

Long Beach Island Consolidated School District Curriculum

Grade: 2	Content Area: Visual Arts
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Introduction

Students will manipulate the elements of art and principles of design to create works of art based on observations of the physical world using various materials, tools and techniques. An introduction to the concepts of line, color, shape, form, and texture in art will be ongoing throughout the school year. All art units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018

Revised on: March 18, 2019

Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide

What do we know about the Elements of Art?	9 Days
Art In Our World	9 Days
Learning to See/Introduction to Methods of Critique	10 Days
Learning to Think About Art	10 days

*There are about 35 visual art classes throughout the school year.

Accommodations/Modifications For All Units

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Be given a written list of instructions
- Use amplifier
- Provide adjustable tables or chairs
- Ensure proper ergonomics
- Use lightbox for visual impairments
- Allow students to complete final step of activity for more complicated projects

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- Use cozy shades and less glossy paper
- Modify art supplies
- Reduce distractions
- Explore various mediums
- Allow more time

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 1: What do we know about the Elements of Art?

Duration: 9 Days

Standards/Learning Targets

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New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2 History of the Arts and Culture:
 - 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
- 1.3 Performance:
 - 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 pictorial 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 that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- 1.4A Aesthetic Responses:
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies:
 - 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

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- 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 2.MD—Measurement and Data
- 2.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 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.

Evidence of Student Learning

Formative Tasks:

- Identify the basic elements of art in diverse types of artwork.
- Create 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.
- Create a work of art that is based on nature.
- Create an illustration using the basic elements of art to tell a story through progression.
- Identify warm and cool colors and shades and tints and understand how color affects mood and how it can be used to communicate.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Summative Assessments:

- Tell a story through progression, incorporating the art elements.
- Illustrate structures comparing and contrasting shape and form
- Mix various values of color and use in a painting.
- Use a selection of papers to create a scene with a variety of shape and form, through paper manipulation.
- Illustrations showing awareness of proportion and movement.

Benchmark Assessments:

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

Knowledge & Skills

Enduring Understandings:

Essential Questions:

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| <ul style="list-style-type: none">● Artists need the elements of art to create any type of artwork.● Knowledge of art vocabulary is an essential tool for creating and discussing art.● Review of elements:<ul style="list-style-type: none">○ A color wheel is a tool artists use to see the relationships of colors.○ There are six basic lines in art: vertical, horizontal, diagonal, curved, zigzag and broken.○ There are two categories of shapes, geometric and free-form.○ A form is a 3-dimensional object with height, width and depth.○ Actual texture is the way something feels. Visual texture is the way something looks like it should feel.● Additional color theory;<ul style="list-style-type: none">○ Color can affect mood and be used to communicate thoughts and ideas.○ Warm colors are red, orange and yellow. They appear to come forward in space.○ Cool colors are blue, green and purple. They seem to recede in space.○ A tint is a mixture of a color with white.○ A shade is a mixture of a color with black.● We can find the elements of art all around nature.● Artists are inspired by nature.● There are many ways that artists use the elements to communicate through their art.● We use our own imagination when interpreting and creating art. | <ul style="list-style-type: none">● How do artists communicate with the elements of art?● How does learning the language of art make you a better artist? |
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Arts Edge
<https://artsedge.kennedy-center.org/educators/standards>
- Famous artists examples
- Works of art from various cultures and historical periods
- Virtual museum tours
- <https://artclasscurator.com/color-in-art-examples/>
- <https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/>
- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- www.dickblick.com (resources, lesson plans)
- www.crayola.com (resources, lesson plans)
- www.theartzone.com (interactive site for students technology)
- www.Mrsbrownart.com (K6 art lesson plans)
- www.princetonol.com (K12 lessons, literature links, resources)
- www.artsonia.com (technology, displaying students work)
- www.deepspaceparkle.com (K6 lesson plans, literature ideas)
- www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)
- www.kids.albrightknox.org/loader.html (interactive technology)
- www.schoolspecialty.com (K12 lesson plans)
- www.artsconnected.org/toolkit (interactive, technology)
- www.ancientegypt.co.uk/menu.html (interactive, Egypt, writing)
- The Art of Education
<https://www.theartofed.com/>

Varied Levels of Text:

- A Child's Book of Art: Great Pictures
- First Words by Lucy Micklethwait
- Camille and the Sunflowers by Laurence Anholt
- Ella's Trip to the Museum by Elaine Clayton
- When Piccasso Met Mootsise by Nina Laden
- Picasso and the Girl with a Ponytail by Laurence Anholt
- Linnea in Monet's Garden by Heinz Schachtner
- Getting to Know Series: The World's Greatest Artists by Michael Venezia
- Newsela
- CommonLit
- ReadWorks

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<ul style="list-style-type: none">• Deep Space Sparkle https://www.deepspacesparkle.com/• Cassie Stephens https://cassiestephens.blogspot.com/	
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Unit 2: Art In Our World	Duration: 9 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 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.
- 1.2 History of the Arts and Culture:
 - 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
- 1.3 Performance:
 - 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 pictorial 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.

