

**Art Grade 2:*****Aesthetics, Creation and Performance, Elements and Principles,  
Critique, Arts History/Culture***

**1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.**

**1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.**

**1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.**

**1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.**

**1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.**

**1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.**

**1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.**

**1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.**

**1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.**

**1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.**

**1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.**

**1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.**

**1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.**

**1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.**

**1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.**

**Rationale and Transfer Goals:**

This unit allows students to begin transferring their knowledge about art principles to the context of their own work and other's work. Students will be able to critique and create using the principles of art as a basis for analysis and production.

**Enduring Understanding(s): Students will understand that...**

- Art is a personal experience.
- Visual arts inform us about culture, history, and society.
- The visual language of art is a means by which to express our personal world, ideas, and emotions.
- The elements of art and the principles of design are visible in artwork.

- Specific techniques are used to create different looks in art.
- Studying art allows one to make informed opinions when viewing art.

**Essential Questions:** What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- How do personal experiences affect the way people create and interpret art?
- How do artists illustrate culture, history, and society through images?
- How do you bring your imagination to life in your art? • How do visual images express ideas and emotions, and reflect our personal world?
- Where do I see art elements and design?
- How do artists use a variety of materials and techniques to create art?
- How does studying art help you view art?

Content/Objectives		Instructional Actions	
Content	Skills	Activities/Strategies	Evidence (Assessments)
<i>What students will know</i>	<i>What students will be able to do</i>	<i>How we teach content and skills</i>	<i>How we know students have learned</i>

