

Grade 2 Art Overview

Content Area: **Art**
Course(s): **ART-2**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Continuing to build a foundation in art, students at this level will develop an awareness of art as a means of expressing creative ideas about themselves and their world. They will learn that art of different countries and times informs us about people, places and things. They will learn that the study of art involves creating, looking at and responding to art. The elements of Art (color, line, texture, shape and form) are reinforced through hands-on projects and other classroom experiences. Emphasis is placed on aesthetics, production, art history, criticism, as well as visual sensitivity, creative problem solving and adherence to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

Textbooks and other resources

In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work
2. Computers and printers with appropriate software

3. Videocassette recorder, TV, slide projector and screen
4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation
7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
8. Double sink
9. Kiln
10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

Standards and Scope of Sequence

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof (Sur Asses)
Unit 1: Color <ul style="list-style-type: none"> • Identify and use (advance and recede) warm, cool and neutral colors. • Identify how color can create contrast. 	1.1.2.D.1 (M) 1.1.2.D.2 (M) 1.2.2.A.1 (M) 1.2.2.A.2 (M) 1.3.2.D.1 (M) 1.3.2.D.2 (M) 1.3.2.D.3 (M) 1.3.2.D.4 (M) 1.3.2.D.5 (M) 1.4.2.A.1 (M) 1.4.2.A.2 (M) 1.4.2.A.3 (M)	1-4	Ongoing	-Pro usin rubr -Ver -Cri

	1.4.2.A.4 (M) 1.4.2.B.1 (M) 1.4.2.B.2 (M) 1.4.2.B.3 (M) 3.1.1.H.2 (R) 8.1.2.A.1 (D) 8.1.2.A.2 (D) 8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) 9.1.4.A.1 (D) 9.1.4.A.3 (D) 9.1.4.A.4 (D) 9.1.4.B.1 (D) 9.1.4.C.1 (D) 9.1.4.D.1 (D) 9.1.4.D.2 (D) 9.1.4.D.3 (D) 9.1.4.E.1 (D) 9.1.4.E.2 (D) 9.1.4.E.3 (D) 9.1.4.F.1 (D) 9.1.4.F.2 (D) 9.1.4.F.3 (D) 9.3.4.A.4 (D)			
Unit 2: Line/Shape <ul style="list-style-type: none"> • Explain how a line shows direction. • Describe how lines create shapes. 	1.1.2.D.1 (M) 1.1.2.D.2 (M)	1-4	Ongoing	-Pro usin rubr

<ul style="list-style-type: none"> • Use lines to create shapes. • Identify varied shapes. • Identify the difference between shape and form in their compositions. 	1.2.2.A.1 (M) 1.2.2.A.2 (M) 1.3.2.D.1 (M) 1.3.2.D.2 (M) 1.3.2.D.3 (M) 1.3.2.D.4 (M) 1.3.2.D.5 (M) 1.4.2.A.1 (M) 1.4.2.A.2 (M) 1.4.2.A.3 (M) 1.4.2.A.4 (M) 1.4.2.B.1 (M) 1.4.2.B.2 (M) 1.4.2.B.3 (M) <i>3.1.1.H.1 (R)</i> <i>4.2.3.A.3 (D)</i> 4.2.3.A.5 (D) 8.1.2.A.1 (D) 8.1.2.A.2 (D) 8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) <i>9.1.4.A.1 (D)</i> <i>9.1.4.A.3 (D)</i> <i>9.1.4.A.4 (D)</i> <i>9.1.4.B.1 (D)</i> <i>9.1.4.C.1 (D)</i>			-Ver -Cri
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	<p>9.1.4.D.1 (D)</p> <p>9.1.4.D.2 (D)</p> <p>9.1.4.D.3 (D)</p> <p>9.1.4.E.1 (D)</p> <p>9.1.4.E.2 (D)</p> <p>9.1.4.E.3 (D)</p> <p>9.1.4.F.1 (D)</p> <p>9.1.4.F.2 (D)</p> <p>9.1.4.F.3 (D)</p> <p>9.3.4.A.4 (D)</p>			
<p>Unit 3: Composition</p> <p>Demonstrate an understanding of space by utilizing an entire page.</p>	<p>1.1.2.D.1 (M)</p> <p>1.1.2.D.2 (M)</p> <p>1.2.2.A.1 (M)</p> <p>1.2.2.A.2 (M)</p> <p>1.3.2.D.1 (M)</p> <p>1.3.2.D.2 (M)</p> <p>1.3.2.D.3 (M)</p> <p>1.3.2.D.4 (M)</p> <p>1.3.2.D.5 (M)</p> <p>1.4.2.A.1 (M)</p> <p>1.4.2.A.2 (M)</p> <p>1.4.2.A.3 (M)</p> <p>1.4.2.A.4 (M)</p> <p>1.4.2.B.1 (M)</p> <p>1.4.2.B.2 (M)</p> <p>1.4.2.B.3 (M)</p> <p>8.1.2.A.1 (D)</p> <p>8.1.2.A.2 (D)</p>	1-4	Ongoing	<p>-Pro usin rubr</p> <p>-Ver</p> <p>-Cri</p>

