

# Elementary Visual Arts--Second Grade

**Overview** - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. Second grade groups are developing creativity.

**Rationale** - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

**Grades:** Kindergarten - 5th

**Units of Study:**

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Texture	4-5 weeks
Value	4-5 weeks

# ELEMENTARY ART CURRICULUM

**Course Title: 2nd Grade Art      Unit Title: “Art of Color”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.</p> <p>ART.VA.I.2.2 Demonstrate the safe use of a variety of materials, tools and processes with environmental awareness.</p> <p>ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.</p> <p>ART.VA.I.2.4 Use revision strategies to modify personal artwork and then mount it to enhance its presentation.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.</p> <p>ART.VA.II.2.5 Compare and contrast how artists convey ideas through the creation of artwork.</p> <p>ART.VA.III.2.1 Develop a visual vocabulary.</p> <p>ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs.</p> <p>ART.VA.III.2.4 Evaluate personal artwork using art terminology.</p> <p>ART.VA.III.2.5 Reflect on how art expresses ideas, feelings, and opinions.</p> <p>ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.</p> <p>ART.VA.V.2.1 Describe how art is used in everyday life.</p> <p>ART.VA.V.2.3 Identify similarities among the arts including vocabulary, elements of art, and principles of design.</p> <p>ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p> <p>Blending</p> <p>Mixing</p> <p>Color Wheel</p> <p>Warm colors</p> <p>Cool colors</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of color with a variety of materials and tools..</li> <li>● Students will be able to explain how artists use color to create art.</li> <li>● Students will produce artwork that uses color.</li> <li>● Students will discuss and describe visual qualities of color in art.</li> <li>● Students can mix secondary colors.</li> <li>● Checklist/Rubric</li> <li>● Color mixing</li> <li>● Illustrating</li> <li>● Bookmaking</li> <li>● Painting techniques</li> <li>● Color wheel rainbows</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Monet, Kandinsky, Chagall, Impressionism</li> <li>● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas</li> <li>● YouTube videos: claymation, Primary/secondary colors, Complementary color</li> <li>● Supplies: Tempera paints and supplies, colored pencils, crayons, markers, drawing paper various sizes and weights, wax paper, tissue paper primary colors, secondary colors, white glue</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art      Unit Title: “Art of Form”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.</p> <p>ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.</p> <p>ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.</p> <p>ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks.</p> <p>ART.VA.II.2.5 Compare and contrast how artists convey ideas through the creation of artwork.</p> <p>ART.VA.III.2.1 Develop a visual vocabulary.</p> <p>ART.VA.III.2.4 Evaluate personal artwork using art terminology.</p> <p>ART.VA.IV. 2.2 Discuss the subject matter of artwork from particular cultures at specific times.</p> <p>ART.VA.V.2.1 Describe how art is used in everyday life.</p> <p>ART.VA.V.2.3 Identify similarities among the arts including vocabulary, elements of art, and principles of design.</p>	<p>I can talk about form and use it in my artwork.</p> <p>I can name examples of form.</p> <p>I can find examples of form in art.</p> <p>I can see form in my environment.</p> <p>I can create form in my artwork.</p> <p>I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional</p> <p>Cube</p> <p>Sphere</p> <p>Cylinder</p> <p>Pyramid</p> <p>Modelling</p> <p>Building</p> <p>Sculpting</p> <p>Shading</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of form with a variety of material and tools.</li> <li>● Students will be able to explain how artists create art using form.</li> <li>● Students will produce artwork that shows use of form.</li> <li>● Students will discuss and describe visual qualities using form in art.</li> <li>● Checklist/Rubric</li> <li>● Clay and dough</li> <li>● Clay spheres, pinch pots</li> <li>● Shapes vs. Forms</li> <li>● Sculpture exploration</li> <li>● Drawing 3-D shapes with shading/shadows</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt</li> <li>● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia</li> <li>● Foam building materials, blocks, modelling clay, paper form building patterns</li> <li>● Supplies: air dry clay, model magic, chalk, drawing paper and construction paper various</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art      Unit Title: “Art of Line”      Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.</p> <p>ART.VA.I.2.2 Demonstrate the safe use of materials, tools, and processes with environmental awareness.</p> <p>ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.</p> <p>ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas..</p> <p>ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks.</p>	<p>I can name types of lines and draw them in my artwork.</p> <p>I can create patterns using lines.</p> <p>I can add details to my drawing using lines.</p> <p>I can create lines with a variety of media.</p> <p>I can make lines to show design.</p> <p>I can make lines to show movement or feeling in my artwork.</p> <p>I can use lines to show direction or quality in my artwork.</p> <p>I can look at and discuss how artists use line in their artwork.</p>	<p>Thick/thin short/long zigzag straight/curved Vertical line Diagonal line Horizontal line Pattern Landscape Self-portrait</p>	<ul style="list-style-type: none"> <li>● Students will identify and explore a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios.</li> <li>● Students will explore the element of line with a variety of materials to solve visual problems in artwork.</li> <li>● Rubric/Checklist</li> <li>● Drawing self-portraits</li> <li>● Decorating and labeling portfolios</li> <li>● Creating patterns with line</li> <li>● Painting lines</li> <li>● Drawing and painting lines to show directions</li> <li>● Drawing and painting lines to show movement or feeling</li> <li>● Drawing and painting lines to show physical quality</li> <li>● Designing a landscape</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood</li> <li>● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R Gowler Greene, “Beautiful Oops” B. Saltzberg,</li> <li>● YouTube Learn about lines</li> <li>● Supplies: Drawing paper various, 18x24 white paper, tempera paints, markers, crayons</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art**