<ul style="list-style-type: none"> <li>• Media artwork is a diverse set of formats, tools and techniques that have their own verbal and visual vocabulary.</li> <li>• Each type of media art and the artists who create them have distinct characteristics.</li> <li>• Each art form and the artists who create them have distinct characteristics.</li> <li>• Each art form and the artists who create them have distinct characteristics.</li> <li>• <b>visual artwork</b> from diverse cultures and historical eras have distinct characteristics and common themes revealed by contextual clues within the works of arts.</li> <li>• Each art form and the artists who create them have distinct characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• MA:Cr3.1.2.a - Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.</li> <li>• MA:Cr3.1.2.b - Test and describe expressive effects in altering, refining, and completing media artworks.</li> </ul> <p>1.1.2C.2 Compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning/interpretation. 1.5.2C.1 Identify characteristics theme-based artworks, such as family and community, from various historical periods and world cultures.</p> <p>1.5.2C.2 Identify how art and artists reflect, and are affected by past and present cultures.</p> <ul style="list-style-type: none"> <li>• 1.1.2C.3 Use imagination to create a story based on an arts experience that communicates an</li> </ul>	<p>Demonstrate/model techniques of media art related to individual projects.</p> <p>Introduce examples of art that reflect the artist's personal world and the characteristics of their work.</p> <p>Ask the essential questions. Introduce examples of exemplary works of art.</p> <p>Explanation and discussion (aesthetic qualities and characteristics of the artists).</p> <p>Demonstrate/model techniques related to individual projects. Create performance task.</p> <p>Display and discuss performance task.</p> <p>Introduce examples of art that inform us about values and beliefs</p>	<ul style="list-style-type: none"> <li>• Have students create a work of art with use of the tools and characteristics of media art.</li> <li>• Students will create a personal work of art guided by how media artists' work includes personal characteristics.</li> <li>• Students will create a personal work of art guided by how other artists' work includes personal characteristics.</li> <li>• Informal assessment identifying qualities of exemplary works of art and the characteristics of the artists.</li> <li>• Students will create a work of art that informs us about culture, history, and society.</li> </ul>
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<ul style="list-style-type: none"> <li>• Symbols convey meaning agreed upon by a group or culture.</li> <li>• Manipulation of the basic elements of art and principles of design to convey personal expression results in visual communication that may be applied to a variety of settings. <i>(e.g., sharing ideas primarily through visual means), (e.g., line, color, shape, form, texture, and space), (e.g., balance, proportion, rhythm, emphasis, and unity)</i></li> <li>• Each art form and the artists who create them have distinct characteristics.</li> <li>• Each discipline within the visual arts uses various formats, materials, tools and techniques that have their own verbal and visual vocabulary.</li> <li>• Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional</li> </ul>	<p>emotion or feeling in each of the art forms.</p> <ul style="list-style-type: none"> <li>• 1.2.3B(4).2 Utilize symbols to create works of art based on selected age appropriate themes drawn from oral stories as a basis for pictorial representation in personal works of art. <i>(e.g., family, friends, neighbors, sports, animals)</i></li> <li>• 1.2.3B(4).3 Employ basic verbal and visual art vocabularies and demonstrate knowledge of materials, tools, and methodologies used in the creation of visual storytelling.</li> <li>• 1.2.3B(4).4 Explore the use of a wide array of materials and select tools appropriate to the production of works of art in varied mediums and formats.</li> <li>• 1.2.3B(4).5 Create works of art in a variety of art mediums and disciplines, based on observations from the physical</li> </ul>	<p>in different cultures, histories, and societies.</p> <p>Introduce examples of art that reflect the artist’s personal world, ideas, and emotions.</p> <p>Introduce examples of the elements of art and principles of design.</p> <p>Demonstrate/model techniques related to individual projects.</p> <p>Provide examples of artwork for critique.</p> <p>Demonstrate/model critique techniques related to individual projects.</p>	<ul style="list-style-type: none"> <li>• Informal assessment comparing/contrasting diverse works of art.</li> <li>• Identify characteristics and themes in artwork.</li> <li>• Have students create a work of art that expresses their personal world, ideas, and emotions.</li> <li>• Informal assessment identifying personal connections in artwork.</li> <li>• Have students create a work of art inspired by the introduction of the elements of art and principles of design.</li> <li>• Informal assessment identifying the elements of art and principles of design. • Informal assessment identifying patterns in nature <i>(e.g., elements and principles in nature)</i>.</li> </ul>
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<p>tools, applications, possibilities, and limitations.</p> <ul style="list-style-type: none"> <li>• Visual awareness stems from acute observational skills and interests in visual objects and spaces, and their relationship to the world.</li> <li>• The basic elements of art and principles of design govern art creation and composition. <i>(e.g., line, shape, color, form, texture and space) (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)</i></li> <li>• Recognizing the elements of art and principles of design in artwork of known and emerging artists, and peers in an initial step toward visual literacy.</li> <li>• Relative merits of works of art can be qualitative and quantitatively assessed using observable criteria.</li> </ul>	<p>world, that illustrate how art is part of everyday life.</p> <ul style="list-style-type: none"> <li>• 1.3.2A(4).1 Identify the basic art elements of art and principles of design in diverse types of art work. <i>(e.g., line, shape, color, form, texture and space) (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)</i></li> <li>• 1.3.2A(4).2 Identify elements of art and principles of design in specific works of art and how they are used.</li> </ul>		<ul style="list-style-type: none"> <li>• Have students participate in a group critique.</li> </ul>
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<b>Spiraling for Mastery</b>			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
<ul style="list-style-type: none"> <li>•Ask the essential questions.</li>   <li>•Introduce art terminology providing examples throughout the unit.</li>   <li>•Explanation and discussion.</li> </ul>	<p>An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means and appropriate to the subject. Considering a set of interrelated conditions in the visual arts that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis-, generate unique, complex, or</p>	<ul style="list-style-type: none"> <li>● Ask the essential questions.</li> <li>● Provide examples of artwork for critique.</li> <li>● Demonstrate/model critique techniques related to individual projects.</li> <li>● Participate in performance task.</li> </ul>	

elaborate ideas. Express elements evoking affects or verbal form. Express underlying characteristics in the visual art, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operation involving a number of methods or techniques such as the addition and subtraction processes in sculpture. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger process, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.

**Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?

- Piet Mondrian lesson: teaching primary colors, cutting, gluing, painting
- Pattern lessons: using drawn shapes, beads, or other materials
- Texture rubbings
- Lessons based on literature: books by Eric Carle and other authors
- Symmetry: Germs, Monarch Butterflies, etc.
- Landscape lessons: poppy fields, Autumn trees, Van Gogh or Monet inspired landscapes
- Positive and negative space lesson: ghosts, shapes, colors, etc.
- Color mixing lessons: Ice Cream Cones
- Still Life drawings: referencing Cezanne or other artists
- Basic paper sculpture

<http://www.incredibleart.org/>

<http://www.deepspacesparkle.com/>

<https://www.theartofed.com/>

<https://www.artsonia.com/>

<http://www.crayola.com/>

<http://www.metmuseum.org/>

<http://www.philamuseum.org/>

**Interdisciplinary Connections**

ELA: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.



Math: 1.G.A.1.. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.4