonstrate procedures consistently.	Websites: State of Tennessee Visual Arts Curriculum Standards, Partnership for 21 st Century Skills Common Core Toolkit Books: <i>First Day of School</i> - by Harry Wong
Procedures	Role play rules and procedures.	Demonstrate understanding of rules and procedures.	<i>Regina's Big Mistake</i> by Marissa Moss <i>Beautiful Oops</i> by Jamie Lee Curtis
Line <ul style="list-style-type: none"> ● Types/Characteristics ● Line Directions ● Contour Line ● Line Closure Creates Shape 	Draw lines using expressive qualities, line direction, contour and begin simple shapes.	Pre instruction: sketch of simple lines, minimum 6 Post instruction: drawing using lines, minimum 8 Students will demonstrate knowledge of: <ul style="list-style-type: none"> ● Thick/ thin ● Wavy/ curvy ● Zig zag ● Horizontal/ vertical ● Interrupted or dotted ● Parallel/ converging ● Contour 	Websites: www.metmuseum.org/explore/vangogh/menu.html <i>Panorama</i> by Fani Marceau & Joelle Jolivet <i>Camille and the Sunflowers, a story about Vincent Van Gogh</i> by Laurence Anholt (any story or information about Van Gogh will work)

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Shape <ul style="list-style-type: none"> • Shapes-within-Shapes • Geometric, Organic and Free Form Shapes • Shapes Have Length and Width • Shapes Relate to and Create Forms (length, width, and depth) • Overlapping Shapes in Compositions 	Create artwork using of all types of shapes, indicating how to create length and width, how to create forms, and how to use overlapping.	Pre instruction: sketch of shapes and shape to form, minimum of 3 Post instruction: drawing of 3-D forms, minimum of 3 (choice) <ul style="list-style-type: none"> • Circle to sphere • Square to cube • Rectangle to cylinder • Triangle to cone 	Books: <i>When a Line Bends... A Shape Begins</i> by Rhonda Gowler Greene <i>The Shape of Me and Other Stuff</i> by Dr. Seuss <i>The Amazing Book of Shapes, Shapes to Make, Patterns to Create</i> by Lydia Shaman
Techniques <ul style="list-style-type: none"> • Precision • Sequence 	Drawn, constructed, written, or other evidence of students: <ul style="list-style-type: none"> • Using precision to create marks using a variety of media • Following simple directions to create a product • Following multi-step directions to create a product 	Demonstrate with precision: <ul style="list-style-type: none"> • Mark making with pencils, crayons, and markers, etc. Single-step and multi-step directions	Websites: Art tips and techniques for various art materials http://www.crayola.com/educators/techniques/
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Investigate Compositional planning	Draw a symbol as a representation of a real object.	Post/post evidence of student(s) describing using a symbol and/or illustrating a symbol to represent an object or pre/post evidence of student(s) describing how a symbol changed during the course of a project.	Websites: Smithsonian Museum http://www.smithsonianeducation.org/idealabs/myths/symbolsinart/
Construct Compositional planning	Create an original composition by making decisions about using line types and overlapping.	Post/post or pre/post verbal evidence of decisions students made while making the composition including: <ul style="list-style-type: none"> • Use of (teacher determined number of) different types of lines • Use of overlapping lines 	Websites: Guggenheim Museum http://www.guggenheim.org/new-york/education/school-educator-programs/teacher-resources/arts-curriculum-online?view=sort&search=Artists

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Cultural Symbols and Meanings	Review and reflect on cultural symbols and meanings	Discover cultural symbols and meanings, relate those to modern meanings, reflect upon the difference (example symbols of luck- rabbit's foot, 4 leaf clover, horseshoe)	Website: www.crossroads.to
Elements of critique	<ul style="list-style-type: none"> • Reflect on learning experiences. • Share thoughts and listen to the thoughts of others. 	Participate in a group critique, self-critique/reflection OR making historical/cultural references such as a Gallery Walk critique.	
Critique	Critique personal work and the work of others	Post/Post critique of personal work with identification/explanation of most important component and least successful component.	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.	Demonstrate knowledge of geometric and organic shapes by making the natural connection with math.	Discuss or write about the shapes and forms prior to learning and then after learning. Describe the sequence of creating a form.	

