



Grade 2 Visual Art

Unit 1: Elements of Art

Course/Subject:
Grade 2 Visual Art

Grade:
2

Unit 1:
Elements of Art

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

The elements of art are the basis for artmaking and understanding. These tools can be used individually or in a variety of combinations to produce visual effects and meaning. A growing understanding of the elements of art can help an artist to both create as well as analyze a unique work of art.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Elements and Principles of Art

Unit Summary

Students will be re-acquainted to a number of the elements and principles and will demonstrate their understanding in a variety of formats. Students will recognize the importance and use of the elements and principles in masterworks as well as construct meaning through utilizing these tools in artwork of their own creation.

Unit Essential Questions:

1. What are the elements of art? How are the elements of art like ingredients?
2. How do artists use line in their artwork? How can I use line in my artwork?
3. How can line be used to show movement?
4. How do artists use color in their artwork? How can I use color in my artwork?
5. What are primary and secondary colors? What is the importance of these groups of colors?
6. What are warm and cool colors?
7. How can color be used to show feeling?
8. How do artists use texture in their artwork? How can I use texture in my artwork?
9. What is implied texture? What is actual texture? How are they the same and how are they different?
10. How do artists use shape in their artwork? How can I use shape in my artwork?
11. What is space in artwork? Why is space important?
12. How can I use shapes to make me a better artist?
13. What is pattern? How can I create a pattern? How is pattern used in artwork? How can pattern create rhythm or movement in artwork?
14. How are the elements used the same or differently in painting/sculpture/drawing/etc.?

Key Understandings:

1. The elements of art are like ingredients used for cooking: they can be used separately or combined to create unique works of art.
2. The elements of art can be made using various mediums. These elements may be used differently depending on their purpose and procedure.
3. Line, color, texture, and shape are used to convey a number of visual and implied feelings, effects, and meanings.
4. Something simple, like a single line or color, can be used in a big and complicated way.
5. Recognizing and understanding the elements of art is a basic yet important foundation for all artists.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.3.A.	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.C.	Recognize and use fundamental vocabulary within each of the arts forms.
9.3.3.B.	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's <i>Broadway Boogie-Woogie</i> ; use of dynamics, tempo, texture in Ravel's <i>Bolero</i>).

Important Standards Addressed in the Unit:

9.1.3.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3.F.	Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navajo weavings and Kente cloth from West Africa).

Misconceptions:

1. Learning about the elements and principles is not important to artmaking.

Proper Conceptions:

1. The elements and principles of art are a basic tool necessary for growth as an artist.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Knowledge of types of lines • Beginning knowledge of using lines to convey movement and feelings • Understanding of mixing primary colors to produce secondary colors • Beginning knowledge of other color groups, i.e. tints and shades, warm and cool colors • Understanding the difference between implied texture and actual texture • Knowledge and classification of two types of shapes • Understanding of how to create pattern • Understanding of symmetry • Beginning knowledge of the use of space • Understanding of the elements and principles as tools used to create works of art 	<ul style="list-style-type: none"> • Produce variety of line types • Mix primary colors in proper combinations to produce secondary colors • Use the elements to create implied and actual texture • Categorize geometric and organic shapes • Draw, cut, and otherwise produce geometric and organic shapes • Copy and create original patterns in drawing, painting, etc. • Identify shapes that possess a line of symmetry • Create symmetrical shapes • Begin purposefully utilizing space 	<ul style="list-style-type: none"> • Recognition of how famous artists have used the elements and principles of art in their work and how to use it effectively in our own artmaking • Communication of feelings and meaning using the elements and principles in our artmaking • Fluid, independent use of elements and principles in any medium

Academic Vocabulary:

Elements of Art
Line
Straight
Horizontal
Vertical
Diagonal
Zig-zag
Thick
Thin
Curved
Scalloped
Dotted
Broken/Dashed

