

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Art

Curriculum Writing Committee:

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Grade Level: Two

Date of Board Approval: _____ 2024 _____

Course Weighting: Art K-5

Projects (3 - 4 per Marking Period)	80%
Class Participation (Weekly)	20%
Total	100%

Curriculum Map

Overview:

This course is designed to provide an enriching, purposeful, and meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley School District elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

Time/Credit for the Course: 1 hour per week, 180 Days

Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

SECOND GRADE

Understanding of:

- Use pertinent vocabulary
- Use and understand symbols to represent words
- Contour line to represent shapes (introductory skill)
- Use and apply texture or directional line.
- Surface painting
- Warm and cool colors
- Non-objective painting using just line, shape and color
- Resist painting

- Clay coil construction
- Ball and coil figure construction
- Distinguishing form and function
- Clay glazing
- Layered paper collage
- Decoupage
- Origami
- Collagraph (printing plate from found objects) - introductory
- Apply ink with a brayer - introductory
- Printing in a series - introductory

Unit Second Grade Drawing

Time/Days:8 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.E; 9.2.3.A; 9.3.3.A; 9.4.3.D

Anchors

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2, M03.D-M.1.2.3, M3.C.2.1
E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3,E03.D.1.2.1, E03.D.1.2.5
S4.C.1.1.1

Eligible Content: Line, shape, pattern, repetition, detail, texture

Objectives:

1. Students will use contour lines to represent shapes. (DOK 1)
2. Students will utilize basic terminology to speak about and identify the Elements and Principles of Design in an artwork. (DOK 3)
3. Students will formulate critiques on their artwork and that of other artists. (DOK 3)
4. Students will imply depth / distance in a drawing through overlapping and scale (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Property of line, contour outline, directional line
 - a. Trace bodies or profiles to delineate outline creating silhouettes.
2. Comparing proportion and scale; Creating depth and distance
 - a. Observational drawing of simple common objects using simple comparison of width to height (ex: The vase is wider than it is taller; The flower is wider than the vase).
 - b. Architectural drawings using various sized rectangles.
 - c. Landscape drawings modeled after Grant Wood.
 - d. Read "Where the Wild Things Are" by Maurice Sendak and create depth and distance through a forest scene.
 - e. Create Imaginary creatures (insects, fish, birds) from disproportionate animal parts (giant fish tail with skinny body and tiny eyes).
3. Recognizing and using the Elements and Principles of Design in art
 - a. View and discuss examples of artworks which use the E & P of Design in their work.
 - b. Use examples and non-examples to compare and contrast for individual Elements and Principles.
 - c. Create an artwork that clearly demonstrates the use of a specified element or principle.

Suggested Projects:**Illustration**

Read “Where the Wild Things Are” by Maurice Sendak. Have students create a scene from the book utilizing their drawing skills to create complex figures from basic shapes, and an environment that has depth, dimension, and detail.

Landscape

Introduce students to the artist Grant Wood. Demonstrate and have students create a landscape drawing with a focus on horizon line, foreground, middleground, and background.

Architecture

Read the book “Iggy Peck Architect” by Andrea Beaty. Discuss the purpose of architecture. View and discuss various examples of architecture throughout historical time periods. Afterwards, challenge students to create their own architectural rendering that incorporates unusual and unique elements.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Written paragraph incorporating proper usage of learned vocabulary
Completed project with E & P identification paragraph on back (“In this project, I see the following Elements and Principles of Design....”)

Extensions:

1. Continued independent practice of learned concepts/techniques.
2. Discussion of how E & P of Design could be used differently to change the intent of the artwork.

Correctives:

1. Use of step / cards for projects
2. Provide handout for E & P Design and their meanings
3. Skeletal sentences for reflective writing on the E & P found within specific artworks.

Materials and Resources:**Materials**

Media: Pencils- graphite and colored, crayons of various types, markers, chalk and oil pastels.

Supplies: Erasers; glue; assorted art papers

Resources:

Teacher and student made examples

Art prints and posters: Sendak, Maurice. Where the Wild Things Are. N.c.: Harper Collins Publishers, 1963.

World map or globe

Teacher made presentations

Photographs

Art prints and posters

Internet resources

Unit: Second Grade Painting Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A; 9.1.3.B; 9.1.3.C; 9.3.3.C; 9.3.3F; 9.4.3.B

Anchors

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3, E03.A-V.4.1

S4.A.2.1, S4.C.1.1.1

Eligible Content: Line, shape, pattern, repetition, detail, texture, color mixing, tint, shade

Objectives:

