

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

Content Area: **Art**  
Course(s): **Art Grade 2**  
Time Period: **Full Year**  
Length: **180**  
Status: **Published**

## **NJSLS Visual & Performing Arts**

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VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
VA.K-2.1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

## **Rationale and Transfer Goals**

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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 Understandings**

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- 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**

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- 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 - What will students know?**

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- Each art form and the artists who create them have distinct characteristics.
- Dance, music, theater and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes revealed by contextual clues within the works of arts.
- The function and purpose of art making across cultures is a reflection of societal values and beliefs.
- Symbols convey meaning agreed upon by a group or culture.
- 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. (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)
- Each discipline within the visual arts uses various formats, materials, tools and techniques that have their own verbal and visual vocabulary.
- Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- Visual awareness stems from acute observational skills and interests in visual objects and spaces, and their relationship to the world.
- The basic elements of art and principles of design govern art creation and composition. (e.g., line,

shape, color, form, texture and space) (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)

- 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.
- Relative merits of works of art can be qualitative and quantitatively assessed using observable criteria.

## **Skills - What will students be able to do?**

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- 1.1.2C.1 Identify the aesthetic quality of exemplary works of dance, music, theater and visual arts and the characteristics of the artists who created them. (e.g., gender, age, classification of the artist – professional/trained vs. general practitioner or untrained artist/public, function of artwork, etc.)
- 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.
- 1.5.2C.2 Identify how art and artists reflect, and are affected by past and present cultures.
- 1.1.2C.3 Use imagination to create a story based on an arts experience that communicates an emotion or feeling in each of the art forms.
- 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. (e.g., family, friends, neighbors, sports, animals)
- 1.1.2C.4 Distinguish patterns in nature found in works of art.
- 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.
- 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.
- 1.2.3B(4).5 Create works of art in a variety of art mediums and disciplines, based on observations from the physical world, that illustrate how art is part of everyday life.
- 1.3.2A(4).1 Identify the basic art elements of art and principles of design in diverse types of art work. (e.g., line, shape, color, form, texture and space) (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)
- 1.3.2A(4).2 Identify elements of art and principles of design in specific works of art and how they are used.
- 1.4.2C.1 Observe the basic arts elements in performances and exhibitions to formulate objective opinions about dance, music, theatre, and visual art.

## **Activities - How we teach content and skills.**

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- Ask the essential questions.
- Introduce examples of exemplary works of art.
- Explanation and discussion (aesthetic qualities and characteristics of the artists).
- Demonstrate/model techniques related to individual projects.
- Create performance task.
- Display and discuss performance task.
- Introduce examples of art that inform us about values and beliefs in different cultures, histories, and societies.
- Introduce examples of art that reflect the artist's personal world, ideas, and emotions.
- Introduce examples of the elements of art and principles of design.
- Provide examples of artwork for critique.

## **Assessments - How we know students have learned.**

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- Students will create a personal work of art guided by how other artists' work includes personal characteristics.
- Informal assessment identifying qualities of exemplary works of art and the characteristics of the artists.
- Students will create a work of art that informs us about culture, history, and society.
- Informal assessment comparing/contrasting diverse works of art.
- Identify characteristics and themes in artwork.
- Have students create a work of art that expresses their personal world, ideas, and emotions.
- Informal assessment identifying personal connections in artwork.
- Have students create a work of art inspired by the introduction of the elements of art and principles of design.
- Informal assessment identifying the elements of art and principles of design.
- Informal assessment identifying patterns in nature (e.g., elements and principles in nature).
- Have students participate in a group critique.

## **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activities</b>
Ask the essential questions. Introduce art terminology providing examples throughout the	An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting,	Demonstrate/model techniques related to individual projects.

<p>unit.</p> <p>Explanation and discussion.</p>	<p>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 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 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 operations 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 processes, 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.</p>	<p>Create a performance task.</p> <p>Display and discuss performance tasks.</p>
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WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

## **21st Century Skills**

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TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

## **Interdisciplinary Connections**

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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.

MA.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.