



Unit Calendar 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:01AM

Green Brook Township
Public Schools

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Unit:	1 2 3 4 5 6 7 8 9 10 11	12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39																									
<u>Warm and Cool Colors</u>	<div></div>																												
<u>Movement in Artwork</u>												<div></div>																	
<u>Positive and Negative Space</u>												<div></div>																	
<u>Everyday Art</u>												<div></div>																	
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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 2 (D)** / **Grade 2 (District Elementary Curriculum)**

Wednesday, August 28, 2013, 10:01AM

Green Brook Township
Public Schools

Unit: Warm and Cool Colors (Week 1, 12 Weeks) 📅 📌

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
<p>In this unit, students will work with warm and cool colors. They will learn how to use these colors in their artwork. They will culminate the unit by creating a landscape scene set in the background of a cool night sky.</p>	<p>1. Why are certain colors "warm" while others are "cool"? 2. How do I communicate ideas and moods when creating visual art? 3. How do I use visual art in my everyday life?</p>
Knowledge	Skills
<p>1. A portrait done by an artist of himself/herself is called a self-portrait 2. A contour line is the line which defines a form or edge. 3. Warm colors are based on yellows, oranges, and browns. 4. Blue, green, and violet are considered cool colors. 5. To draw a night sky, an artist must use blues, greens, and violets. 6. Covering crayon with watercolor paint will create an effect known as crayon resist. 7. Using a single, continuous line to draw a landscape will create a silhouette effect.</p>	<p>a. Draw a self-portrait b. Identify the contour line in a drawing. c. Use warm colors appropriately in a piece of art. d. Use cool colors appropriately in a piece of art. e. Choose the correct colors to convey a night scene in a piece of art. f. Create a piece of crayon resist art. g. Achieve a silhouette by drawing a single, continuous line.</p>
Assessments	
<p>Self-Portrait Diagnostic: Other visual assessments Students will draw a self-portrait. After drawing a self-portrait, the students will use a piece of construction paper to frame their portrait. 1.1.2.D.1 1.1.2.D.2</p> <p>Falling Leaves Formative: Other visual assessments Students will draw falling leaves. They will first draw the veins and stem of the leaves as contour lines and then draw the outside edge of the leaf. 1.3.2.D.3 1.3.2.D.5</p>	

Falling Leaves-Overlaid Hues

Formative: Other visual assessments

Students will color their falling leaves. The students will use only blended warm colors for the leaves.

1.1.2.D.1

1.1.2.D.2

1.3.2.D.3

Falling Leaves-Overlaid Hues Part II

Formative: Other visual assessments

Students will color the blank space between their falling leaves. The students will use only blended cool colors to color the negative space.

1.1.2.D.1

1.1.2.D.2

1.3.2.D.3

Cool Night Sky

Formative: Other visual assessments

Students will draw a cool night sky that shows movement by including spirals and curves. The sky should include a moon and stars.

1.1.2.D.1

1.2.2.A.2

1.3.2.D.5

1.4.2.A.4

Cool Night Sky-Crayon Resist

Formative: Other visual assessments

Students will use the cool night sky crayon drawing to follow the movements of the crayons and layer over the crayon drawing with watercolor paint. The repetition of lines and shapes with different media should create a feeling of movement.

1.1.2.D.1

1.2.2.A.2

1.3.2.D.4

1.3.2.D.5

1.4.2.A.4

Landscape Silhouette

Summative: Visual Arts Project

Students will cut out a landscape silhouette they have created. They will place the silhouette on their "Cool Night Sky-Crayon Resist" artwork. They will color the silhouette appropriately to correspond with the overall feeling of the "Cool Night Sky-Crayon Resist" picture.