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- 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.
- 1.4A Aesthetic Responses:
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify 35 characteristics, as do the artists who create them. characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning
 - 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies:
 - 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
 - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 2.MD—Measurement and Data
- 2.G—Geometry

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Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 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.

Evidence of Student Learning

Formative Tasks:

- Demonstrate creating form
- Explore pigment mixing and defined shape
- Demonstrate the ability to change a shape to a form
- Explore symmetry
- Explore different brush techniques that may be used to paint.
- Demonstrate the ability to create a form from malleable clay

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Summative Assessments:

- Understand awareness of culture and its influence on paper arts.
- Paint using line with awareness of the influence and technique of cultures.

Benchmark Assessments:

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

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<ul style="list-style-type: none">● Use clay using a pinch and coil method and with an awareness of historical and cultural origins of clay work.● Use pigment mixing and contour line.	
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Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none">● There are connections between visual art and daily life.● People of all cultures have created art throughout time.● Many cultures have their own purposes and styles of art.● You can recognize the art of certain cultures by their unique colors, patterns, methods and materials.● Artists of all cultures use their own experiences to create works of art.● Art that has a use is called Functional Art.● Weaving and pottery are functional art forms.● There are many different cultures that weave and many different methods, materials and uses for weavings.● Some artists use symbols in their artwork to communicate beliefs, stories, thoughts and ideas.	Essential Questions: <ul style="list-style-type: none">● Why do people make art?● How can art be functional?● Does art have the same purpose in every culture?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">● Arts Edge https://artsedge.kennedy-center.org/educators/standards● Famous artists examples● Works of art from various cultures and historical periods● Virtual museum tours● https://artclasscurator.com/color-in-art-examples/● https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/	Varied Levels of Text: <ul style="list-style-type: none">● <u>A Child's Book of Art: Great Pictures</u>● <u>First Words</u> by Lucy Micklethwait● <u>Camille and the Sunflowers</u> by Laurence Anholt● <u>Ella's Trip to the Museum</u> by Elaine Clayton● <u>When Picasso Met Mootsise</u> by Nina Laden● <u>Picasso and the Girl with a Ponytail</u> by Laurence Anholt
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- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- www.dickblick.com (resources, lesson plans)
- www.crayola.com (resources, lesson plans)
- www.theartzone.com (interactive site for students technology)
- www.Mrsbrownart.com (K6 art lesson plans)
- www.princetonol.com (K12 lessons, literature links, resources)
- www.artsonia.com (technology, displaying students work)
- www.deepspacesparkle.com (K6 lesson plans, literature ideas)
- www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)
- www.kids.albrightknox.org/loader.html (interactive technology)
- www.schoolspecialty.com (K12 lesson plans)
- www.artsconnected.org/toolkit (interactive, technology)
- www.ancientegypt.co.uk/menu.html (interactive, Egypt, writing)
- The Art of Education <https://www.theartofed.com/>
- Deep Space Sparkle <https://www.deepspacesparkle.com/>
- Cassie Stephens <https://cassiestephens.blogspot.com/>
- Linnea in Monet's Garden by Heinz Schachtner
- Getting to Know Series: The World's Greatest Artists by Michael Venezia
- Newsela
- CommonLit
- ReadWorks

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Unit 3: Learning Think about Art/
Introduction to the Methods of Critique

Duration: 10 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 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.
- 1.2 History of the Arts and Culture:
 - 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
- 1.3 Performance:
 - 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. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- 1.4A Aesthetic Responses:
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies:
 - 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art
 - 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

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- 1.4.2.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 2.MD—Measurement and Data
- 2.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

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- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 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.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Describe initial responses to what is seen in an artwork based on observation. ● Analyze the basic elements and principles used in an artwork. ● Identify media, techniques and processes used to create the artwork. ● Interpret the artist’s meaning, mood or symbolism. ● Judge the quality of the artwork and offer explanations for their opinion. ● Understand how individuals can have different opinions toward works of art. ● Respond to, respect and learn from the informed reactions of their peers. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Check-In Notes ● Group/individual oral assessment ● Class critique ● Self-Assessment ● Class Participation ● Rubric/checklist for completion and understanding <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Beginning of the year, mid year and end of the year portfolio
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Critique works of art by describing what students see, analyzing basic elements and principles of art, interpreting the artists meaning, mood or symbolism and making an informed judgment of the artwork’s merit. 	

