Second Grade Third Trimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 1**
Time Period: **Trimester 3**
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

Creating Illustrations Based on Everyday Life	3	4
Identifying and Using Symbols in Art	3	5

Unit Overview

Students will focus on learning about illustrators, their process and their connection to creating successful

meaning in stories. Students will use illustration techniques to create an illustration based on every day life. Students will identify and use symbols from diverse cultures in their artwork.

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- The creative process includes understanding of work created by illustrators, authors and artists.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Symbols are used throughout history in art, everyday life and language.

Essential Questions

- Why are illustrations an essential part in understanding a story?
- How do illustrators imagine and create their illustrations for books?
- How can I create an illustration that successfully portrays something from every day life.
- What are symbols?
- How do artists use symbols in their work?
- How do different cultures use visual symbols in artwork, language and every day life?
- How can I use symbols in my own artwork?

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.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.1.2.2.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.CS2	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.
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.

Amistad Integration

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.

Technology Standards

TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

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 make connections between illustrations in stories and the main ideas of books.
- Students will learn ways that illustrators create successful images for story books.
- Students will discuss the idea of visualizing and how artists, authors and illustrators visualize to create successful work.
- Students will be able to use themes, methods and ideas from artists in their own work.
- Students will be able to define the term symbol.
- Students will be able to identify symbols in diverse types of artwork.
- Students will discuss artist's methods for using symbols in work.

- Students will use symbols in their own artwork.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping
- Rubrics
- Concept Attainment
- Student Interest

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

- Discovery Education

- Power Point/Image Viewing

BOE Approved Texts

Closure

- Gallery Walk
- Sequence It - create timelines of major events/methods discussed
- 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.
- 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.
- Stand near the student when giving directions or presenting a lesson.

504

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

At Risk

- Have student restate information
- 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