1. Students will demonstrate how to lighten and darken a color. (DOK 2)
2. Students will demonstrate how to mix secondary colors. (DOK 2)
3. Students will distinguish between representational and nonrepresentational works. (DOK 2)
4. Student will form personal evaluations of their work and the work of others using basic E & P of Design vocabulary. (DOK 4)
5. Student will demonstrate application of experimental water media (DOK 2 & 3)
6. Student will understand and use the following vocabulary: realistic, abstract, tint, shade, warm, cool, primary, secondary (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Expressive Color
 - a. Observe and study works by expressive artists
 - b. Compare representational color vs interpretative qualities of color
(ex: Van Gogh's starry night or Matisse's Fauvist portraits compared to photographs of night skies and people)
 - c. View the 12-step color wheel
 - d. Direct instruction on secondary color, warm and cool color, tints and shades.
Write about color and mood
2. Use water media effectively (tempera, watercolor, crayon resist)
 - a. View teacher made example projects
 - b. Direct instruction and demonstration of methods
 - c. Guided practice
 - d. Suggested topics: Landscape painting, wax resist painting, tool paintings with sticks, q-tips, sponges, brushes, toothbrushes, seasonal art, non-representational designs
 - e. Portraits
3. Articulate opinions about what makes art good.
 - a. Use the Elements and Principles of Design to discuss composition of artwork
 - b. Provide a list of interpretive and expressive words to respond to a work of art

Suggested Projects:**Abstract**

Introduce students to Kandinsky's process and paintings inspired by music. Engage in a discussion about how certain colors, lines, textures, etc. can be associated with different emotions and feelings. Discuss examples and non-examples. Have students listen to instrumental compositions and paint based upon their perceived emotions using the Elements and Principles of Design.

Animal

Introduce students to Koi Fish and their habitats. Afterwards, have students follow a teacher-led demonstration on how to render a Koi fish in a pond with a focus on rhythm, pattern, and warm and cool colors.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Descriptive story incorporating color words

Summative: Completed project

Extensions:

1. Student creates his own "tool" using found objects in the classroom
2. Create two paintings using contrasting color schemes and compare their outcomes
3. Use Brushes application on iPads or similar program for digital tools

Correctives:

1. Wall charts or personal color wheels with "How to" for tool painting

Materials and Resources:**Materials:**

Paint media: Watercolors; block and liquid tempera; finger paint

Tools: Paintbrushes appropriate to media; found objects; pipettes; dabbers;

crayons Supplies: Varied art papers and painting surfaces; Still life objects

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

World map or globe

Teacher and student made examples

Teacher made presentations

Photographs

Art prints and posters

Internet resources

Suggested Reproductions:

Bierstadt, *Among the Sierra Nevada Mountains, California*

Take 5 art print series – landscapes

Works by Kandinsky

Unit: Second Grade Ceramics

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.B; 9.1.3.C; 9.1.3.H

Anchors

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G1.1.1, M03.C-G.1.1.2, M3.C.2.1

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3

S4.A.1.3.3, S4.C.1.1.1

Eligible Content: coil, form vs. function, additive building, reductive carving, glaze application

Objectives:

1. Students will roll coils with reasonable consistency. (DOK 2)
2. Students will apply joining techniques in attaching coils. (DOK 2)
3. Students will understand basic clay process of building, firing, glazing (DOK 1)
4. Students will formulate ideas about form and function (DOK 3)
5. Students will demonstrate the ability of liquid glaze application (DOK 2)
6. Students will demonstrate knowledge and correct usage of the following vocabulary:
coil, score, slip, firing

Core Activities and Corresponding Instructional Methods:

1. Design and create a coil constructed ceramics piece that suits a functional or decorative purpose.
 - a. Learn and practice clay construction methods (coiling, score, slip)
 - b. Teacher demonstration
 - c. Guided practice
 - d. Wall posters diagramming clay and firing process
 - e. Analyze clay objects to determine purpose
 - f. View and compare various ceramic pieces (marriage vessels, trivets, bells)
 - g. Teacher made examples
 - h. Suggested projects: Coil bowls; Pinch and coil vessel; Figurative sculpture; Draped containers with coiled decorations

Suggested Projects:

Coil Construction

Have students create a coil constructed birds nest with terra cotta clay and a hand-formed bird with reductive and additive methods.

Animal sculpture

Have students create a clay penguin sculpture using reductive and additive techniques attached to a pinch pot base. Students will complete by utilizing liquid glaze.

Assessments:**Diagnostic:** Questioning**Formative:** Teacher observation

Pinch test for proper clay thickness

Summative: Completed project**Extensions:** 1. Create a coiled pot with both open and closed shapes.

2. Use underglaze for enhanced glaze decoration technique

Correctives: 1. Use spiral printed template for coil shaping

2. Use smaller forms for draped pieces

Materials and Resources:Materials:

Media: Clay, glaze, Model Magic

Tools: Modeling tools, rolling pins, clay knives, assorted gadgets, brushes

Supplies: Paper towels, water containers, tempera paint, varied art papers

Resources:

Teacher and student made sample projects

Native American coil pottery

www.nativetech.org/pottery/chrono.htm - Chronology of pottery forms of Native Americans in southern New EnglandKong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists. Worcester: Davis Publications, 1999.Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist. New York: Lark Books, 2002.