1.1.2.D.1

1.1.2.D.2

1.2.2.A.2

<p>1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.4</p>	
Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Review established art room procedures • Read the book, <u>Look, Look, Look</u>; discuss colors, patterns, lines, and shapes while reading the book • Discuss Georgia O'Keeffe's <i>Leaves</i> paintings • Explain the concept of a contour line • Discuss the concept of warm and cool colors • Show examples of literal and expressive uses of warm colors • Show examples of literal and expressive uses of cool colors • Demonstrate how to blend colored pencils • Have students demonstrate the terms: dart, zoom, skip, swing, sway, jump, hop, wiggle, spiral, and zig-zag • Show <i>Starry Night</i> by van Gogh and discuss how the painting shows movement • Watch a DVD about van Gogh and discuss what techniques he used to show movement in his paintings • Demonstrate the crayon resist technique of combining crayons and watercolor paint • Review scissor safety procedures with the students • Discuss the term "silhouette" and where students have seen silhouettes • Draw a landscape that includes trees and buildings by using only a single, continuous line; use the landscape as a silhouette 	<ul style="list-style-type: none"> • Vary the number of leaves students will draw in "Falling Leaves" • If students finish coloring their "Falling Leaves-Overlaid Hues", they will use blending technique to color a vase of flowers • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating
Integrated/Cross-Disciplinary Instruction	Resources
<p>After students have completed their "Landscape Silhouette" artwork, they will bring the piece to their language arts class. In language arts class, the students will write a descriptive</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Two</u> by Laura H. Chapman, Davis Publications, 2008

paragraph of the "Landscape Silhouette" to practice their use of adjectives.

- Look, Look, Look by Nancy Elizabeth Wallace, Marshall Cavendish Children's Books, 2006
- *Leaves* series by Georgia O'Keeffe
- *Starry Night* by Vincent van Gogh
- Getting to Know the World's Greatest Artists by Mike Venezia, Getting to Know Incorporated, 2008
- Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ Visual Art Curriculum 2 (D) / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:02AM

Green Brook Township
Public Schools

Unit: Movement in Artwork (Week 13, 8 Weeks) 📅 📅

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. 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.).

B. 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.

Description of Unit	Essential Questions
In this unit, the students will learn that art can generate movement and feelings. The students will continue to develop their basic art vocabulary. This unit will culminate with the students learning new techniques for showing movement in their artwork.	<ol style="list-style-type: none"> 1. How does creating art differ from viewing art? 2. How do underlying structures guide the creation of art works? 3. What role does movement play in conveying emotion?
Knowledge	Skills
<ol style="list-style-type: none"> 1. Michelangelo Buonarroti is considered the greatest sculptor of the Renaissance. 2. Animals have been a common subject of art for thousands of years. 3. In some cultures, artists paint their sculptures. 4. Assemblage sculpture is artwork created from leftover or recycled materials. 5. A collage is an artwork created by putting together separate items. 	<ol style="list-style-type: none"> a. Identify that Michelangelo Buonarroti was known for both his skill in painting and sculpture, but is better known for sculpture. b. Identify the component shapes in creating an animal sculpture. c. Identify sculptures that have been decorated with paint after they were molded. d. Create an assemblage sculpture. e. Match appropriate colors, shapes, and sizes to create a collage.

Assessments

Art Notes

Diagnostic: Other visual assessments

While watching a DVD about Michelangelo, the students will draw one picture of any piece of art that interested them in the video.

1.2.2.A.1

1.2.2.A.2
1.3.2.D.1

Sculpture

Formative: Other visual assessments

Students will create an animal sculpture using Model Magic. The animal must be able to stand.

1.1.2.D.1
1.3.2.D.1
1.3.2.D.3

Sculpture-Details

Formative: Other visual assessments

Students will add details (eyes, fur, markings, etc.) to their animal sculpture using markers.

1.1.2.D.1
1.3.2.D.1
1.3.2.D.3
1.3.2.D.4

Assemblage Sculpture

Formative: Other visual assessments

Students will create an imaginative animal sculpture by using recyclable materials.

1.3.2.D.1
1.3.2.D.3
1.3.2.D.4
1.3.2.D.5

Snow Collage

Summative: Other visual assessments

Students will create a snowy scene using different colors of torn construction paper. They will glue the torn pieces to a sky background. Students will show at least one person playing in the snow.