Wavy
Color
Primary Colors
Secondary Colors
Color Mixing
Portrait
Warm Colors
Cool Colors
Texture
Implied Texture
Actual Texture
Shape
Geometric

Organic
Space
Pattern
Repeating/Repetition
Symmetry
Tint
Shade
Landscape
Seascape
Cityscape
Still-life
Movement
Rhythm

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

- **Modeling** - Teacher will model the creation of each of the elements of art.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the elements being used.
 - **Peer collaboration**
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Interdisciplinary Connections:


- **Math** - pattern, repetition, geometry/geometric shape
 - **Music** - pattern, symmetry
 - **Physical Education** - movement
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Additional Resources:

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Created By:

Rachel Connell and Brooke May

			Grade 2 Visual Art Unit 2: Various Mediums
Course/Subject: Grade 2 Visual Art	Grade: 2	Unit 2: Various Mediums and Procedures	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	An art medium is the material with which an artist works to create a work of art. The instruction in and exploration of various art mediums, also called art media, is an important part of budding artists' knowledge base as they learn about art and art making. Mediums may include, but are not limited to: ceramics, collage, drawing, painting, printing, and sculpture.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Various Mediums and Procedures
Unit Summary	Students will be introduced to a variety of art mediums and will have the opportunity to explore each one. Students will recognize the similarities, differences, and nuances of each of the various mediums through examination of masterworks, as well as through the exploration of each medium as they create their own artwork.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a medium? How are mediums/media used to create artwork? 2. How might an artwork's subject affect the choice of medium? How might the medium affect the subject? 3. How can I use a medium to express feelings or thoughts? 4. Why is it important to understand art processes? How does understanding art processes help to understand works of art? 5. How can I interpret a work of art? How does knowing art vocabulary help me to interpret a work of art? 	Key Understandings: <ol style="list-style-type: none"> 1. An art medium refers to the materials or supplies used to create a work of art. An artwork may be made using a single medium or several mediums/media. 2. Artists may choose mediums based on their knowledge of or skill with a given medium or the subject matter of an artwork. 3. The way an art medium is used can affect the meaning of an artwork. 4. By understanding and being familiar with the materials and processes used to create a work of art, we can better interpret what an artist is trying to tell us through their artwork. 5. Safe and proper handling of materials and tools is a crucial part of artmaking.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.3.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3.G.	Recognize the function of rehearsals and practice sessions.

9.1.3.H.	Handle materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Identify materials used. ● Identify issues of cleanliness related to the arts. ● Recognize differences in selected physical space/environments. ● Identify methods for storing materials in the arts.
9.1.3.J.	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> ● Know and use traditional technologies. ● Know and use contemporary technologies.
9.1.3.K.	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.3.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.3.3.A.	Recognize critical processes used in the examination of works in the arts and humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. It is not important to practice using different mediums. 2. Any medium can be used for making any artwork. 	<ol style="list-style-type: none"> 1. Art is like playing a sport or a musical instrument: practice sessions improve skills. 2. Some mediums are better for certain desired effects.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Developing knowledge of various mediums such as ceramics, collage, painting, etc. ● Developing knowledge of clay techniques ● Developing knowledge of collage/assemblage techniques ● Developing understanding of various drawing materials and how to use them ● Developing understanding of various painting materials and how to use them ● Developing knowledge of basic printmaking technique ● Developing understanding of basic paper sculpture techniques ● Developing knowledge of simple weaving process 	<ul style="list-style-type: none"> ● Identify various mediums ● Create using basic clay techniques: rolling, flattening, pinching, making impressions ● Create a vessel using the pinch pot technique ● Tear, cut, overlap, glue ● Draw using pencil ● Draw using oil pastel ● Independently demonstrate proper paintbrush usage, including washing/clean-up, loading and re-loading brush with paint, cleaning between colors ● Independently demonstrate proper painting techniques such as use of strokes and blending ● Properly utilize printing materials to create a simple print ● Use a variety of paper sculpture such as folding/bending, curling, creating tabs ● Create a weaving using an AB pattern 	<ul style="list-style-type: none"> ● Using and refining art skills with various mediums ● Using various mediums to convey artwork with meaning, messages and feeling

