

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
ART CURRICULUM
GRADE 2 ART
AUGUST 2019

Grade 2 Art Course Overview

This course provides students with a visual art experience that will take place in one forty-minute class period every six school days. This totals to be 30 class periods per year. The curriculum with care and effort has been aligned with the New Jersey Core Content Curriculum Standards and National Fine and Performing Arts Standards.

Second-grade students will build upon their prior art experiences, by strengthening their use of art materials and procedures. The units include painting, sculpture, ceramics, collage and the elements of art. This aligns closely with the courses offered at the high school level.

Additionally, = social growth and cognitive skills are continuing to develop as students practice basic art studio behavior and routines. Within each unit, art history, proper use of materials and critique will be covered. The elements of art will be used to support all units and will not function independently. Through the units of study, students will be introduced to artists and their styles of art from various cultures, career-specific visual art, and diverse historical time periods. The art program enables second graders to develop the skills to visually communicate and verbalize their thinking personal connections. Second grade students will create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life.

2019 HTPS Visual Arts Curriculum Map – Grade 2 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Painting	Variable to allow for choice based art activities.	<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 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.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art</p>	<p>How can art evoke an emotion? How can art tell a story?</p> <p>How can the figure be portrayed in different situations?</p>	<p>Show knowledge of human figure and its proportions.</p> <p>Build upon prior color theory learning.</p> <p>The success of visual communication is determined by the artist's ability to command the tools of visual art.</p>	<p>Identify different styles in painting.</p> <p>Categorize the theme of a painting.</p> <p>Distinguish how a pose in a painting can show relationships between the subjects.</p> <p>Examine the appropriate placement of facial features.</p> <p>Communicate how they used color it in their artwork.</p> <p>Make a personal connection by telling a story through the elements of art.</p> <p>Conclude the project by</p>	<p>“Round Robin” activity relating to the information presented in this unit</p> <p>“Pair share” (critique summative or formative)</p> <p>Teacher generated rubric (proportion, pose, use of materials and colors)</p> <p>Teacher observation and student self-assessment.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</p> <p>PE 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p> <p>PE 5.3.2.E.1 Describe similarities and differences in observable traits between parents and offspring.</p> <p>WL 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation</p>

		<p>in a variety of art media.</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 art mediums and art media.</p> <p>1.4.2. A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.)</p> <p>1.4.2.A.3 Use imagination to create a story based on an art experience that communicates an emotion or feeling, and tell</p>			<p>completing a self-reflection.</p>		<p>the target culture(s).</p>	
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		<p>the story through visual art.</p> <p>1.4.2.B.2 Apply the principals of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>							
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sculpture	Variable to allow for choice based art activities.	<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.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</p> <p>1.3.2.D.1 Create two and three-dimensional works of art using the basic elements of color, line,</p>	<p>How is everyday life impacted by art?</p> <p>How do artists deal with gravity when creating a sculpture?</p>	<p>Gravity can impact the design of a sculpture.</p> <p>The choice of materials can affect the outcome of a sculpture.</p> <p>The material used to create a sculpture can affect the visual impact of an artwork.</p> <p>Sculpture is an art that physically takes up space.</p> <p>Different materials and methods will be necessary for attaching parts to a sculpture.</p>	<p>Identify and define balance in sculpture.</p> <p>Identify form in sculpture.</p> <p>Identify the three C's of sculpture: cast, carve and construct.</p> <p>Identify texture in sculpture.</p> <p>Understand three-dimensional art and, viewing in the round.</p> <p>Problem solve assemblage through the creation of ones' own artwork.</p> <p>Problem solve physical balance in sculpture.</p>	<p>Rubric of sculpture (balance and use of color)</p> <p>Tableau (have groups of students create a tableau that shows physical balance)</p> <p>Recite the 3 C's</p> <p>Team brainstorms for problem-solving</p> <p>Gallery walk of class projects.</p> <p>Complete an artist statement.</p>	<p><u>SL.2.3.</u> 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</p> <p>PE 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>shape, form, texture, and space, as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tool, and methodologies used to create and tell visual stories</p> <p>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.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify</p>			<p>Manipulate diverse materials through the creation of ones' own sculpture.</p> <p>Will apply the proper use of tools.</p>			
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		<p>characteristics of the artist who created them (e.g., age, absence or presence of training, style, etc.)</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of visual art.</p>							
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Ceramics- Creation of an artistic piece using clay.	Variable to allow for choice based art activities.	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect, and are affected by, past and present 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 methods</p> <p>1.3.2.D.3 explore basic</p>	<p>Why do people create art? What kinds of function can art have?</p> <p>What is craftsmanship?</p>	<p>Students can differentiate between functional and decorative art.</p> <p>Create a finished work of art that demonstrated quality craftsmanship.</p> <p>Discuss the stages of clay.</p>	<p>Define functional and decorative art.</p> <p>Define glaze, clay, kiln, greenware, stoneware and firing the kiln.</p> <p>Practice the proper use of tools to create a finished clay piece.</p> <p>Understand and define craftsmanship.</p> <p>Apply a finish to complete artwork.</p> <p>Communicate using appropriate clay terminology.</p> <p>Becomes familiar with the different stages of clay starting from pliable, leather hard, bone</p>	<p>Rubric to determine if the finished product functional or decorative?</p> <p>Teacher created assessment to determine the craftsmanship of finished work.</p> <p>Matching activity related/Color matching activity.</p>	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.5.P.A.3Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and</p>	<p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