	8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) 9.1.4.A.1 (D) 9.1.4.A.3 (D) 9.1.4.A.4 (D) 9.1.4.B.1 (D) 9.1.4.C.1 (D) 9.1.4.D.1 (D) 9.1.4.D.2 (D) 9.1.4.D.3 (D) 9.1.4.E.1 (D) 9.1.4.E.2 (D) 9.1.4.E.3 (D) 9.1.4.F.1 (D) 9.1.4.F.2 (D) 9.1.4.F.3 (D) 9.3.4.A.4 (D)			
Unit 4 Pattern/Texture <ul style="list-style-type: none"> • Locate and describe visual texture in artwork and in their environment. • Identify pattern as the repetition of shape, line or color. 	1.1.2.D.1 (M) 1.1.2.D.2 (M) 1.2.2.A.1 (M) 1.2.2.A.2 (M) 1.3.2.D.1 (M) 1.3.2.D.2 (M) 1.3.2.D.3 (M) 1.3.2.D.4 (M) 1.3.2.D.5 (M)	1-4	Ongoing	-Pro usin rubr -Ver -Cri

	1.4.2.A.1 (M)			
	1.4.2.A.2 (M)			
	1.4.2.A.3 (M)			
	1.4.2.A.4 (M)			
	1.4.2.B.1 (M)			
	1.4.2.B.2 (M)			
	1.4.2.B.3 (M)			
	<i>3.1.1.H.1 (R)</i>			
	<i>4.2.3.A.5 (D)</i>			
	8.1.2.A.1 (D)			
	8.1.2.A.2 (D)			
	8.1.2.C.1 (D)			
	8.1.5.D.1 (D)			
	8.2.2.A.5 (D)			
	8.2.2.B.1 (D)			
	<i>9.1.4.A.1 (D)</i>			
	<i>9.1.4.A.3 (D)</i>			
	<i>9.1.4.A.4 (D)</i>			
	<i>9.1.4.B.1 (D)</i>			
	<i>9.1.4.C.1 (D)</i>			
	<i>9.1.4.D.1 (D)</i>			
	<i>9.1.4.D.2 (D)</i>			
	<i>9.1.4.D.3 (D)</i>			
	<i>9.1.4.E.1 (D)</i>			
	<i>9.1.4.E.2 (D)</i>			
	<i>9.1.4.E.3 (D)</i>			
	<i>9.1.4.F.1 (D)</i>			
	<i>9.1.4.F.2 (D)</i>			

	<i>9.1.4.F.3 (D)</i>			
	<i>9.3.4.A.4 (D)</i>			
Unit 5: Balance/Emphasis <ul style="list-style-type: none"> • Identify and create symmetrical/asymmetrical balance. • Identify the relationship of shape and size. • Use color to create balance and emphasis. 	1.1.2.D.1 (M) 1.1.2.D.2 (M) 1.2.2.A.1 (M) 1.2.2.A.2 (M) 1.3.2.D.1 (M) 1.3.2.D.2 (M) 1.3.2.D.3 (M) 1.3.2.D.4 (M) 1.3.2.D.5 (M) 1.4.2.A.1 (M) 1.4.2.A.2 (M) 1.4.2.A.3 (M) 1.4.2.A.4 (M) 1.4.2.B.1 (M) 1.4.2.B.2 (M) 1.4.2.B.3 (M) 3.1.1.H.1 (R) 3.1.1.H.2 (R) 8.1.2.A.1 (D) 8.1.2.A.2 (D) 8.1.2.C.1 (D) 8.1.5.D.1 (D) 8.2.2.A.5 (D) 8.2.2.B.1 (D) 9.1.4.A.1 (D) 9.1.4.A.3 (D)	1-4	Ongoing	-Pro usin rubr -Ver -Cri