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Texture <ul style="list-style-type: none"> • Textural rubbings • Visual/tactile • Similarities of texture • Texture in 3-D art 	Collect items from man-made and natural sources to create a work of art by making rubbings	Pre instruction: Texture rubbing and discuss findings (to determine various texture styles). Post instruction: Create a drawing or collage using both visual and tactile texture including at least 3 examples of each type of texture.	Books: <i>The Principal's New Clothes</i> by Stephanie Calmenson <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett
Pattern <ul style="list-style-type: none"> • Ordered/random • Using texture in artworks 	Explain how patterns are created using either random or ordered. Locate them in nature. Create a patterned (random or ordered) stand-up animal to illustrate the repetition of art elements to create pattern. Use art prints to determine patterns in nature.	Pre instruction: drawing using at least 6 patterns can be labeled ordered/random. Post instruction: drawing that demonstrates use of ordered and random patterns (e.g. an animal motif).	Artists: Klimt and Durer Books: <i>The Amazing Book of Shapes, Shapes to Make, Patterns to Create</i> by Lydia Shaman Website: http://www.saatchigallery.co.uk/yourstudio/painting/yourstudio.htm
Techniques	Demonstrate with precision: paper folding, printing, cutting and gluing, etc.	Pre instruction: explore paper folding, bending, cutting, crinkling, curling, etc. to create texture. Post instruction: collage that demonstrates use of various paper techniques to create texture (e.g. Self portrait, project based on principle's new clothes or animals should not wear clothing, etc.).	Books: <i>The Principal's New Clothes</i> by Stephanie Calmenson <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett Paper sculpture reliefs from the internet or a book to demonstrate various paper folding techniques.

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Imagine and Investigate Compositional Planning	Create art based on imagination, memory and/or observation.	Post/post evidence comparing two works created from imagination, memory, or observation showing growth in student's ability to create details to support their concept.	Websites: Smithsonian American Art Museum http://americanart.si.edu/education/resources/guides/
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Discuss how most cultures preserve important personal and public items from the past.	Post/Post Graphic Organizer comparing a variety of cultures' artistic preservation including: <ul style="list-style-type: none"> • Methods • Degree of effectiveness and reasons to support ideas • Suggested improvements for preservation 	Artists: Variety of ancient to more modern cultural iconic pieces.
Elements of Critique <ul style="list-style-type: none"> • Reflect on Learning 	Explain the characteristics and merits of the student's own work to the teacher and/or peers.	Post/Post evaluation of work including: <ul style="list-style-type: none"> • Specific art vocabulary (e.g. texture, pattern, composition) • Defense of artist choices 	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Pre/Post or Post/Post evidence of assessment of artwork to determine characters, setting, or plot (e.g. graphic organizer, narrative, etc.).	Websites: The Walters Art Museum http://thewalters.org/teachers/resources/comm-oncore/

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Color in Artwork <ul style="list-style-type: none"> Emotions Realism/Fantasy Moods/Feelings Expressed by Colors 	<p>Infer meanings for a variety of moods and emotions (e.g. art demonstrating moods, realism, fantasy, poems, stories, etc.).</p> <p>Use art prints to identify emotions, moods/feelings, and realism/fantasy.</p>	<p>Pre/Post or Post/Post artwork using color to represent moods and emotions and realis/fantasy.</p>	<p>Book: <i>The Crayon Box that Talked</i> by Shane DeRolf</p> <p>Artworks: <i>The Persistence of Memory</i>, Salvador Dali <i>Time Transfixed</i>, René Magritte <i>The Letter</i>, Johannes Vermeer <i>The Banjo Lesson</i>, Henry O. Tanner <i>Sunny Side of the Street</i>, Philip Evergood</p>
Color <ul style="list-style-type: none"> Primary and Secondary colors Artworks Using Color (warm/cool colors, tints and shade) Tints Shades 	<p>Identify primary/secondary colors in surroundings by playing <i>I Spy</i> game</p> <p>Create a composition using warm colors then another or the same using cool colors</p> <p>Compose a fall or spring bouquet of flowers using tints and shades</p>	<p>Pre/Post or Post/Post artwork (e.g. drawing, pastel, painting, collage, etc.) demonstrating use of</p> <ul style="list-style-type: none"> Primary, secondary and tertiary Warm/ cool Tints/ shades Color mixing 	<p>Website: Sir Isaac Newton's Color Theory Light Color Spectrum (ROY G BIV) www.webexhiibits.org/colorart/bh.html</p> <p>Book: <i>My World: Colors</i> by Alvin Granowsky</p>
Techniques	<p>Demonstrate with precision: Color mixing with paint, crayons, and markers, etc.</p>	<p>Experiment with color mixing (all colors- primary, secondary, tertiary, tints, shades) as the practice or Pre Instructional support for the above exercise.</p> <p>Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.</p>	