		<p>verbal and visual art vocabulary to demonstrate knowledge of the material, 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 art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</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 art mediums and art media.</p> <p>1.4.2.A.2 Compare and contrast culturally and</p>			<p>dry/greenware, bisqueware, and glazed.</p> <p>Recognizes the function of the kiln and safety procedures.</p>		<p>recreational activities).</p> <p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation</p>
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		historically diverse works of visual art that evoke emotion and that communicate cultural meaning. 1.4.2.B.1 Observe the elements of the basic art in performances and exhibitions and use them to formulate objects assessment of visual art.						
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Collage	Variable to allow for choice based art activities.	<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.A.1 Identify characteristic theme-based works of 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</p>	<p>What causes people to create art? How would different disabilities affect how an artist works?</p> <p>How does nature inspire art?</p> <p>How do we categorize art?</p>	<p>Shapes can be grouped into free-form and geometric.</p> <p>Artwork can be classified as Abstract, Realistic, and Non-Objective.</p>	<p>Be introduced to an artist with a disability that influences their art.</p> <p>Differentiate realistic, abstract, and non-objective art.</p> <p>Classify artwork that is collage.</p> <p>Classify shapes: organic (freeform, symbolism) and geometric.</p> <p>Create a collage using shape.</p> <p>Complete artwork by labeling and titling.</p>	<p>Visually categorize shapes</p> <p>Ven Diagram of realistic and abstract art</p> <p>The teacher created a checklist for a finished project.</p> <p>Exit Questions</p>	<p>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</p> <p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, a2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with di5.1.4.C.1</p>	<p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p>