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Critique is a positive tool. When we critique a work of art, we gain a better understanding of its meaning. ● The first step of critique is to look at a work of art and describe exactly what you see. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do we critique art? ● How do we critique art? ● Why do people have different opinions about art?
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- Step two is to look closer at the work and Analyze what elements were used and how they were organized.
- Step three is to interpret what the artist was trying to express.
- Step four is to make a judgment, or opinion about the quality of the work.
- Individuals can have different opinions toward works of Art.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Arts Edge
<https://artsedge.kennedy-center.org/educators/standards>
- Famous artists examples
- Works of art from various cultures and historical periods
- Virtual museum tours
- <https://artclasscurator.com/color-in-art-examples/>
- <https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/>
- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- www.dickblick.com (resources, lesson plans)
- www.crayola.com (resources, lesson plans)
- www.theartzone.com (interactive site for students technology)
- www.Mrsbrownart.com (K6 art lesson plans)
- www.princetonol.com (K12 lessons, literature links, resources)
- www.artsonia.com (technology, displaying students work)
- www.deepspacesparkle.com (K6 lesson plans, literature ideas)
- www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)

Varied Levels of Text:

- [A Child's Book of Art: Great Pictures](#)
- [First Words](#) by Lucy Micklethwait
- [Camille and the Sunflowers](#) by Laurence Anholt
- [Ella's Trip to the Museum](#) by Elaine Clayton
- [When Piccasso Met Mootsise](#) by Nina Laden
- [Picasso and the Girl with a Ponytail](#) by Laurence Anholt
- Newsela
- CommonLit
- ReadWorks

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Content Area: Visual Arts

- The Art of Education
<https://www.theartofed.com/>
- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>

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Unit 4: Learning to Think About Art/Introduction to the Principles of Design	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 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.
- 1.2 History of the Arts and Culture:
 - 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
- 1.3 Performance:
 - 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 pictorial 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 that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- 1.4A Aesthetic Responses:
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

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- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art
- 1.4B Critique Methodologies:
 - 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
 - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 2.MD—Measurement and Data
- 2.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 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.

Evidence of Student Learning

Formative Tasks:

- Identify and utilize the Principles of Balance, Emphasis, Pattern, Proportion and Unity in works of art.
- Utilize the rules of perspective (horizon line, vanishing point and proportion) to create the illusion of depth in a landscape.
- Recognize the background, foreground and middleground in different artworks, and use this knowledge to design a landscape composition.
- Develop observational skills by studying and reproducing the elements and principles seen in artworks and objects from nature.
- Demonstrate the ability to design an artwork with symmetry.
- Apply the principles of proportion, balance, emphasis and unity in artwork.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Benchmark Assessments

- Beginning of the year, mid-year, and end of the year portfolio

Summative Assessments:

- Use actual texture to create landscape composition showing the three ground fields.
- Use line in a relief manner.

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<ul style="list-style-type: none">● Use the hand as a tool to create line work in monotypes.● Use symmetry and negative shape to create compositions● Line and shape are used in crayon resist artwork.● Form is used in the construction of a coil/pinch technique using clay.	
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Introduction to the Principles of Design Balance is the visual weight in a work of art.● Symmetrical Balance is when there is equal balance on either side of an imaginary line.● Asymmetrical Balance is when the sides are different but still has the same visual weight.● Radial Balance is when similar elements are arranged around a central point.● Visual Art:<ul style="list-style-type: none">○ Emphasis is the part of the design that catches the viewer’s attention, the center-of-interest, the focal point.○ Pattern is the repetition of lines, shapes and colors repeated in a planned way.○ Proportion is when all parts of the design relate well with each other.○ Unity is the feeling of harmony between all parts of the artwork creating a sense of wholeness or completeness.○ Artists can use perspective to trick the viewer’s eyes by creating depth or an illusion of space in an artwork.	<p>Essential Questions:</p> <ul style="list-style-type: none">● What can we see when we look at art?● How can art trick our eyes?● Where in nature do we see patterns?● Where in nature do we see symmetry?
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- Background is the area of the picture that is behind most of the objects in the picture.
- Foreground is the area of a picture that appears to be the closest to the viewer.
- Middle ground is the area of the picture that is between the background and the foreground.
- Horizon line is the imaginary line that divides the sky and the ground.
- Vanishing Point is the point on the horizon line where all the lines moving back into a space seem to meet.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Arts Edge
<https://artsedge.kennedy-center.org/educators/standards>
- Famous artists examples
- Works of art from various cultures and historical periods
- Virtual museum tours
- <https://artclasscurator.com/color-in-art-examples/>
- <https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/>
- http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
- www.dickblick.com (resources, lesson plans)
- www.crayola.com (resources, lesson plans)
- www.theartzone.com (interactive site for students technology)
- www.Mrsbrownart.com (K6 art lesson plans)
- www.princetonol.com (K12 lessons, literature links, resources)

Varied Levels of Text:

- A Child's Book of Art: Great Pictures
- First Words by Lucy Micklethwait
- Camille and the Sunflowers by Laurence Anholt
- Ella's Trip to the Museum by Elaine Clayton
- When Piccasso Met Mootsise by Nina Laden
- Picasso and the Girl with a Ponytail by Laurence Anholt
- Newsela
- CommonLit
- ReadWorks

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- www.artsonia.com (technology, displaying students work)
- www.deepspacesparkle.com (K6 lesson plans, literature ideas)
- www.funart4kids.blogspot.com (K6 art lessons) www.nga.gov/kids/kids.html (gallery, lesson plans)
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- The Art of Education
<https://www.theartofed.com/>
- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>