Academic Vocabulary:

Medium	Drawing	Printing
Process	Sketch	Brayer
Procedure	Blend	Printing Plate
Ceramics	Oil Pastel	Sculpture
Clay	Pencil	2D
Collage	Painting	3D
Cut	Paintbrush	Weaving
Glue	Bristles	Photograph/Photo
Overlap	Tempera	Marker
Tear	Acrylic Paint	Crayon
Colored Pencil	Watercolor	Pinch Pot

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

- **Modeling** - Teacher will model the use of each medium..
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the materials being used.
 - **Peer collaboration**
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Interdisciplinary Connections:


- **Math** - sculpture, 2D, 3D
 - **Science** - ceramics, painting, sculpture
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Additional Resources:

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Created By:

Rachel Connell and Brooke May

			Grade 2 Visual Art Unit 3: Art History and Cultural Contexts
Course/Subject: Grade 2 Visual Art	Grade: 2	Unit 3: Art History and Cultural Contexts	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	Artists across the globe have been making art for thousands of years. This art can be used to tell us about the rich histories of people groups and cultures. Understanding the art history of various peoples is an important part of an art education, as it influences our own artmaking and assists in the forming of global citizens.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Art History and Cultural Contexts
Unit Summary	Students will be introduced to a new array of artists, art movements, and subject matter. Through the examination of these various peoples and periods in art history, students will further their understanding of the breadth and depth of art history. These additional and deeper explorations will inform student understanding as well as their own artmaking.

Unit Essential Questions: 1. What is the importance of art history? 2. How are artworks made across time the same? How are they different? 3. How are artworks made in different places the same? How are they different? 4. How can understanding art history affect my artwork?	Key Understandings: 1. Art has been made by people across the world for thousands of years. Some of this art was made to tell stories, while others was made to be useful or serve another purpose. 2. Studying and understanding art history has helped us to learn about the history of the world. 3. Despite the distance in time or space, many cultures share similarities in their artmaking. 4. Investigating art history helps us to recognize our own likes, dislikes, and beliefs.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.2.3.A.	Explain the historical, cultural, and social context of an individual work in the arts.
9.2.3.B.	Relate works in the arts chronologically to historical events.
9.2.3.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.3.G.	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America

	<ul style="list-style-type: none"> • Europe • North America • South America
9.2.3.H.	Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.

Important Standards Addressed in the Unit:

9.2.3.D.	Analyze a work of art from its historical and cultural perspective.
9.2.3.E.	Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.

Misconceptions:	Proper Conceptions:
1. Art is made so that people have something that looks nice.	1. Artists across time and spaces have created art as a means of self expression, for decoration, to record their history, and to serve useful purposes, among other reasons. 2. Studying art history helps us to understand other people, places, and our own likes and dislikes.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Forming understanding of art history • Continuing understanding and recognition of different types of artworks • Forming understanding of parts of artwork • Knowledge of master artists and their works 	<ul style="list-style-type: none"> • Discuss and identify ancient and modern art and artists • Identify different types of artworks • Identify and independently create background, foreground, and middle ground, as well as subject • Discuss Vincent van Gogh's use of line and movement in his artwork • Discuss the significance of choice of medium in Vincent van Gogh's artwork 	<ul style="list-style-type: none"> • Recognition of how artists across time have used art to communicate • Understanding of importance of creativity throughout history • Appreciation of art history • Beginning ability to compare and contrast artists' work and ideas

Academic Vocabulary:

Art history Artist Studio Realistic Abstract Landscape Cityscape	Seascape Portrait Self portrait Profile Illustration Still life Subject	Composition Foreground Middle ground Background Horizon Vincent van Gogh
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Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
- **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
- **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
- **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.