Crystal Publications Ceramics series

Unit: Second Grade Sculpture and Crafts

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.H; 9.1.3.J; 9.2.3.D; 9.2.3.G; 9.2.3.J; 9.2.3.L;

9.3.3.A C.C.1.2.2.J; C.C.1.3.3.A

Anchors

M03.A-F.1.1 .1.4 ,M03.B-0.3.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, E03.A-C.2.1.1 , E03.B-K.1.1.3

S4.C.1.1.1

Eligible Content: Line, shape, pattern, repetition, detail , texture.

Objectives:

1. Students will compare and contrast useful and decorative craft forms (DOK 2)
2. Students will draw conclusions about cultures and societies by observing artifacts (DOK 4)
3. Students will investigate sculptural qualities of paper and/or fabric. (DOK 3)
4. Students will demonstrate knowledge and correct usage of the following vocabulary as it pertains to the activity chosen by the teacher: origami, loom, warp, weft, sculpture, modeling, collage, weaving, sgraffito. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Analyze artifacts for how they are made:
 - Observation from artifacts made available to students
 - Teacher questioning
 - Worksheets
2. Relate works to geographic regions
 - Find or point out regions on atlas or globe
 - Direct instruction about a culture or group of people
 - Use of stories and picture books
3. Create a cultural artifact, or work of art based on a cultural art form*
 - Teacher demonstration
 - Idea generation through discussions, teacher made and student made examples

Suggested Projects:

Koi (Carp) Kites

Following the Koi Fish painting project, have students construct a Koi Kite, utilize knowledge of creating a symmetrical cut paper to create its form and enhance with pattern, and aesthetically pleasing color choices.

Scratch art

Have students create handmade scratch art paper. Once prepared, have students design an outer space themed image using a sgraffito technique. Discuss techniques such as stippling and cross-hatching to develop depth and interest within the rendered imagery.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: 1. Create origami forms with 5 -6 steps

2. Allow students to self-teach from written directions

Corrections: 1. Provide larger warp and weft for weaving projects

2. Provide visual step instructions in addition to demonstration for origami

Materials and Resources:Materials:

Media: Burlap, fabric, felt, assorted papers, pipe cleaners, weaving yarn, craft sticks

Tools: 3" plastic needles; scissors; cotton tipped applicator

Supplies: Glue, papier mache, paint; polyfill/cotton batting, beads, sequins, feathers, buttons, origami paper, sandpaper, wallpaper

Suggested Resources:

World map/globe

Teacher and student made sample projects

Weaving samples

Native American prints

Suggested Reproductions:

Crystal Publications 3-Dimensional art series

Unit: Second Grade Printmaking

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.H; 9.2.3.J; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.G; 9.4.3.B
C.C.1.2.2.J

Anchors

M03.A-F.1.1 .1.4 ,M03.B-0.3.1.5, M03.C-G.1.1, M03.C-G.1.1.2, M3.C.2.1
E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1.3, E03.D.1.2.1, E03.D.1.2.5
S4.C.1.1.1

Eligible Content: Line, shape, pattern, repetition, detail, texture

Objectives:

1. Students will be able to design and construct a simple printing plate (DOK 2, 4)
2. Students will be able to create a series of prints and number them sequentially (DOK 2)
3. Students will demonstrate knowledge and correct usage of the following printmaking vocabulary: brayer, plate, ink, print (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Understand concept of image reversal design a printmaking plate
View printing plate in a mirror to predict outcome of a printed design
Powerpoint slide with printing plates next to final images
2. Demonstrate a working knowledge of printmaking terms
All classroom tools labeled for easy reference
Worksheet with word bank
3. Design an image that will transfer in reverse
Suggested methods: Foam plate prints, string prints; found object prints
Make multiple prints and compare the outcomes
Number the results from best to worst
Answer reflective questions; "What do I like best about my project?"; "What should I have done instead?"

Suggested Projects:

Styrofoam Prints

Have students create a musical instrument themed rendering by pressing into a styrofoam plate. Demonstrate proper inking and printing methods. Once students have created a series of three prints, demonstrate the appropriate way to label, number, and sign a printed art series.

Found Object Prints

Have students learn about peacocks and their habitats. Afterwards, through a teacher-led demonstration, students render the body of a peacock. To create its feathers, have students use found objects such as thread spools, to create the "eyes" of each feather. Once dry, students may complete coloring and combining for a completed art project.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Troubleshoot unfavorable results (too much ink; slipping; design)

Reflection sheet about final outcome

Summative: Completed project

Extensions: 1. Experiment with different colors and printing surfaces

2. Overprint by combining two printing plates

Correctives:

1. Reduce the number of steps in the assignment.

2. Present instruction one-step at a time.

Materials and ResourcesMaterials:

Media: Printing ink; tempera paint;

Tools: Stampers, pencils, wooden stylus, brayers, brushes, wooden spoons

Supplies: Assorted papers, crayons, textured materials, foam plates/trays

varied art papers, railroad board, newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Crystal Publications Elements of Art posters