

ART

LENGTH OF TIME: 1 year, thirty 55 minute periods

GRADE LEVEL: 2

COURSE STANDARDS:

Students will:

1. Explore the art elements by experimenting with color mixing and working with various kinds of lines and shapes. **NVAS1, 9.1.3.A.C.H**
2. Explore and use various 2-dimensional and 3-dimensional media. **NVAS3, 9.1.3.A-C.H, 9.3.3.B**
3. Study how artists create a reproduction of an image. **NVAS2, 9.1.3.A-C.H.J, 9.2.3.K.L, 9.3.3.B**
4. Trace development of the forms of art expression by ancient people (such as Egyptians) **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
5. Experiment with found objects, objects from nature and recycled materials to create a 3-dimensional work of art. **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
6. Demonstrate an understanding of the human form and portraiture using correct proportions. **NVAS2, 9.1.3.A-C.H.J, 9.2.3.A.C-E.L, 9.3.3.D**
7. Discover the use of materials to create a balanced three-dimensional sculpture. **NVAS2, 9.1.3.A-C.H.J, 9.2.3.D.G.J.L, 9.3.3.B**
8. Respond to their own artwork, plus that of their classmates and artists from other times and the present. **NVAS5, 9.3**

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - H. Safety Issues in the Arts
 - J. Technologies in the Arts
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - C. Styles and Genre in the Arts
 - D. Historical and Cultural Perspectives
 - E. Historical and Cultural Impact on Works in the Arts
 - F. Vocabulary for Historical and Cultural Context
 - G. Geographic regions in the arts
 - H. Pennsylvania artists
 - I. Philosophical context of works in the arts
 - J. Historical differences of works in the arts
 - K. Traditions within works in the arts

- L. Common themes in works in the arts
- 9.3 Critical Response
 - A. Critical Processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for Criticism
 - E. Types of Analysis
 - F. Comparisons
 - G. Critics in the Arts
- 9.4 Aesthetic Response
 - B. Aesthetic Interpretation
 - C. Environmental Influences
 - D. Artistic Choices

NATIONAL VISUAL ARTS STANDARDS

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

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrate understanding of color (warm, cool, neutral, primary, secondary). Identify color and show how to mix. (Course Standard 1)
2. Demonstrate the ability to use different art materials correctly, creatively, and safely. (Course Standard 2, 7)
3. Demonstrate the understanding of reproducing a work of art using the proper materials and techniques. (Course Standard 3)
4. Show an understanding of the contributions to our world by ancient and contemporary artists. (Course Standard 4)
5. Create projects which represent objects from the natural world, illustrating knowledge of the basic art elements. (Course Standard 5)
6. Create representations of the human form using varied art media. (Course Standard 6)
7. Discuss artwork of self and other students and artists. (Course Standard 7)

DESCRIPTION OF COURSE:

The course will begin with a general review of color, plus art room procedures and classroom rules. Further color exploration will review the warm, cool, and neutral families, plus primary and secondary color families. Identification and color blending will be stressed. Students will also work with other art elements, such as line and shape in drawings and paintings representing the real and imaginary world. Students will draw people, stressing proportion and arrangement of features in either relative or imaginary representation. A survey of art and architectural forms

from the ancient world as well as art from various cultures will include the art elements and principles. Students will experiment with different types of media and techniques, using different brushes, paints, papers, fibers, wood, and drawing materials. They will identify and create artwork with a variety of subject matter (such as landscape, still life and animal studies).

TITLES OF UNITS:

1. Classroom procedure, review of materials and design elements	1 period
2. Landscapes	3 periods
3. Still Life	3 periods
4. Story Quilts	4 periods
5. Spanish Art	2 periods
6. 3D Sculptures: Clay	2 periods
7. Printmaking	3 periods
8. Ancient Egypt	4 periods
9. Maps and Architecture	4 periods
10. Poetry and Art	2 periods
11. Abstract Expressionism	2 periods

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation and exploration, individually and in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration
5. A-V resources for idea stimulation and/or technique explanation

MATERIALS:

1. books, reproductions, films, videos and worksheets, power point presentations
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints and crayons
3. Clay, Glue, masking tape, yarn, wood scraps, fabric, inks, cardboard scrap (shoe boxes)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Extra teacher assistance as needed
4. Reworking of an alternative task and/or extra credit individualized projects
5. Use of print and electronic media
6. Use of computer software and the Internet
7. Use of audio and videotapes to augment lessons.

PORTFOLIO DEVELOPMENT:

Periodically throughout the year, classroom teachers will be notified that artwork should be kept to be considered for addition to the student's portfolio. At the end of the year, each child will select at least one piece of artwork to be included in the district art show.

METHODS OF EVALUATION:

1. 2D and 3D projects demonstrating an understanding of the unit and an ability to handle the art materials.
2. Self-evaluation of student's own work, written and/or oral.
3. Peer evaluation, small groups or whole class.
4. Teacher evaluation of student work.

INTEGRATED ACTIVITIES:

1. Concepts
 - Understand elements and principles of design such as:
 - color (warm, cool, neutral; primary, secondary; blending)
 - line (straight, curved, angle; expressive line)
 - shape (circle, oval, ellipse, square, rectangle, triangle, natural)
 - form (3-dimensional)
 - space ("air" around shapes)
 - texture (how something feels)
 - Understand media and process, such as
 - methods and materials for drawing
 - methods and materials for painting
 - methods and materials for working with fibers
 - Make connections among recurring motifs in art history
 - Place various art forms and artists in an art historical context
 - Appreciate each individual's place in a diverse world
2. Communication
 - Exchange information about works of art
 - Produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
 - Describe meaning of work of art (one's own or others)
3. Thinking/Problem Solving
 - Analyze and make critical judgments about artwork
 - Evaluate and respond critically to works of art
 - Solve problems using appropriate tools, materials, technology, etc.
 - Show relationships between culture, historical period, and artwork produced during that time
4. Application of Knowledge
 - Use and master a variety of materials, tools, and art processes
 - Student artwork exhibits learned skills
 - Artwork will display the historical and multi-cultural content of the units studied

5. Interpersonal Skills
 - Work cooperatively
 - Solve problems in groups
 - Students help other student (peer tutoring)
 - Communicate appropriately with teachers and others