	<p>9.1.4.A.4 (D)</p> <p>9.1.4.B.1 (D)</p> <p>9.1.4.C.1 (D)</p> <p>9.1.4.D.1 (D)</p> <p>9.1.4.D.2 (D)</p> <p>9.1.4.D.3 (D)</p> <p>9.1.4.E.1 (D)</p> <p>9.1.4.E.2 (D)</p> <p>9.1.4.E.3 (D)</p> <p>9.1.4.F.1 (D)</p> <p>9.1.4.F.2 (D)</p> <p>9.1.4.F.3 (D)</p> <p>9.3.4.A.4 (D)</p>			
<p>Unit 6: Rhythm/Movement</p> <ul style="list-style-type: none"> Identify rhythm and movement in works of art. Use line, shape, color and pattern to create rhythm and movement. 	<p>1.1.2.D.1 (M)</p> <p>1.1.2.D.2 (M)</p> <p>1.2.2.A.1 (M)</p> <p>1.2.2.A.2 (M)</p> <p>1.3.2.D.1 (M)</p> <p>1.3.2.D.2 (M)</p> <p>1.3.2.D.3 (M)</p> <p>1.3.2.D.4 (M)</p> <p>1.3.2.D.5 (M)</p> <p>1.4.2.A.1 (M)</p> <p>1.4.2.A.2 (M)</p> <p>1.4.2.A.3 (M)</p> <p>1.4.2.A.4 (M)</p> <p>1.4.2.B.1 (M)</p> <p>1.4.2.B.2 (M)</p>	1-4	Ongoing	<p>-Pro usin rubr</p> <p>-Ver</p> <p>-Cri</p>

	1.4.2.B.3 (M)			
	8.1.2.A.1 (D)			
	8.1.2.A.2 (D)			
	8.1.2.C.1 (D)			
	8.1.5.D.1 (D)			
	8.2.2.A.5 (D)			
	8.2.2.B.1 (D)			
	<i>9.1.4.A.1 (D)</i>			
	<i>9.1.4.A.3 (D)</i>			
	<i>9.1.4.A.4 (D)</i>			
	<i>9.1.4.B.1 (D)</i>			
	<i>9.1.4.C.1 (D)</i>			
	<i>9.1.4.D.1 (D)</i>			
	<i>9.1.4.D.2 (D)</i>			
	<i>9.1.4.D.3 (D)</i>			
	<i>9.1.4.E.1 (D)</i>			
	<i>9.1.4.E.2 (D)</i>			
	<i>9.1.4.E.3 (D)</i>			
	<i>9.1.4.F.1 (D)</i>			
	<i>9.1.4.F.2 (D)</i>			
	<i>9.1.4.F.3 (D)</i>			
	<i>9.3.4.A.4 (D)</i>			

VPA.1.1.2.D.1

Identify the basic elements of art and principles of design in diverse types of artwork.

VPA.1.1.2.D.2

Identify elements of art and principles of design in specific works of art and explain how they are used.

VPA.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.

VPA.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.

VPA.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.
VPA.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.
VPA.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.
VPA.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.
VPA.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.
VPA.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.).
VPA.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.
VPA.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).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.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.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Media skills are outlined and assessed both informally in verbal and written form.

Course Evaluation:

In terms of proficiency the East Brunswick grades are as follows:

- **+: Special Commendation**

- √: **Steady Progress**
- -: **Needs Improvement**

COURSE EVALUATION

In Elementary Art Grade Two, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency relative to the NJSL Standards set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

Other Details

CONTENT FOCUS AREA, COURSE NAME AND CHARACTERISTICS

4282 Elementary Grade 2 Art (All Elementary Schools)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	2	5.00	60	R	4/21/1986