1.1.2.D.1
1.1.2.D.2
1.3.2.D.1
1.3.2.D.3
1.3.2.D.4
1.3.2.D.5
1.4.2.A.1
1.4.2.B.1

Mid-Year Benchmark Assessment

Summative: Benchmark Assessment

Students will complete a drawing to demonstrate skills for a benchmark test.

1.1.2.D.1

1.1.2.D.2

1.3.2.D.1

1.3.2.D.2

1.3.2.D.3

1.3.2.D.4

1.3.2.D.5

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Watch a DVD about Michelangelo and discuss what techniques he used to show action in his artwork • Show pictures of animal sculptures and discuss the basic shapes which constitute the different parts of each animal's body • Discuss ideas for pets, zoo animals, or farm animals for students to create as a sculpture • Create different animal body parts for a sculpture; then join the pieces together • Show examples of sculptures and identify where the artist used paint to add detail to the sculpture • Show the students examples of assemblage sculptures; ask the students to identify what recycled materials were used for these creations • Review scissor safety procedures • Watch a DVD about Grandma Moses and discuss the paintings of Grandma Moses; paying particular attention to the colors, lines, and feelings expressed in her artwork • Read from the <u>Getting to Know the World's Greatest Artists</u> series about Grandma Moses; discuss what she was trying to express in her paintings • Show a sample of a snow collage made from torn construction paper • Demonstrate how to tear the construction paper with the greatest control and accuracy 	<ul style="list-style-type: none"> • In the "Assemblage Sculpture", some students may try to create an advanced animal, such as a bird; larger animals, such as giraffes and bears will be created by most students • In the "Snow Collage", students will show a minimum of one person or a maximum of four people in an action pose, playing in the snow • Students work at their own pace/teacher-reduced project expectations • Review and repeat instructions • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating
Integrated/Cross-Disciplinary Instruction	Resources

In preparation for the sculpture artwork, students may learn in their social studies classes about the animals whose natural habitat is located in New Jersey. After this lesson, students may choose to make their sculptures of an animal whose natural habitat is found in New Jersey.

- Adventures in Art, Grade Two by Laura H. Chapman, Davis Publications, 2008
- Getting to Know the World's Greatest Artists by Mike Venezia, Getting to Know Incorporated, 2008
- Dropping in on Grandma Moses by Tom and Loretta Hubbard, Crystal Productions, 2008
- *Sugaring Off in the Maple Orchard* by Grandma Moses
- Art supplies



Visual Art 2 Benchmark Mid Year.doc

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Unit Map 2013-2014

Green Brook Township School District

/ **Visual Art Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:02AM

Green Brook Township
Public Schools

Unit: Positive and Negative Space (Week 21, 8 Weeks)

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art

- 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.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.

Description of Unit

Essential Questions

In this unit, students will explore several different ways artists create positive and negative space in artwork. The students will experiment with a variety of techniques and styles. The unit will conclude with the exploration of the use of negative space outside and within the main subject of a piece of art.

1. Where do artists get their ideas?
2. How does technology contribute to change in the visual arts?
3. Are positive and negative space equally important?

Knowledge

1. A positive space stands out from the background.
2. A negative space defines a positive space.
3. Romare Bearden is an American artist who is famous for creating collages which combined paint, shapes, and photographs.
4. Georgia O'Keeffe painted enlarged objects in a simple style.
5. Oil pastels are an effective medium to highlight the contrast between positive and negative space.

Skills

- a. Identify the positive space in an artwork.
- b. Identify the negative space in an artwork.
- c. Identify and imitate the style of Romare Bearden.
- d. Identify and imitate the style of Georgia O'Keeffe.
- e. Apply oil pastels to a painting to add texture to the positive space.

Assessments

Cut-outs

Diagnostic: Other visual assessments

Students will create six cut out shapes (heart, star, shamrock) and paste the shapes in a pleasing manner on a larger piece of paper.

1.1.2.D.2

1.3.2.D.5

Art Notes

Formative: Other visual assessments

While watching a DVD about Romare Bearden, the students will draw one picture of any piece of art that interested them in the video.

