Course Title: Second Grade Visual Arts Curriculum

Subject: Visual Arts

Grade Level: Second Grade

Duration: Second Grade Classes meet twice in a six day cycle.

Prerequisite: First Grade Art

Elective or Required: All students participate in art.

Visual and Performing Arts Mission Statement

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self-esteem in students. An interdisciplinary approach to The Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into lifelong learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

An education in the visual arts serves to develop technical skill within students through the introduction and exposure to a wide and diverse selection of media, discussion of artists (both past and present), and the execution of a final and unique product. However, beyond the development of technical skill, through the vehicle of the visual arts there is a culmination of idea formation, visualization, communication, and self-expression displayed by students. Students are allowed and encouraged to explore their imagination, personal voice, and creativity. The visual arts allow students to express a unique piece of themselves in physical form, a personal message so to
speak. Students are empowered to create visual messages and express their ideas to their peers, communities, and the world around them. Furthermore, an education in the visual arts provides students with the grounding and skills to become effective members in the modern-day workforce and society. An education in the arts affords students the opportunity to find creative and innovative solutions to problems through the practice of visualization, personalization, critical thinking, communication, and sharing of ideas. The development of these skills will put students at a distinct advantage among their peers.

Course Description:
Students will continue to make connections with the art curriculum and their everyday lives/surroundings. They will build off the previous year’s curriculum and continue to expand their knowledge and understanding of the elements of art/principles of design. They will continue to refine their motor skills and technical skills through the execution of a wide variety of art projects/assignments. They will tap into their own creative identity and personal expression, translating their ideas from the abstract to concrete. They will be exposed to a number of artists, both past and present, as well as various cultural art forms. They will grow in their communication skills as they listen, discuss, and converse about both professional artworks, as well as their own art/art of peers.

Author: Danielle Chesney
Date Submitted: Summer 2017
1.1 The Creative Process: 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.

A. Dance  
B. Music  
C. Theatre  
D. Visual Art

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

A. Dance  
B. Music  
C. Theatre  
D. Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses  
B. Critique Methodologies
Topic/Unit: #1 “Reviewing with the master-artists!- Lines and shapes that move, dance, and grow”

Approximate # Of Weeks: 6 weeks

Essential Questions:
- How do artists use the elements of art?
- What are some of the elements of art that you see in this artwork?
- What is a line?
- What are some different types of lines?
- How do different types of line show movement?
- What is pattern?
- What are geometric shapes?
- What are organic shapes?
- How do artists use line and shape in their artwork?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Use various types of lines in their artwork (ex. thick, thin, smooth, rough, solid, broken, vertical, horizontal, diagonal, curved, zig-zag, etc.), to show movement.
- Understand and create patterns using various lines.
- Recognize and be able to create and draw various geometric and organic shapes that show movement and structure.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.
NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1- Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 2nd grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
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.
   A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   C. Ask for clarification and further explanation as needed about the topics and texts under discussion. New Jersey Student Learning Standards for English Language Arts Page | 9
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activities – include 21st Century Technologies:
- Teacher will discuss and introduce students to the art classroom rules, procedures and behavior modification management systems.
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will begin to introduce essential art room tools and materials.
• Students will view multi-media power point presentations about various examples of visual art/artists.
• Students will view YouTube videos on various artists, media techniques and demonstrations.
• Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  • Day/Night, warm/cool, line drawings
  • Keith Haring moving figures painting
  • Paul Klee castles
  • Abstract glue drawing
• Students will observe various technical teacher studio demonstrations.
• Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artencyclopedia.com
- Online visual art galleries
- Virtual art museums
Approximate # Of Weeks: 3 weeks

Essential Questions:
Which colors in the color wheel are the primary colors?
Why are they important?
Blending certain primary colors together will give you which colors?
What happens when you add white to a color? Black?
How do artists use value to create depth in a painting or drawing?
How does adding value to a 2-D drawing/painting give it the illusion of a 3-D object?
What are complimentary colors?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Recall and use primary, secondary, warm, and cool colors in their artwork.
- Understand and be able to explain and execute value (tints and shades) through color blending.
- Explain how adding value makes 2-D drawings look 3-D.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1- Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 2nd grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
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.
A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
C. Ask for clarification and further explanation as needed about the topics and texts under discussion. New Jersey Student Learning Standards for English Language Arts Page | 9
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children's literature.
- Teacher will introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
• Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  • Wayne Thiebaud cupcake drawings (value study)
  • Northern lights landscape collage
  • Students will observe various technical teacher studio demonstrations.
  • Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artcyclopedia.com
• Online visual art galleries
• Virtual art museums
Approximate # Of Weeks: 3 weeks

Essential Questions:
What is a self-portrait?
How is it different from a portrait?
What is Cubism?
What are some art elements that Picasso used in Cubist portraits?
What is a symbol?
What are some symbols that tell us about you?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Define and create a self-portrait.
- Understand the term symbol, and use several in a personal self-portrait.
- Recognize and define characteristics of cubist art
- Use elements and techniques demonstrated by Picasso to create an original Cubist self-portrait.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1- Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 2nd grade

Anchor Standard: Reading
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Anchor Standard: Speaking and Listening
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.
   A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children's literature.
- Teacher will begin to introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Pablo Picasso Cubist self-portraits
  - Symbolic/Realism self-portrait study
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students' proper use of materials.
- Students' successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

Resources:
- Arts and Activities Magazine
- School Arts Magazine
- Various artist biographies, related books, magazines
- Art Reproductions

Online Resources:
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- www.kinderart.com
- www.artcyclopedia.com
- Online visual art galleries
- Virtual art museums
Topic/Unit: #4 “Grab your passports!–
Experiencing art from around the world”

Approximate # Of Weeks: One Trimester 11-12 weeks

Essential Questions:
Why do people create art?
What does art help us do?
Is art only found in museums?
Is there only one way to create art?
Can art be made using different tools (other than pencils, paintbrushes, paper, etc.? (ex. sand, sticks, cloth, metal)
What is folk-art?
Why is folk-art important/useful?
What is a symbol?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in cultural art forms/techniques.
- Identify and recognize various elements of art found in their surroundings as well as in cultural art forms.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Understand and gain perspective of different cultural art forms.
- Grow and develop in the use of traditional and non-traditional art tools/media.
- Identify and define folk-art and symbols
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.
NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2- Identify elements of art and principles of design in specific works of art and explain how they are used.
1.2.2.A.1- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.3.2.D.1- Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.

