

Oct. Grade 2 Art: October

Content Area: **Art**
Course(s):
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Unit Overview

Identify the aesthetic qualities of abstract art

Discuss the transition of Picasso's work from realism to abstract

Enduring Understandings

Abstract art can be admired for its aesthetic qualities.

Essential Questions

How do abstract artists create their work?

How do we create, interpret and appreciate abstract art?

Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations |
|---|---|---|
| Identify the aesthetic qualities of abstract art | Picasso witches: Create the illusion of a face looking at and away at the same time in the image of a witch the way Picasso created abstract portraits. | Teacher observation gallery walk |
| Discuss the transition of Picasso's work from realism to abstract | Discuss the life of Picasso. | Students will be encouraged and challenge their art skills to proceed. Simpler instructions and tasks assigned for struggling students |

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Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about Picasso's career as an artist.

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| WRK.9.1.2.CAP | Career Awareness and Planning |
| WRK.9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| TECH.9.4.2.CI | Creativity and Innovation |
| 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). |
| TECH.9.4.2.CT | Critical Thinking and Problem-solving |
| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |

Technology and Design Integration

Students will interact with the artist's work displayed on the Smartboard.

Interdisciplinary Connections

| | |
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| MA.2.G.A | Reason with shapes and their attributes. |
| LA.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to improve and challenge their art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From

<http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

Modifications & Accommodations

In addition to the differentiation above, individual IEP's and 504's will be accommodated.

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessment

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher observation and records of student growth in skills.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observations during the process

Discussion

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Students will be encouraged to improve and challenge their art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students.

Instructional Materials

Read Girl with the Ponytail (about Picasso)

Necessary art materials

Standards

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| VA.K-2.1.5.2.Cr | Creating |
| VA.K-2.1.5.2.Cr1 | Generating and conceptualizing ideas. Explore |
| VA.K-2.1.5.2.Cr2 | Organizing and developing ideas. |
| 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.Cr3 | Refining and completing products. Reflect, Refine, Continue |
| 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.Pr | Presenting |
| VA.K-2.1.5.2.Pr4 | Selecting, analyzing, and interpreting work. Analyze |
| VA.K-2.1.5.2.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| VA.K-2.1.5.2.Pr6 | Conveying meaning through art. |
| VA.K-2.1.5.2.Re | Responding |
| VA.K-2.1.5.2.Re7 | Perceiving and analyzing products. |
| 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.Re8 | Interpreting intent and meaning. Interpret |
| 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.Re9 | Applying criteria to evaluate products. Analyze |
| VA.K-2.1.5.2.Re9a | Use art vocabulary to explain preferences in selecting and classifying artwork. |
| VA.K-2.1.5.2.Cn | Connecting |
| VA.K-2.1.5.2.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |

Synthesize

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.Cn11

Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Relate

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.