1.2.2.A.1

1.2.2.A.2

1.3.2.D.5

Magazine Collage

Formative: Other visual assessments

Students will create a collage by cutting pictures from magazines and cutting shapes out of the pictures.

1.1.2.D.1

1.1.2.D.2

1.2.2.A.1

1.2.2.A.2

Enlarged Flower**Formative: Other visual assessments**

Students will look at a photo of a flower and they will realistically draw an enlarged flower.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.3

Enlarged Flower with Paint**Formative: Other visual assessments**

After students realistically draw an enlarged flower on their paper, they will paint the flower using primary and secondary tempera paint colors.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4

Enlarged Flower with Texture**Summative: Visual Arts Project**

Students will use oil pastels to give lines and shapes more definition and to add texture to the "Enlarged Flower" work.

1.1.2.D.1

1.1.2.D.2

1.2.2.A.1

1.2.2.A.2

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4

1.3.2.D.5

Activities

- Discuss the painting, *Four Hearts*, identify the foreground and the background
- Explain the difference between positive and negative space
- Look at labels on different products at home, and identify positive and negative space in advertising
- Look at collages created by Romare Bearden; discuss how Bearden created these collages

Activities to Differentiate Instruction

- Vary the number of shapes students will use in their "Cut-outs" project
- For the "Magazine Collage", the students may attempt to show nighttime or daytime
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions

- Read from Getting to Know the World's Greatest Artists about Georgia O'Keeffe and discuss how O'Keeffe used enlarged positive space to capture the viewer's attention
 - Teach students how to draw a flower; by starting in the middle of the flower
 - Review steps to properly use tempera paint and the application techniques which achieve subtle edges
 - Demonstrate how to use oil pastels, so that lines are more definite and texture can be conveyed in a picture
 - Discuss how trees are natural positive shapes in nature compared to the background of the sky
 - Discuss how background space, such as a sky, is considered negative space in art
 - Have students identify in various artwork, the positive and the negative spaces
- Preferential seating

Integrated/Cross-Disciplinary Instruction	Resources
<p>After students have learned about the use of positive and negative space in advertising, they will explore the effect of advertising on themselves. In language arts, the students will write briefly an advertisement they recently encountered and the effect of the advertisement on their thinking.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Two</u> by Laura H. Chapman, Davis Publications, 2008 • <u>Getting to Know the World's Greatest Artists</u> by Mike Venezia, Getting to Know Incorporated, 2008 • <i>Four Hearts</i> by Jim Dine • <u>Dropping in on Romare Bearden</u> by Jim McNeill and Pam Stephens, Crystal Productions, 2008 • Art supplies

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Unit Map 2013-2014

Green Brook Township School District

/ Visual Art Curriculum 2 (D) / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 10:03AM

Green Brook Township
Public Schools

Unit: Everyday Art (Week 29, 9 Weeks) 📅 📅

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art

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2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. 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.

B. Critique Methodologies

- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Description of Unit	Essential Questions
In this unit, students will learn how art is all around them. They will learn how simple consumer items, as well as rarely-used ritual pieces are forms of art. Students will explore art all around them, from imaginative cityscapes to classic portraiture.	1. Where do artists get their ideas? 2. How does art reflect the culture from which it is developed? 3. What are the elements of art and principles of design that are evident in everyday life?
Knowledge	Skills
1. Artists sometimes use symbols to represent other objects, such as the sun or the moon. 2. Symmetrical balance is when the left and right sides of a piece of art have the same design. 3. Radial balance is when the central face of a piece of art has parts that seem to go out from the center. 4. A loom is defined as a frame that holds threads. Warp is defined as threads woven vertically on a loom. Weft is defined as threads woven horizontally on a loom. 5. Artwork about cities is called a cityscape. 6. Grant Wood's artwork revolved around ordinary, everyday life. 7. A portrait is an artwork that shows a real person.	a. Determine if a symbol represents the sun or the moon. b. Create art with symmetrical balance. c. Create art with radial balance. d. Create a piece of art with an alternating pattern, using a loom, warp, and weft. e. Create a vibrant cityscape. f. Identify the characteristics that defined the artwork of Grant Wood. g. Create a portrait with correctly placed facial features.
Assessments	
Symbolic Suns and Moons	

Diagnostic: Other visual assessments

Students will identify symbolic representations of the sun or moon on Native American masks.