Interdisciplinary Standards-
NJCCCS (2014) English Language Arts- 2nd grade
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Anchor Standard: Speaking and Listening
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.
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   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   C. Ask for clarification and further explanation as needed about the topics and texts under discussion. New Jersey Student Learning Standards for English Language Arts Page | 9
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Activities – include 21st Century Technologies:

- Teacher will introduce both traditional and non-traditional art tools and materials.
- Students will view multi-media power point presentations about various examples of cultural art forms/techniques.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  - Art Passports
  - Egyptian sarcophagus drawing
  - Australian aboriginal dreamings
  - Japanese Gyotaku fish printing
  - Mexican Bark paintings
  - Indian henna arm designs
  - Chinese dragon collage
  - Students will observe various technical teacher studio demonstrations.
  - Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:

- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:

- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

Resources:

- Arts and Activities Magazine
- School Arts Magazine
- Various artist biographies, related books, magazines
- Art Reproductions

Online Resources:
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- www.kinderart.com
- www.artcyclopedia.com
- Online visual art galleries
- Virtual art museums
Topic/Unit:  #5 “We’re going places!- A study in Landscapes/Seascapes”

Approximate # Of Weeks:  8 Weeks

Essential Questions:
What is the horizon line?
What does it do?
What does it create in a picture?
What is a landscape?
What things might we see in a landscape? A seascape? A cityscape?
How can we use the element of space in our artwork?
How can we make objects appear closer to the viewer?
What is overlapping?
How does overlapping add depth to our pictures?

Upon completion of this unit students will be able to:

- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
- Create, replicate, and incorporate the elements of art in the creation of unique visual products.
- Describe and create the element of space visually in their artwork.
- Create various landscapes/seascapes incorporating the horizon line, foreground, middle ground, and background into their work.
- Grow and develop in the use of specific art tools/media.
- Understand how overlapping objects in their drawings/paintings helps to create space/depth to their work.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.
NJCCCS (2014)-
1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1 - Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.

Interdisciplinary Standards-

NJCCCS (2014) English Language Arts- 2nd grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
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.
   A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activities – include 21st Century Technologies:
   • Teacher will promote student understanding and confidence by reading to the students related children’s literature.
• Teacher will review essential art room tools and materials.
• Students will view multi-media power point presentations about various examples of visual art/artists.
• Students will view YouTube videos on various artists, media techniques and demonstrations.
• Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  • Four season tree painting
  • Henri Rousseau Jungle paintings
  • Iris craypas/watercolor resist
  • Desert cactus drawing
  • Under the sea landscape
• Students will observe various technical teacher studio demonstrations.
• Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• Arts and Activities Magazine
• School Arts Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• www.kinderart.com
• www.artcyclopedia.com
• Online visual art galleries
• Virtual art museums

Topic/Unit: #6 “Building up to the end!- Exploring 3-D art through sculpture”

Approximate # Of Weeks: 4 Weeks

Essential Questions:
What is form?
What is sculpture?
What types of materials can artists use to create sculptures?
What are some examples of sculptures that you have seen before?
What would be some reasons why artists create sculpture?
How does sculpture differ from drawings or paintings?

Upon completion of this unit students will be able to:
• Understand and practice rules, procedures, and expectations in art class.
• Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
• Identify and recognize various elements of art found in their surroundings as well as in the works of various artists.
• Create, replicate, and incorporate the elements of art in the creation of unique visual products.
• Recognize and use various processes and tools to create 3-dimensional art.
• Recognize and use shapes and forms that have height, length, and width)
• Identify and describe form (3-D height x length x width)
• Create form sculpturally (3-D)
• Grow and develop in the use of specific art tools/media.
• Recall various art vocabulary relative to specific projects and build upon that knowledge.
• Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
• Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
• Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1 - Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.

Interdisciplinary Standards-

NJCCCS (2014) English Language Arts- 2nd grade
Anchor Standard: Reading
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard: Speaking and Listening
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.
   A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   B. Build on others’ talk in conversations by linking their explicit comments to the remarks of others.
   C. Ask for clarification and further explanation as needed about the topics and texts under discussion. New Jersey Student Learning Standards for English Language Arts Page | 9
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
• Using the elements of line, shape, color, texture, space, and form, students will create various artwork (including but not limited to the following):
  • Recyclable Robots
  • Clay fish/clay snails
  • Student portfolios
  • Students will observe various technical teacher studio demonstrations.
  • Student brainstorm together, sharing observations, comparing/contrasting art.

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
• Students’ proper use of materials.
• Students’ successful completion of several multi-stepped art projects.
• Rubric (student)
• Rubric (teacher)

Resources:
• *Arts and Activities* Magazine
• *School Arts* Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

Online Resources:
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• [www.kinderart.com](http://www.kinderart.com)
• [www.artcyclopedia.com](http://www.artcyclopedia.com)
• Online visual art galleries
• Virtual art museums