		<p>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.</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 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools, and methodologies used to create and tell visual stories</p> <p>1.3.2.D.4 explore the use of a wide array</p>					<p>Monitor and reflect on one's own knowledge regarding how ideas change over time. abilities. and cubes.</p>	
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		<p>of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</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 art mediums and art media.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.)</p> <p>1.4.2.A.4 Distinguish patterns in nature found in</p>						
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		works of visual art.						
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Elements and Principles	Ongoing throughout the year incorporated in all units and lessons.	<p>1.1.2.D.1 Identify the basic elements 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>1.3.2.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.</p>	<p>What is Art?</p> <p>Do all of the Elements of Design need to be present for an artwork to be complete?</p> <p>How can the use of specific Elements of Design evoke a specific emotion?</p>	<p>Students will use the elements of art and principles of design to communicate ideas.</p> <p>Students will identify the different ways the elements are used to convey ideas.</p> <p>The success of visual communication is determined by the artist's ability to command the tools of visual art.</p> <p>Connect different artists and/or styles to each project</p> <p>Apply the knowledge of the use of 2-D space through the orientation of composition.</p>	<p>Students will be building on their knowledge of the Elements of Design by doing the following:</p> <p>Line: Create, identify, and apply their knowledge of at least 8 types of lines.</p> <p>Color: Build on skills to identify color in a work of art:</p> <ul style="list-style-type: none"> ● Use color appropriately to enhance a personal artwork ● Apply knowledge to color mixing ● Introduced to tertiary colors ● Introduce complementary colors <p>Value- Introduced to and apply their knowledge of tints and shades.</p> <p>Shape:-categorize shapes into the</p>	<p>Checklist applied by student and teacher</p> <p>Sort Elements of Design into categories, for example, the Bucket List Activity</p> <p>Find various Elements of Design in artworks using the 'I Spy' activity</p> <p>Color mixing activity (show ability to mix various greens)</p> <p>Visually categorize shapes</p> <p>Find and identify various lines in an artwork," I spy"</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>2.5.2.A.1 Explain and perform movement skills</p>	<p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities, 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

		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.			<p>following groups: geometric and free form.</p> <p>Form: Create a 3-dimensional sculpture using the vocabulary of balance.</p> <p>Texture-Observe and create visual texture in nature</p> <p>Space: Define foreground, background, and middle ground.</p> <ul style="list-style-type: none"> • vertical and horizontal orientation of paper or working space • Portrait and landscape 2-D working space 	Sorting activity “One of these things is not like the other”	<p>with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Sc 5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Drawing		<p>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.A.1 Identify characteristic theme-based works of 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</p>	<p>What type of response does one have when exposed to a new artwork? How does one create artwork about something you have not seen in person?</p>	<p>Become familiar with resources to use when creating a drawing from imagination.</p> <p>Apply techniques to enhance observational drawing skills.</p>	<p>Be introduced to the resources used to aid in imaginative art such as web sites, prints, videos, and books.</p> <p>Distinguish between foreground, middle ground, and background in a work of art.</p> <p>Apply one's knowledge of space to include a horizon line, foreground, middle ground, and background.</p> <p>Analyze various artworks and their techniques to address space.</p>	<p>Identification Activity: students will categorize the various parts of a painting by doing a gesture to correspond with the appropriate category.</p> <p>Color mixing activity (show ability to mix various greens)</p> <p>Determine how artwork follows the given theme?</p>	<p>8.1.4.E.2 Evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p> <p>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.</p>	<p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

		<p>application methods.</p> <p>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.</p> <p>1.3.2.D. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artist who created them (e.g., gender, age, absence or presence of training, style, etc.)</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,</p>			<p>Differentiate different horizon lines.</p> <p>Create an artwork showing understanding of a horizon line.</p> <p>Creating a drawing from observation.</p>			<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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		<p>using a variety of art mediums and art media.</p> <p>1.4.2.B.3</p> <p>Recognize the making subject or theme in works of visual art.</p>							
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2019 HTPS Visual Arts Curriculum Map – Grade 2 Art

ASSOCIATED JOBS LIST BY UNIT

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist
Printmaking
Sculpture artist
Art director
Museum curator
Commercial artist animator
Animator
Interior designer
Art gallery dealer
Advertising designer
Illustrator
Painter
Set designer
Stage set painter
Art agent/manager
Photographer
Jewelry designer
Textiler
Clothing designer
Weaver
Art curriculum writer
Art historian
Art critic
Arts administrator
Dressmaker
Pattern maker
Logo designer
Typographer
Animator
Web designer
YouTube video creator
Book illustrator
Cartoonist
Fine artist
Art conservationist
Mural artist
Floral arranger
Display planner