1.1.2.D.2

1.3.2.D.3

Native American Masks

Formative: Other visual assessments

Students will create Native American masks which incorporate both symmetrical and radial balance.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4

Navajo Blanket

Formative: Other visual assessments

Using the concepts of a loom, warp, and weft, students will create a Navajo blanket. Warp and weft strips should create an alternating pattern.

1.2.2.A.1

1.2.2.A.2

1.4.2.A.2

1.4.2.A.4

Cityscape-Newspaper Print

Formative: Other visual assessments

Students will sketch a cityscape on newspaper print.

1.1.2.D.2

1.3.2.D.4

1.3.2.D.5

Cityscape-Scratch Art (Rainbow) Paper

Formative: Other visual assessments

Students will use the cityscape sketch model to create a cityscape on the scratch art paper. They will compare the two sketches, and assess how the scratch art paper makes the picture more vibrant.

1.1.2.D.2

1.3.2.D.4

1.3.2.D.5

Art Notes

Formative: Other visual assessments

While watching a DVD about Grant Wood the students will draw one picture of any piece of art that interested them in the video.

1.2.2.A.1

1.2.2.A.2
1.3.2.D.1

Portrait

Summative: Visual Arts Project

Students will follow the teacher's step-by-step instructions to draw a portrait with accurately-placed facial features.

1.1.2.D.1
1.1.2.D.2
1.3.2.D.1
1.3.2.D.3
1.3.2.D.4
1.3.2.D.5

End-of-the-Year Benchmark Assessment


Summative: Benchmark Assessment

Students will choose the best piece of art that they created this year. They will critique the art based upon skills/concepts learned during the year through an oral examination.

1.1.2.D.1
1.1.2.D.2
1.2.2.A.1
1.2.2.A.2
1.3.2.D.1
1.3.2.D.2
1.3.2.D.3
1.3.2.D.4
1.3.2.D.5
1.4.2.A.1
1.4.2.A.2
1.4.2.A.4
1.4.2.B.2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Show examples of Native American masks • Explain the concept of symmetrical balance; identify symmetrical balance in the Native American masks • Explain the concept of radial balance; identify radial balance in the Native American masks • Have students share any experiences they have had with weaving 	<ul style="list-style-type: none"> • Review and repeat instructions • Students work at their own pace/teacher-reduced project expectations • Use proximity control • Incorporate frequent modeling and prompting • Use visuals, when possible, to accompany instructions • Preferential seating

- Distribute burlap sacks and discuss how the treads are woven on top of each other
- Explain the terms loom, warp, and weft
- Define loom as a frame that holds threads
- Define warp as threads woven vertically on a loom
- Define weft as threads woven horizontally on a loom
- Show pictures of exciting cityscapes; discuss how the environment around us has been modified and is a result of some artistic choices
- Discuss how the use of color can make a picture of a city seem exciting and alive
- Discuss the work of Grant Wood and how ordinary, everyday life inspired his art
- Discuss *American Gothic* with the students; pay particular attention to the placement of the facial features
- Provide step-by-step instructions for portraiture

Integrated/Cross-Disciplinary Instruction	Resources
<p>In social studies, the students will learn about Native Americans. They will learn about Native American tribes in the region of present-day New Jersey and about the Navajo. Students will use a map to learn the approximate distance between native New Jersey tribes and the Navajo's location.</p>	<ul style="list-style-type: none"> • <u>Adventures in Art, Grade Two</u> by Laura H. Chapman, Davis Publications, 2008 • <u>Getting to Know the World's Greatest Artists</u> by Mike Venezia, Getting to Know Incorporated, 2008 • <i>American Gothic</i> by Grant Wood • <u>Dropping in on Grant Wood</u> by Pamela Geiger Stephens, Crystal Productions, 2008 • Art supplies <p> <u>Visual Art 2 Benchmark End of Year.doc</u></p>

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