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Investigate and Imagine Compositional planning	Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in groups.	Post/post written, verbal, illustrative and/or recorded evidence of generating ideas independently, in a small group, or in whole-class discussions.	Websites: Denver Art Museum http://creativity.denverartmuseum.org/for-teachers/resources/teachingtips/ Glencoe http://www.glencoe.com/sec/busadmin/entre/teacher/creative/brain/ (needs adapting to be content-specific) PBS Design Squad Nation http://pbskids.org/designsquad/parentseducators/workshop/process_brainstorm.html
Construct and Imagine Compositional Planning	Create meaning by using ideas.	Post/post evidence of student reflection of how the ideas used in their artwork conveyed their intended meaning or pre/post evidence of student reflection of how the ideas used in their artwork changed from a planning sketch to the final work to support their intended meaning.	Websites: American Visionary Art Museum http://www.avam.org/for-educators-and-educatees/past-educational-resources.shtml
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connection	Identify details and make inferences about what information they provide about purpose within a work of art.	Pre/Post or Post/Post evidence (e.g. discussion, graphic organizer, etc.) recording inferences about the meaning of artwork and/or research about the artist's actual intended meaning.	
Elements of Critique	Evaluate qualities of personal art.	Post/Post evidence (e.g. discussion, written comments, etc.) of students evaluation of personal art identifying area(s) of strength and growth.	

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CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	CCSS.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.	Post/Post student drawing of a personal experience (e.g. material studied in a different subject, personal historical events, etc.).	

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Space	Construct a collage illustrating positive and negative space	Pre/Post or Post/Post symmetrical designs (e.g. paper cut outs, snowflake designs, drawings, etc.). Post instruction completed artwork (e.g. drawing, painting, collage) of building and/or landscape including: <ul style="list-style-type: none"> • Positive/negative space • Size/distance relationship • Horizon line • Foreground, middle ground, background 	Artists: Stained glass windows and snowflake patterns Websites: http://www.zefrank.com/dtoy_vs_byokal/ http://www.artic.edu/aic/education/CC/

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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Form <ul style="list-style-type: none"> • 2-D shapes to 3-D forms • Natural and man-made forms • Balance of forms • 3-D Processes, Materials and tools 	Construct a paper mask that uses symmetry as well as positive and negative space. Design a 3D form using model magic or clay	Pre instruction: planning sketch for a sculpture or mask Post instruction: sculpture (e.g. clay, foil, etc.) demonstrating form and balance (e.g. a figurative sculpture showing action).	Websites: en.wikipedia.org/wiki/Alberto_Giacometti www.fondation-giacometti.fr/.giacometti/...
Techniques and Processes Creating Art Forms	Use techniques and/or processes to create solutions to problems.	Pre instruction: experiment with teacher selected media to solve a problem. Post instruction: artwork demonstrating a technique (e.g. making a freestanding sculpture).	
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Investigate/Reflect Compositional Planning	Create art based on information gathered from a variety of sources.	Post/post evidence of students identifying what inspired an aspect or aspects of their art or pre/post evidence of students analyzing how inspiration from another source changed through the process of creating their own art.	Websites: Smithsonian http://www.americanart.si.edu/education/activities/online/index.cfm Art Babble http://www.artbabble.org/topic/theme/inspiration
Investigate and Imagine Compositional Planning	Generate ideas using creation techniques such as brainstorming and imagining.	Post/post written, verbal, illustrative and/or recorded evidence of generating ideas independently, in a small group, or in whole-class discussions.	Websites: Denver Art Museum http://creativity.denverartmuseum.org/for-teachers/resources/teachingtips/ Glencoe http://www.glencoe.com/sec/busadmin/entre/teacher/creative/brain/ (needs adapting to be content-specific)

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
			PBS Design Squad Nation http://pbskids.org/designsquad/parentseducators/workshop/process_brainstorm.html
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections Artists similarities and differences	Discover historical similarities and differences between artists.	Pre instruction: create a visual timeline independently or in a group of art from different time periods. Post instruction: create a visual timeline of different pieces of art by the same artists used in the pre-assessment.	
Historical Connections Different Places	Identify how a type of art changes in relation to different places (i.e. Walter Anderson made paintings about Horn Island, while Jacob Lawrence made paintings about Harlem).	Written or illustrated evidence (e.g. graphic organizer) showing comparison of two of the same types of art (e.g. sculptures) from different places.	Artists: Walter Anderson Jacob Lawrence
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP4 model with mathematics.	Demonstrate knowledge of scale and ratio relationships.	Post/Post written or verbal evidence of the impact of scale, size, and ratio influence realism and fantasy in art.	