

Grade 2

1. Balance
2. Color
3. Form
4. Line
5. Shape
6. Space
7. Texture

COURSE: Art	GRADE(S): 2
UNIT: Balance	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p>UNIT OBJECTIVES:</p> <p>Students will understand the concept of symmetrical balance.</p>
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<p>ACTIVITIES:</p> <p>Students fold paper in half, cut out design on the fold to discover symmetrical balance design.</p> <p>Study Native American totem pole designs of the Northwest. Discuss symbolism and use of symmetry</p> <p>Students design totem pole using given pattern outline, concentrating on symmetrical balance</p> <p>Using a large paper bag, create a symmetrical mask, including properly placed eye openings.</p> <p>RESOURCES:</p> <p>Library books: Native American totem poles</p> <p>www.alaskanativeartists.com</p> <p>www.moma.org</p>	<p>ASSESSMENTS:</p> <p>Group exhibit and critique</p> <p>Compare to authentic totem poles</p> <p>REMEDIATION:</p> <p>Practice folded paper cut outs to create symmetrical balance</p> <p>Find leaves and flowers to exhibit symmetrical balance</p> <p>ENRICHMENT:</p> <p>Design personal totem for your family.</p> <p>Investigate work of Alexander Calder at www.moma.org (Museum of Modern Art)</p> <p>Create a symmetrical mobile.</p>
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COURSE: Art	GRADE(S): 2
UNIT: Color	

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<p>STATE STANDARDS:</p> <p>7.1 Producing and Exhibiting the Arts</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Responses to the Arts</p> <p>7.4 Aesthetic Responses to the Arts</p>	<p>UNIT OBJECTIVES:</p> <p>Students will learn the process of color mixing.</p> <p>Students will use the primary colors to create secondary colors.</p> <p>Students will distinguish between categories of color: primary/secondary and warm/cool and tints/shades and neutral.</p> <p>Students will determine through experimentation that three primaries make a neutral (brown/gray)</p> <p>Students will discover that adding white to a color makes it lighter (tint) and adding black to a color makes it darker (shade)</p>
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<p>ACTIVITIES</p> <p>Students will explore the relationship between primary and secondary colors using various media: finger pints, tempera, oil pastels.</p> <p>Students will differentiate between warm and cool colors and determine the emotions these categories foster (use advertisements as primary example)</p> <p>Students will mix neutrals using the three primary colors.</p> <p>Students will design and construct their own color wheel.</p> <p>RESOURCES</p> <ol style="list-style-type: none"> 1. Various landscape paintings. 2. Graffiti art 3. Nature 4. Advertising design (popular ads, posters, e.g. Lautrec) 5. www.paris.org/musees/picasso (Musee Picasso) 	<p>ASSESSMENTS:</p> <p>Evaluate accuracy of color wheel designed by student</p> <p>Oral questioning/written quiz</p> <p>Worksheets</p> <p>Play "Category game"</p> <p>REMEDIATION:</p> <p>Exercises or worksheets reviewing color mixing, primary/secondary colors.</p> <p>"Student buddy" partners</p> <p>Locate given colors in magazines</p> <p>Color given picture using only primary <i>or</i> only secondary colors.</p> <p>ENRICHMENT:</p> <p>Students create their own color wheel using different shape other than a circle "wheel"</p> <p>Challenge to mix tints and shades of select colors on wheel.</p> <p>Create a thematic collage based on complementary color pairs.</p> <p>Paint a still life using shades or tints of one color.</p>
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COURSE: Art

GRADE(S): 2

UNIT: Form

NATIONAL STANDARDS:

1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structures and functions.
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STATE STANDARDS:

7.1 Producing and Exhibiting the Arts

7.2 Historical and Cultural Contexts

7.3 Critical Responses to the Arts

7.4 Aesthetic Responses to the Arts

ACTIVITIES

The students will explore the use of clay as a 3-D medium using various clay tools.

Students build an additive sculpture by adding pieces onto a basic form by gluing or using any type of adhering process.

Students will carve a subtractive sculpture using a bar of soap or a block of plaster and simple tools.

RESOURCES

1. Henry Moore sculptures (subtractive)
2. Louise Nevelson sculptures (additive)
3. pinch pottery
4. paper sculpture
5. www.moma.org (Museum of Modern Art)

UNIT OBJECTIVES:

Students will learn to distinguish between 2-D and 3-D art.

Students will be able to recognize Sculpture as 3-D

Students will differentiate between additive and subtractive sculpture.

ASSESSMENTS:

Self or group critique

Oral questioning

Student categorizes sculpture with explanation.

REMEDIATION:

Tactile exercises using various malleable materials

Cut pictures from magazines that illustrate forms found in nature and architecture.

ENRICHMENT:

Students create a clay sculpture based on an art example or theme.

Students create a 3-D "Pet from Mars" with air dry clay using textures that do not resemble an Earth pet.

Draw a still life arrangement using basic shapes and shade each piece with a pencil to create the illusion of form or depth.

