

## Wilson Area School District Planned Course Guide

**Title of planned course:** Art – Second Grade

**Subject Area:** Art

**Grade Level:** Second Grade

**Course Description:** This course will provide students with a comprehensive education in the following areas: art history, art criticism, art production, and aesthetics. There will be a continuation of fine motor skills practice and craftsmanship. There will also be an emphasis on incorporating the elements and principles in artworks that display cultural meaning. This age group will continue responsibility and safety with materials and tools with greater independence, through the production of two-dimensional and three-dimensional artwork. By the end of second grade students should be able to describe and interpret what they see in a work of art in relation to specific cultures. Lastly, students will understand that artists make fine art and functional work with influence from their experience and culture.

**Time/Credit for this Course:** One full academic year / 40 minutes per week

**Curriculum Writing Committee:** Katie Lutz, Carol Kamph

## Curriculum Map

**August:** Drawing (2-D)

**September:** Drawing (2-D)

**October:** Drawing/Painting (2-D)

**November:** Painting (2-D)

**December:** Painting (2-D)

**January:** Figure (2-D or 3-D)

**February:** Figure (2-D or 3-D)

**March:** Printmaking (2-D)

**April:** Printmaking (2-D)

**May:** Mixed Media (2-D or 3-D)

**June:** Mixed Media (2-D or 3-D)

## Wilson Area School District Planned Course Materials

**Course Title:** Art Second Grade

**Supplemental Books:**

- Related books from art library & school library

**Teacher Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

## Curriculum Scope & Sequence

**Planned Course:** Art Second Grade

**Unit:** Drawing (2-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with drawing tools (pencils, colored pencils, crayons, markers, pastels, charcoal)
- Identify and create symmetry and asymmetry in a work of art
- Define space within a composition to show depth (size change, overlap)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on line, texture, and balance*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional drawings through various media, techniques, and tools including: pencils, colored pencils, crayons, markers, pastels, charcoal

**Extensions:**

- Observe drawings by historical and contemporary artists
- Observe drawings and relate them to various cultures and geographic regions
- Exploration of fine art vs. functional drawing (ie: landscape studies vs. blue prints)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Second Grade

**Unit:** Painting (2-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Mix compound colors using knowledge of primary and secondary color mixing.
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with painting tools (paintbrushes, Payons, watercolor paint, watercolor pencils, oil pastels, and tempera paint)
- Create fine art and/or functional paintings through use of color
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on color and balance*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional paintings through various media, techniques, and tools including: paintbrushes, Payons, watercolor paint, watercolor pencils, oil pastels, and tempera paint

**Extensions:**

- Observe paintings by historical and contemporary artists
- Observe paintings and relate them to various cultures and geographic regions
- Exploration of fine art vs. functional paintings (ie: hung paintings vs ceremonial paintings)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Second Grade

**Unit:** Figure (2-D and 3-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.1, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Create a partial and/or whole figure (human or animal) in a work of art with many specific details such as eyes, nose, mouth, ears etc...
- Use the subject matter of the figure in a work of art to relate to personal experience or culture
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on shape, form, and unity*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional or three-dimensional representations of the human or animal figure. Materials and techniques could include: pencil, colored pencil, charcoal, paint, pastels, foil, or clay.

**Extensions:**

- Observe representations of the figure by historical and contemporary artists
- Observe and explore depictions of the figure and relate them to various cultures and geographic regions
- Compare and contrast fine art vs. functional representations of the figure (ie: royal portraits vs. masks)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)



**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Rubric
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- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Second Grade

**Unit:** Printmaking (2-D)

**Time frame:** 3-5 weeks (classes)

**State Standards** 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Utilize printmaking materials and techniques to create a series of repeating images within a work of art
- Create purposeful balance (symmetry/asymmetry) through printmaking
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with printmaking tools (Styrofoam plates, printing ink, paints, and non-traditional print materials)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on repetition and balance.*

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: Styrofoam plates, printing ink, paints, and collography using non-traditional print materials such as cardboard, string, and found objects.

**Extensions:**

- Observe prints created by historical and contemporary artists
- Observe prints and relate them to various cultures and geographic regions
- Compare and contrast fine art vs. functional prints (ie: woodblock prints vs. newspaper print)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
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- Art Museum Resources
- Visiting Artists
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**Assessments:**

- Teacher Observation
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- Critique
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## Curriculum Scope & Sequence

**Planned Course:** Art Second Grade

**Unit:** Mixed Media (2-D or 3-D)

**Time frame:** 4-6 weeks (classes)

**State Standards** 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Create a simple embroidery, weaving, ceramic beads or sculpture, mixed media collage, or mixed media assemblage
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with mixed media materials
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on texture and form*

**Core Activities:** Students will complete/participate in the following:

- Create 2-D or 3-D works of art using a variety of techniques, tools and materials including: collage, assemblage, weaving, textiles, or ceramics.

**Extensions:**

- Observe collage, assemblage, weavings, or ceramics, created by historical and contemporary artists
- Observe textile, clay, or mixed media objects and relate them to various cultures and geographic locations
- Compare and contrast fine art vs functional mixed media works (ie: ceramic sculpture vs. ceramic jug)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
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- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

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**Assessments:**

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