

# Pillon Update Grade 2 Art: March

Content Area: **Art**  
Course(s):  
Time Period: **March**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

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This unit explores art as a reflection of societal values and cultural beliefs. Students explore this concept through the study of Aboriginal artwork.

## Enduring Understandings

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Cultures use art to represent what they believe and what they value in life.

## Essential Questions

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How do different cultures use art as a way to inform the world of their values and beliefs?

## Instructional Strategies & Learning Activities

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Objectives	Suggested Activities	Evaluations	Resources
Recognize art as a reflection of societal values and beliefs	Examine Aboriginal art and culture	Gallery walk	Many visuals of Aboriginal Art
Discuss various cultures beliefs of how the world was created	-Describe and discuss the Dreamtime, which is the Aboriginal belief of how the world began.		
Use patterns to create an image	-Discuss other beliefs for how the world was created		

Consider warm and cool colors for various effects	-Discuss how art can describe a cultural  -Create a painting portraying an animal of importance in student's life in same style as Aboriginal Artists		
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## **Integration of Career Readiness, Life Literacies and Key Skills**

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Students will understand that the concept of work is different all over the world.

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CT	Critical Thinking and Problem-solving
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.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
WRK.9.2.2.CAP	Career Awareness and Planning

## **Technology and Design Integration**

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Students will interact with the lesson through the use of the Smartboard.

CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

## **Interdisciplinary Connections**

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SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
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.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension,

gather additional information, or deepen understanding of a topic or issue.

SOC.6.1.4.A.14

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

## **Differentiation**

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- 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**

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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 Assessments**

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**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 recording of student mastery of art medium.

## **Formative Assessments**

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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

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**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:

Gallery walks

Completion of art project

## Instructional Materials

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Art supplies

representations of Aboriginal art.

## Standards

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VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
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.1	Identify the basic elements of art and principles of design in diverse types of artwork.
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.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.CS1	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
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.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are

associated with unique verbal and visual vocabularies.

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.1.4.2.A.CS1

Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

VPA.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.

VPA.1.4.2.B.CS2

Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

VPA.1.4.2.B.2

Apply the principles of positive critique in giving and receiving responses to performances.