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<p>ACTIVITIES</p> <p>Identification of types of lines (horizontal, zigzag, thick, curvy, etc.)</p> <p>Create line with various media, such as pencil, pen, ink, marker, crayon, craypas, and paint.</p> <p>Arrange lines to create various shapes and forms.</p> <p>RESOURCES</p> <ol style="list-style-type: none"> 1. Gesture drawing 2. Calder – stabile - (3D application of line) 3. Contour drawing 4. Collage - Picasso 5. www.brooklynart.org (Brooklyn Museum of Art) 	<p>ASSESSMENTS:</p> <p>Discuss and review student work</p> <p>Self or group critique</p> <p>Student checklist</p> <p>Distinguish between 2-D shapes and 3-D forms</p> <p>REMEDIATION:</p> <p>Tracing given line designs.</p> <p>Discuss emotional implications of such lines.</p> <p>Cut out pictures of buildings or houses where you can see the lines the architect created</p> <p>ENRICHMENT:</p> <p>Students select a work of art which emphasizes line design and copy it using media appropriate for their age level.</p> <p>Students select a work of art, copy it, changing the emotional intent by changing the types of lines used in the original work.</p> <p>Transform given lines into 2-D shapes and finally into 3-D forms.</p>
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COURSE: Art	GRADE(S): 2
UNIT: SHAPE	

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<p>STATE STANDARDS:</p> <p>7.1 Producing, Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Response to the Arts</p>	<p>UNIT OBJECTIVES:</p> <p>Students will distinguish between line and shape.</p> <p>Students will identify geometric shapes located in works of art and environment.</p> <p>Students will identify organic shapes located in art and nature.</p> <p>Students will distinguish between geometric and organic shapes.</p> <p>Students will understand the need to incorporate shapes into the creation of various 2-D projects.</p> <p>Students will illustrate how to assemble a thematic collage.</p>
<p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Students draw, cut out, and identify various shapes. 2. Paper or multi-media collage incorporating various shapes, colors, sizes into the thematic design. 4. Students will describe the use of shape in their artwork and the art of others. <p>RESOURCES:</p> <p>Amish quilts</p> <p>Collage: Matisse, Picasso, Braque, Bearden</p> <p>Polish paper cuts (Wycinanki)</p> <p>Cezanne still life</p>	<p>ASSESSMENTS:</p> <p>Oral questioning: identify types & specific shapes</p> <p>"Shape Category" game</p> <p>REMEDIATION:</p> <p>Worksheets to identify shapes.</p> <p>Touch and maneuver manipulatives (wooden shapes).</p> <p>Cut out given paper shapes and label correctly.</p> <p>Cut out organic shapes that cannot be labeled.</p>

ENRICHMENT:

Create pattern and repetition using one shape, insuring variety by varying the size and color.

Using shape in the style of a selected artist.
(e.g. Picasso – www.paris.org/musees/picasso)

Make the shape of a word express its meaning by stretching or compressing the shape, angle it, etc.

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<p>ACTIVITIES</p> <p>Two-color construction paper design to distinguish + / - space</p> <p>Paint landscape that indicates the three grounds of perspective and the use of overlapping.</p> <p>RESOURCES</p> <p>Landscape prints : Bruegal, Van Gogh, Rousseau</p> <p>Calendars, comics</p> <p>www.mfa.org (Museum of Fine Arts)</p> <p>www.moma.org (Museum of Modern Art)</p>	<p>ASSESSMENTS:</p> <p>Group exhibit and critique</p> <p>Oral questioning/written quiz as vocabulary review</p> <p>Display/discuss grounds in masterpiece examples and compare to student work</p> <p>REMEDIATION:</p> <p>Students glue cut out shapes to paper to show proper size perspective and/or positive and negative space</p> <p>Use magazine pictures, comics to discuss size perspective and overlapping.</p> <p>ENRICHMENT:</p> <p>Design multi-media artwork that displays understanding of the three perspective grounds.</p> <p>Invent cartoon character to be incorporated into frames displaying different perspective situations: bird's-eye, worm's-eye, eye-level views.</p>

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UNIT: Texture	

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<p>ACTIVITIES</p> <p>Students will feel and describe differences in various materials.</p> <p>Students will identify texture in their work and in the works of others.</p> <p>Students will incorporate texture in the design of their art work by experimenting with various materials</p> <p>RESOURCES</p> <ol style="list-style-type: none"> 1. Brass rubbings/crayon rubbings/weavings 2. www.mcachicago.org (Chicago Museum of Contemporary Art) 3. Artificial texture: animal prints on fabric or paper, natural fibers. 4. Animal calendars 5. Pets 	<p>ASSESSMENTS:</p> <p>Oral questioning</p> <p>Vocabulary review of "textural" words</p> <p>REMEDIATION:</p> <p>Students can search for pictures of different textures in magazines and make a collage.</p> <p>"Blind-box"—identify the texture by touch.</p> <p>Create a textural collage using words to describe each texture.</p> <p>ENRICHMENT:</p> <p>Make a thematic multi-media collage using various textures.</p> <p>Design a collage using "unlikely" textures (e.g. sandpaper for clouds, cotton for water, etc.</p> <p>Weave a wall hanging using various textural materials: yarn, beads, paper, twigs, found objects, etc.</p>
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