**Unit Title: “Art of Shape” Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.                      ART.VA.I.2.2 Demonstrate the safe use of materials, tools, and processes with environmental awareness.                      ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.                      ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.                      ART.VA.III.2.1 Develop a visual vocabulary                      ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs                      ART.VA.III.2.5 Reflect on how art expresses ideas, feelings and opinions.                      ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.                      ART.VA.V.2.1 Describe how art is used in everyday life.</p>	<p>I can name types of geometric shapes and draw them in my artwork.                      I can identify and draw organic shapes.                      I can create shapes with a variety of media.                      I can combine shapes to make new things.                      I can use shapes to create a still life.                      I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes                      Rectangle, square, triangle, circle, oval, heart, star, rhombus/diamond                      Organic shapes                      Two-Dimensional                      Abstract                      Create                      Drawing from observation                      Cutting                      Folding                      Tearing                      Assembling</p>	<ul style="list-style-type: none"> <li>● Students will identify and explore a variety of materials to communicate personal experiences with shape through still life design, mask making, and observational drawing..</li> <li>● Students will explore the element of shape with a variety of materials.</li> <li>● Students will recognize masks can be used for functional purposes or to fulfill social needs</li> <li>● Checklist/Rubric</li> <li>● Geometric and organic shape exploration</li> <li>● Organic shape: Leaf cutting, pumpkins and apple drawing</li> <li>● Still life with organic shapes</li> <li>● Mask making</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse</li> <li>● Shape puzzles</li> <li>● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehler, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books,</li> <li>● Geometric shape printable resources</li> <li>● Supplies: construction paper various, mask stencils, tag board various, stickers, buttons, beads, yarn, embellishments, drawing paper various, watercolor paints</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art      Unit Title: “Art of Space”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.</p> <p>ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.</p> <p>ART.VA.II.2.6 Demonstrate how artwork can be created using computers and electronic media as a tool for creative expression. .</p> <p>ART.VA.III.2.1 Develop a visual vocabulary.</p> <p>ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs.</p> <p>ART.VA.III.2.4 Evaluate personal artwork using art terminology.</p> <p>ART.VA.V.2.2 Investigate and identify visual art careers that relate to children.</p> <p>ART.VA.V.2.4 Demonstrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about space and use it in my artwork.</p> <p>I can find examples of space in art.</p> <p>I can see space in my environment.</p> <p>I can create space in my artwork.</p> <p>I can look at and discuss how artists use space in their artwork.</p>	<p>Overlapping</p> <p>Position</p> <p>Close up</p> <p>Far away</p> <p>Size: Small, Medium, Large</p> <p>Two dimensional</p> <p>Three dimensional</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Positive space</p> <p>Negative space</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of space with a variety of material and tools.</li> <li>● Students will be able to explain how artists create art using space.</li> <li>● Students will produce artwork that shows use of space.</li> <li>● Students will discuss and describe visual qualities using space in art.</li> <li>● Checklist/Rubric</li> <li>● Lifesize Gingerbread kids</li> <li>● Positive and negative space design</li> <li>● Clay/dough exploration</li> <li>● landscape</li> <li>● Digital drawing with iPad</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe</li> <li>● Books: “Perspective Drawing for kids” L. Yanconsky, “Art for Kids: Drawing in Perspective” M. Story, “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard, “The Gingerbread man”, “Gingerbread baby” J. Brett, “The Gingerbread Girl” L. Campbell Ernst</li> <li>● Supplies: large brown butcher paper, construction paper various, metallic paints, tempera paint supplies, salt, flour, drawing paper, crayons, markers, pencils, iPads</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art**

**Unit Title: “Art of Texture”**

**Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.</p> <p>ART.VA.I.2.2 Demonstrate the safe use of materials, tools, and processes with environmental awareness.</p> <p>ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.</p> <p>ART.VA.II.2.4 Use symbols to create artwork that expresses and communicates meaning.</p> <p>ART.VA.III.2.1 Develop a visual vocabulary</p> <p>ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.</p> <p>ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.</p> <p>ART.VA.IV.2.3 Debate images of a past or present culture.</p> <p>ART.VA.V.2.1 Describe how art is used in everyday life.</p>	<p>I can talk about texture and use it in my artwork.</p> <p>I can find examples of texture in my environment.</p> <p>I can find examples of texture in art.</p> <p>I can create texture with a variety of media.</p> <p>I can use tools to make texture.</p> <p>I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture</p> <p>Bumpy</p> <p>Smooth</p> <p>Soft</p> <p>Rough</p> <p>Actual texture</p> <p>Simulated texture</p> <p>Rubbing</p> <p>Printing</p> <p>Stamping</p> <p>Create</p> <p>Pattern</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of texture with a variety of material and tools.</li> <li>● Students will be able to explain how artists from other cultures create art using texture..</li> <li>● Students will produce artwork that shows texture.</li> <li>● Students will discuss and describe sensory qualities using texture in art.</li> <li>● Checklist/rubric</li> <li>● Texture leaf rubbing</li> <li>● Rubbing plates</li> <li>● Painting with texture tools</li> <li>● Texture landscapes</li> <li>● Native American arts</li> <li>● Folk arts</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold</li> <li>● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L.Carlson, “Raven” G.McDermott,</li> <li>● Reading Rainbow episodes</li> <li>● YouTube videos on weavers and Native American arts</li> <li>● Supplies: drawing papers various, texture plates, texture painting tools, feathers, beads, paper plates 6”, crayons, markers, watercolors, Black construction paper</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 2nd Grade Art      Unit Title: “Art of Value”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.2.1 Identify and use various materials and techniques using a sequential process.</p> <p>ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment.</p> <p>ART.VA.I.2.4 Use revision strategies to modify personal artwork and then mount it to enhance its presentation.</p> <p>ART.VA.II.2.2 Combine the use of elements of art to communicate ideas.</p> <p>ART.VA.II.2.4 Use symbols to create artwork that expresses and communicates meaning.</p> <p>ART.VA.III.2.1 Develop a visual vocabulary.</p> <p>ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs.</p> <p>ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.</p> <p>ART.VA.IV.2.3 Debate images of a past or present culture.</p> <p>ART.VA.V.2.1 Describe how art is used in everyday life.</p> <p>ART.VA.V.2.3 Identify similarities among the arts including vocabulary, elements of art, and principles of design.</p>	<p>I can talk about value and use it in my artwork.</p> <p>I can find examples of value in art.</p> <p>I can see value in the colors of my environment.</p> <p>I can create value through painting and use of color in my artwork.</p> <p>I can look at and discuss how artists use value in their artwork.</p>	<p>Value</p> <p>Light</p> <p>Dark</p> <p>Color</p> <p>Bright</p> <p>Dull</p> <p>Tint</p> <p>Tone</p> <p>Shade</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of value with a variety of materials and tools.</li> <li>● Students will be able to explain how artists use value to create art.</li> <li>● Students will be able to explain how artists use value in their artwork.</li> <li>● Students will produce artwork that demonstrates value.</li> <li>● Students will discuss and describe visual qualities of value in art.</li> <li>● Checklist/rubric</li> <li>● Painting with tints and shades</li> <li>● Color mixing</li> <li>● Using pattern to show value</li> <li>● Value heart (reds)</li> <li>● Value coin (Presidents) profiles</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan</li> <li>● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Lang and the Magic Paintbrush” Demi</li> <li>● Resources for coins, dollars, US President images (G. Washington)</li> <li>● Supplies: Tempera paint (black, white), mixing trays, markers, crayons, white drawing paper various, air dry clay</li> </ul>



