



# Elementary Visual Art Grade 2

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# TABLE OF CONTENTS

## Elementary Visual Art

### Grade 2

Hazelwood School District Mission Statement.....	3
Hazelwood School District Vision Statement .....	3
Hazelwood School District Goals.....	3
Curriculum Overview .....	4
Course Overview.....	5
Visual Arts Curriculum - Unit 1 .....	8
Visual Arts Curriculum - Unit 2 .....	29
Visual Arts Curriculum - Unit 3 .....	52
Visual Arts Curriculum - Unit 4.....	73
Appendices.....	X

# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

# Curriculum Overview

## Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation.

Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

The assessments are required; the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

COURSE TITLE: Elementary Visual Art

GRADE LEVEL: 2<sup>nd</sup> Grade

CONTENT AREA: Visual Art

### Course Description:

In second grade art, students will continue to explore and build upon communicating ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes; communicating ideas through artworks by selecting and applying art elements and principles; responding aesthetically to artworks based upon their personal experience and cultural values; exploring how art is connected to performing arts, math, science, and social studies; understanding the role and functions of art history and culture.

### Course Rationale:

Creation and problem-solving is at the heart of the visual arts curriculum. Students learn to work with various tools, processes, and media. They learn to make choices that enhance the communication of their ideas. Students learn to make critical judgements as they develop aesthetic perceptions by interacting with works of art and becoming knowledgeable about history and world culture.

### Course Scope and Sequence

<b>Unit 1: Elements and Principles</b> Product/Performance Elements and Principles Historical and Cultural Connections <ul style="list-style-type: none"><li>• 1A: Color (4 class periods)</li><li>• 1B: Value (6 class periods)</li></ul>	<b>Unit 2: Sculpture, Ceramics, and Other Media</b> Product/Performance Elements and Principles Historical and Cultural Connections Interdisciplinary Connections <ul style="list-style-type: none"><li>• 2A: Paper Weavings (4 class periods)</li><li>• 2B: Low Relief (1 class period)</li><li>• 2C: Clay (6 class periods)</li></ul>
<b>Unit 3: Form and Space</b> Product/Performance Elements and Principles Interdisciplinary Connections Historical and Cultural Connections <ul style="list-style-type: none"><li>• 3A: Form/Pattern (5 class periods)</li><li>• 3B: Space/Landscape (5 class periods)</li></ul>	<b>Unit 4: Subject Matter/Themes and Culture</b> Product/Performance Elements and Principles Artistic Perceptions Historical and Cultural Connections <ul style="list-style-type: none"><li>• 4A: Still Life (3 class periods)</li><li>• 4B: Buildings (4 class periods)</li><li>• 4C: Egypt (4 class periods)</li></ul>

## Unit Objectives:

### Unit 1:

1. Students will paint lines with control of the brush.
2. Students will identify and use zigzag, dotted, and wavy lines.
3. Students will clean paint brush before changing colors.
4. Students will mix 2 colors to create a third color.
5. Students will identify and use secondary colors.
6. Students will change pressure to create 2 values using crayon or pencil.
7. Students can identify and use light and dark values.
8. Students will compare and contrast 2 artworks on use of media.

### Unit 2:

1. Students will identify works of art from the United States.
2. Students will explain the connection between American Indian culture and art.
3. Students will identify works of Native American art.
4. Students will create a paper weaving using a plain weave (over, under, alternating rows).
5. Students will manipulate paper to create a low relief (Curling, folding, tearing, and cutting).
6. Students will use modeling material to roll coils and flatten into a slab.
7. Students will identify and use actual texture.
8. Students will compare and contrast 2 artworks on the purpose of art in culture.
9. Students will identify and use color contrast.
10. Students will compare and contrast 2 artworks on use of line, color, shape, and texture.

### Unit 3:

1. Students will identify and use geometric forms: sphere, cube, cylinder, and cone.
2. Students will identify and use geometric shapes.
3. Students will identify geometric shapes and forms, real textures, and contrast/variety of colors in artworks.
4. Students will identify and create a complex pattern.
5. Students will relate patterns in music to patterns in art.
6. Students will create an original landscape.
7. Students will identify and use foreground and background to create the illusion of space.
8. Students will create original artwork that communicates ideas about nature.

### Unit 4:

1. Students will create an original still life from observation.
2. Students will design a building that serves a function in the community and includes building parts.
3. Students will create original artwork that communicates ideas about places.
4. Students will compare and contrast 2 artworks on subject matter.
5. Students will compare and contrast 2 artworks on theme.
6. Students will identify works of art from Egypt.
7. Students will explain different responses you have to different artworks.

## Essential Terminology/Vocabulary

Unit 1: Line, zig-zag, wavy, dotted, secondary colors, value, tints, shades, pressure.

Unit 2: Line, Pattern, Rows, Loom, Warp, Weft, Native American, manipulate, low relief, curling, folding, tearing, cutting, coils, slabs, texture, kiln, greenware, bisque firing, glaze, purpose

Unit 3: geometric shapes, geometric forms, sphere, cube, cylinder, cone, complex patterns, texture, contrast, variety, landscape, foreground, middleground, background, horizon line, space, illusion, nature

Unit 4: still life, hierarchy, proportion, placement, overlapping, observation, design, function, community, subject matter, theme, architecture, architects, Egypt

## Approved Course Materials and Resources:

Available resources to internet and images listed in units.

Tullet, H., (2014) *Mix it Up!* New York: Chronicle Books LLC