Differentiation:

- **Modeling** - Teacher will model the creation of different types of artworks.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique.
 - **Peer collaboration**
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Interdisciplinary Connections:

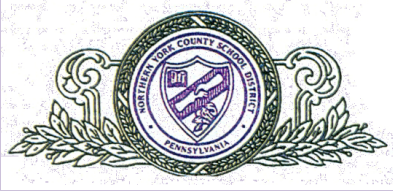
- **Social Studies** - history, cultural contexts
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Additional Resources:

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Created By:

Rachel Connell and Brooke May



Grade 2 Visual Art

Unit 4: Craftsmanship

Course/Subject:
Grade 2 Visual Art

Grade:
2

Unit 4:
Craftsmanship

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

Craftsmanship is a key component in an artist's artmaking, as it emphasizes technique. Understanding and executing proper techniques may help an artist to accomplish a task or solve a problem, critical in creating artwork.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Craftsmanship

Unit Summary

Students will continue to understand the importance of craftsmanship in their artwork. Students will be encouraged to focus on the forming of their individual technique, as well as the neatness of their work. Through the exploration of additional mediums and subjects, students will gain new experience in an array of art procedures and techniques, subsequently allowing them the opportunity to investigate further, experiment, and more freely express themselves.

Unit Essential Questions:

1. What is craftsmanship? Why is it important?
2. What is the importance of technique?
3. What makes a piece of art "good" or "bad"?

Key Understandings:

1. Craftsmanship emphasizes technique. For continued understanding, we might further break down craftsmanship into technique (*how* we do something) and neatness (*how well* we do that something).
2. Technique is the demonstration of skill in a given task. It is important to understand and demonstrate skill when learning a new procedure or process, because it allows us to grow as artists.
3. Deciding whether art is "good" or "bad" is up to an individual's preference. Being able to discuss or explain personal preference is an important part of understanding your own art as well as the art of others.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

9.3.3.A.

Recognize critical processes used in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.4.3.B.	Know how to communicate an informed individual opinion about the meaning of works in the arts.
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Important Standards Addressed in the Unit:

9.1.3.H.	Handle materials, equipment, and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Identify materials used. ● Identify issues of cleanliness related to the arts. ● Recognize differences in selected physical space/environments. ● Identify methods for storing materials in the arts.
9.1.3.J.	Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> ● Know and use traditional technologies. ● Know and use contemporary technologies.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. There is a single or right way to create a good work of art. 2. One person's work is better than another's. 	<ol style="list-style-type: none"> 1. There are many ways to create a work of art. The way in which an artist chooses to work is a matter of personal preference as well. 2. "Good" art is a matter of opinion or personal preference--different people like different art. 3. Craftsmanship is less about making "good" art and more about how to use materials carefully to make what you want to make.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Building understanding importance of craftsmanship ● Building understanding of technique ● Building understanding of opinion/personal preference 	<ul style="list-style-type: none"> ● Skillfully and carefully complete unique works of art ● Continuing sense of pride and ownership in work 	<ul style="list-style-type: none"> ● Use of critical thinking to evaluate own work ● Use of critical thinking to evaluate others' work ● Support individual artists choices ● Produce new, original, meaningful work ● Implement varied host of artist skills

Academic Vocabulary:

Craftsmanship Technique Neatness	Preference Expression Imagination	Tradition Skill Perseverance
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Assessments:

<ul style="list-style-type: none"> ● Daily teacher evaluation - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors. ● Daily student evaluation - Students will be required to self-check and make adjustments to their work on a daily basis. ● Open discussion - Teacher will lead whole-class discussions regarding concepts, projects, and explorations. ● Standards-Based Assessment - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

<ul style="list-style-type: none"> ● Modeling - Teacher will model techniques as well as demonstrate potential pitfalls or problems students may encounter.

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- **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the level of craftsmanship of each piece.
 - **Peer collaboration**
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Interdisciplinary Connections:

- **Social studies**
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Additional Resources:

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Created By:

Rachel Connell and Brooke May
