Second Grade SecondTrimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 1**
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

Model

Unit	MP/Trimester	WeekILe
Identifying Artwork from a Diverse Group of Artists	2	4
Using Clay Building Methods: Clay Texture	2	3
Using Clay Building Methods: Connecting Clay	2	2

Unit Overview

Students will focus on learning about different artists and incorporating their styles and methods into their own

work. Students will focus on creating a clay project and learning methods associated with attaching clay pieces and adding visual texture to clay.

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- Students will begin to learn and identify work by a diverse group of artists.
- Students will be able to use themes, methods and ideas from artists in their own work.
- Students will be able to follow step by step directions to successfully connect pieces of clay together.
- Students will be able to use a variety of tools and techniques to create texture in their clay.
- Students will review the basic process of using and working with clay.

Essential Questions

- What type of artwork do artists create?
- How do artwork styles change depending on where the artist is from?
- How can I incorporate the methods, styles and themes from different artist in my own work?
- How can I use the "scratch attach method" or the "score and slip method" to successfully attach two pieces of clay together?
- How can I use different clay tools to create visible texture in clay?

New Jersey Student Learning Standards (No CCS)

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.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.1.2.D.CS2	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
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.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.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.

Amistad Integration

Students will learn about and identify work from diverse artists including Faith Ringgold.

Holocaust/Genocide Education

Interdisciplinary Connections

LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.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.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Technology Standards

TECH.8.2.2.D.CS1	Apply the design process.
TECH.8.2.2.E.1	List and demonstrate the steps to an everyday task.

21st Century Themes/Careers

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.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.

Financial Literacy Integration

Instructional Strategies & Learning Activities

- Students will discover a variety of work by different artists around the world.

- Students will discuss what drives the creation of work by different artists around the world.

- Students will use learn about and use different methods of attaching pieces of clay together.

- Students will understand the process of working with clay.

- Students will be able to identify texture in sculpture and create texture in a clay project.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Student Interest & Inventory Data

Formative Assessments

- Analyzing students work

- Strategic questioning

- Think-pair-share

- Classroom polls

- Thumbs up, Thumbs down

Summative Assessment

- Exhibitions of student work

- Portfolios

- Rubric Check Ins

Benchmark Assessments

Alternate Assessments

Resources & Technology

- Brainpop Jr.

- Brainpop

- Discovery Education

- Videos of read alouds that relate to topics.

BOE Approved Texts

Closure

Such as:

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson

504

- preferential seating
- extended time on assignments and activities
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking