

# 2013 – 2014 Visual Arts Curriculum Map

Second Grade | Enduring Understanding: Art Expresses How We Feel  
 FIRST GRADING PERIOD (up to 8 classes)

Month / pacing	Learning Intentions and Outcomes	suggested project
September	<p>BI1: LI Balance and Symmetry are principles of art used to organize the composition                      BI1: LO: Create symmetrical and asymmetrical shapes and compositions.</p> <p>BI5: LO People describe and respond emotionally to art.                      BI5: LI Shapes show emotion, Emotion can be communicated visually.</p> <p>Essential Question: Why do we think flat lines express calm, red communicates heat, and diagonal lines create an upward motion?</p> <p>Vocabulary:  <b>balance:</b> In art, when both sides of the design are mirror images on either side of the central line.</p> <p><b>symmetry:</b> A type of balance in which the design on either side of the center line are exactly or nearly the same.</p> <p><b>principles of art:</b> Ways to organize the elements in a composition</p>	<p><b>Up to 3 classes</b>  <b>Picturing My Friends (faces show emotion)</b>                      Davis grade two, Unit 2, Lesson 7, pg. 34                      Faces show how we are feeling.                      Experiment with collaged shapes that express a facial emotion. Demonstrate folding paper in half, cutting an oval head, placing eye shapes symmetrically on the face, pointing out that the eyes are near the center of the head. Change the size and shape of the facial features to create expressions of emotion and mood. Practice arranging facial features before gluing. Discuss the choice of color which also contributes to the expression of mood, feelings and personality. Point out to children the shades of skin tone vary depending on culture and heritage.</p> <p><b>Differentiation:</b> Extension: the background can enrich the portrait by telling something more about the person. Add symbols, texture and color to the background to enrich the feeling and personality of the subject.                      Emerging artists: Some children may lack coordination to use scissors. Torn paper is also an effective option to add expression to a portrait.</p> <p><b>Critical analysis resources:</b>                      FOA (Friends of Art collection) Changnon, M., Banana Moustache</p>  <p>FOA Villamanga, R., Laughing Man  <a href="http://www.flickr.com/photos/associatedartists/">http://www.flickr.com/photos/associatedartists/</a></p> <p>Lesson Optional: School Arts, January 2013, Big colored puzzle,                      Jan<a href="http://www.schoolartsdigital.com/i/142493">http://www.schoolartsdigital.com/i/142493</a></p>

October

BI2: LI: Artists use their environments as a source of inspiration.

BI2: LI: Portraits are of real people.

BI6:LI Art expresses emotions

BI6: LI: Create features in portraits that expressive mood and personality.

Essential Question: why are portraits so popular?

Vocabulary:

**portrait:** Any form of art which looks like a specific person or animal

Up to 3 classes

### **Drawing Classmates (full figure portraits)**

Sketch, revise and refine a portrait of a classmate from observation that shows expression and personality.

Some artists are interested in creating images of people who look very much alike. By closely observing two people they can create portraits that show the differences between people. We call a picture of a real person a portrait.

Have student pairs practice drawing each other's portraits, with one child posing while the other draws. Add details and background after the initial sketch. Remind children to look for unique hairstyles, eye colors, special shirts and jewelry.

Differentiation: Extension: develop the background to enhance personalities. Background textures, and colors may help to emphasize certain characteristics of their classmates. Collage, stamping, and words are options to consider.

Emerging artists: Students have the option to focus primarily on the facial expression, trying a number of arrangements, while leaving the background to 1 or 2 colors.

Accommodation: Autistic, and other students have difficulty interpreting facial expressions of others. Provide students a series of photographs of faces demonstrating emotion, and a bank of emotion words (happy, sad, angry etc). Ask students to match the word to the photograph demonstrating that emotion.



Critical analysis FOA resource: Richardson, R., untitled 2 African American children

<http://www.flickr.com/photos/associatedartists/>

# 2013 – 2014 Visual Arts Curriculum Map

		ESL: students could use their facial features – blink, widen or shut their eyes, wrinkle their foreheads, flare nostrils, smile grin, or frown etc. In each case, the student should say what they are doing. (Davis, second grade, pg. 37)
November	<p>BI1 LI: complementary colors contrast one another BI1 LO: create emphasis with complementary color contrasts</p> <p>Essential Question: Are realistic works of art less, or more valuable than imaginary works of art?</p> <p>Vocabulary <b>Realistic:</b> A recognizable subject with lifelike colors, textures, shadows.</p>	<p><b>Animal Environments</b> Explore the images, Davis pg. 74-75 Children will draw and then paint (crayon resist) animals in their realistic environments, using colors to create contrast and emphasis. Children draw with crayons and paint with a contrasting, complementary color. (Davis pg. 74) Ask students what colors they used and why. What emotion and feeling is created in the scenes. Ask students to cite specific evidences to describe the emotions expressed.</p> <p>Scaffold: photo references ADD/Autistic accommodation: As children draw objects/fish that move in the water, ask them to pretend to be that object and imitate its movement.</p>

## SECOND GRADE | Art Expresses How We Feel

### SECOND GRADING PERIOD (up to 8 classes)

Month / pacing	Learning Intentions and Outcomes	suggested project
November  December	<p>BI1: LI: Patterns create rhythm and movement in a work of art.</p> <p>BI1: LO: Identify, describe, and create works with rhythm and movement. Organize multiple visual elements within a space to create a composition utilizing horizon line, overlapping, and layering.</p> <p>BI5: People describe and respond to art</p>	<p><b>Up to 3 classes</b> <b>Fantasy Landscape</b> Davis grade two, Unit 3, Lesson 18, pg. 82 Explore the images: Paul Klee, <i>Land of Lemons</i>, 1929, pg. 82 Why did the artist name the painting <i>Land of Lemons</i>? What shapes make you think of a landscape? What geometric shape repeats? Where do you see trees? Which direction does the pattern appear to move? What makes you think so? Demonstrate how to paint a landscape that has repeated shapes. Include a horizon line and overlap stenciled shapes that create a patterned rhythm and movement. Remind students of foreground and background sizes. Art making is a process that involves planning, experimentation, revision, and then the final work. Permit student to practice a couple landscapes before beginning the final project.</p>

# 2013 – 2014 Visual Arts Curriculum Map

	<p>Discuss the feeling of rhythm and motion in a landscape by repeating shapes.</p> <p>Vocabulary:  <b>Patterns:</b> Shapes, forms, lines, colors that repeat.  <b>Overlapping:</b> One part that covers all or some of another part.  <b>Imaginary:</b> not real, existing only in one’s mind or imagination, a fantasy</p> <p>Essential Question: Why do artists want us to see rhythm and motion in a landscape?          How can the size of a shape, make it look as if it is close or farther away? How is overlapping different from using different shape sizes to create a sense of space?</p>	<p>Assess the final project using the objective checklist.</p>  <p>Critical Analysis FOA resource: S. Scott, Inhabitants of the Interior Castle  <a href="http://www.flickr.com/photos/associatedartists/">http://www.flickr.com/photos/associatedartists/</a>          Differentiation:          Extension: students can free-hand draw the patterned shapes in their landscapes.          Emerging Artists: Stencils can be created to assist in the repeated shape patterns for students requiring support.</p>
<p>January</p>	<p>BI1 LO Compare 2-d and 3-d form</p> <p>BI2: LI Artists use their environment as a source of inspiration</p> <p>Essential Question: Are works of art about the environment still a work of art?          Can art be both about science and art?</p> <p>Vocabulary: form: An object that has a top, bottom and sides with a width</p>	<p>Up to 3 class periods          Science integration          Science is the study of life and inspires artists.          Functional objects (a bird house, a home) can also be aesthetically pleasing/beautiful.          The student will create 3-d forms with a function that is also beautiful.          Ecology is the scientific study of the relationships that living organisms have with each other and their environment.          Home for a Bird (clipart)          School Arts, April 2013  <a href="http://www.schoolartsdigital.com/i/141579">http://www.schoolartsdigital.com/i/141579</a>          create a 3-d bird and create a home reflecting the natural environment and survival needs of a bird.          Lesson Option: School Arts, April 2013  <a href="http://www.schoolartsdigital.com/i/141579">http://www.schoolartsdigital.com/i/141579</a>          Paper Mache Bugs Create a home for insects</p>

<p>February March April</p> <p><b>ASSESSMENTS</b> Warm ups Rubric Checklists</p>	<p>BI6:LI Art makes us feel a variety of emotions. BI:1 and 6 LO use shapes, color and space to show moods and feelings.</p> <p><b>Essential Questions</b> Why do artists want us to know how they feel? Why are we making works of art about parties? Why do artists want us to see space (some things close and others far away) in a work of art?</p> <p><b>Vocabulary</b> <b>Complimentary:</b> colors that are directly opposite each other on the color wheel. When used side by side they create strong contrast. <b>Secondary:</b> Mixing the primary colors (red, yellow, blue) will create secondary colors (green, purple, and orange)</p>	<p><b>Big Idea(s)</b> Art Expresses How We Feel <b>Celebrating Together</b> Davis Grade Two, Unit 2, lesson 9, pg. 42 Critical Analysis FOA resource: Pittsburgh artist M. Zets, <i>Dancing at the El Dorado</i> <a href="http://www.flickr.com/photos/associatedartists/">http://www.flickr.com/photos/associatedartists/</a></p>  <p>Thinking and working as artists, we show moods and feelings when people are together. Ask children to describe a celebration or party that they had with their friends or family. Lead children in identifying objects in a painting that are in the fore and back grounds. Notice what people are holding and wearing to find clues to their identity. Discuss personal stories of celebrations with elbow partners before beginning their work. Share out whole group to hear ideas about the setting, the reason for the celebration, the season, the time of day, the place, who was present. Students describe the mood and facial expressions of the people in the celebration. Review earlier lessons on shapes to create a feeling of space, emphasis, color and mood. Review prior lessons in first grade on figures in action. Use color schemes such as complementary and secondary colors to create a bright active mood.</p> <p>Children plan by sketching in pencil to identify objects in their celebration, overlapping shapes, and using large sizes in foreground, small sizes in background, to create a sense of space. Decide who is most important in the celebration and how to draw attention to the main characters. Have a critique prior to the final painting of the celebration</p> <p>Informational text about the Zets brothers: A critical review Common Core Connection: Reading the text below, students can describe the scene in <i>Dancing at the El Dorado</i>, and imagine what had happened just before this scene and what happened following the scene. Students should use specific elements from the critical review and collage to support their story.</p> <p>The artists of this piece are Mark and Jeff Zets. The both independently create work and <a href="#">collaborate</a> on collages in <a href="#">ordinary life</a>. They have shown their work in many exhibitions. The mostly make collages and sometimes in a very humorous way.</p>
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Though this piece was made in 2002, I believe the artists were depicting the 1960s, based on the subject matter and style of it. In this work I see 11 [people dancing](#) and a rock band in the background on the right. On the bottom left corner, there's a table with drinks, crackers, grapes, apples, a stamp and a pack of cigarettes as images pasted on to the table. In the background there are different colored brick patterns, with a radio station (102.5 ad) and other signs welcoming you to the El Dorado and announcing that Elvis Presley is appearing. On the left side there is a group of five people dancing. On the right side there are about six people dancing in 50's or 60's clothes. The centerpiece is a man with a white cowboy suit dancing with a lady in a big dress flowing with red hair. The woman with the big blue dress has humorous text and quotes below her dress.

I think this artwork is about the days in El [Dorado](#) how it feel to be in a regular bar/dance room. It shows daily life there in that location. The Zets twins show what a lively place it is and talk about how it is fun and free. The artists show quotes coming out of the woman's big [blue dress](#) to indicate what she is thinking. The quotes are humorous and reveal the silliness of the artists' fun ideas.

I feel that the message that the artists wanted to convey is to have fun and be free. The fact that the Presley poster is placed in the bar, shows how fun it would be to get a superstar to play there.

I feel that this piece was successful as far as collages go. The work was very humorous to show a carefree atmosphere. I liked how they used different facial features, many out of proportion, to show that they wished to portray fun and freedom. Those are the kinds of things that I liked and why I felt it was a successful artwork.

Stefano D. (PPS middle school student)

# 2013 – 2014 Visual Arts Curriculum Map

SECOND GRADE | Art Expresses How We Feel  
 FOURTH GRADING PERIOD (up to 6 classes)

Month / pacing	Learning intentions and outcomes	suggested projects
April May	<p>BI: 6 LI: What is considered beautiful can change over time and cultures.</p> <p>BI: 6 LO: Share and discuss personal definitions of what is considered beautiful in a work of art.</p> <p>Essential Question: Why are celebrations a good subject for a work of art?</p>	<p>Compare/ Explore expressions of celebrations from India and Sierra Madre in order to understand ideas of beauty change according to country, environment and cultures.</p> <p>School Arts: May/June  <a href="http://www.schoolartsdigital.com/i/140703">http://www.schoolartsdigital.com/i/140703</a>                      Tradition of the Toran                      In India, decorative door hangings called Torans swerve as welcome flags. They hang above storefronts and homes to bring prosperity. People also use Torans to announce the changing of seasons, to celebrate a birth, to honor festivals, to welcome the gods and to welcome people into their homes.</p>
June	<p>BI 4 LI Art has served different purposes over time. (religious, functional, decorative, wearable)</p> <p>BI 4 LO: Create work of art that can have spiritual/religious/mystical meaning                      Share and discuss interpretations of the meaning of a work of art from different perspectives: (ie. Male and female )</p> <p>Essential Question: Why are religious subjects popular in works of art? (stain glass, murals, sculpture etc.?)</p> <p><b>Interpret-</b> To analyze something in order to find the meaning of it.</p>	<p><a href="http://www.schoolartsdigital.com/i/141579">http://www.schoolartsdigital.com/i/141579</a>                      School Arts April 2013  <b>Spirit of a New Day</b>                      Art can be functional, religious, decorative, wearable                      Reference: Cave art, pottery, fashion, jewelry</p> <p>Huichol yarn traditions have for centuries preserved the unique cultural traditions and pre-Hispanic religious beliefs. The concept of balance is central to Huichol belief. Ceremonies are performed and offerings are made to gods to keep the world in harmony. Objects encoded with symbols representing prayers to be offered to the gods are made from Huichol yarn.</p> <p>Use visual thinking strategies to interpret works of art such as cultural artifacts.                      Ask: what is the artist trying to communicate?                      What makes you say so?                      and What more can you see to add to your interpretation?</p>

LI= learning intentions (what we intend for students to know)

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LO= learning outcomes (what we want students to do)

Big Ideas:

- 1 The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. (PA Standard 1/production)
2. Artists use tools and resources as well as their own experiences and skills to create art. (PA Standard 1/production)
3. The arts provide a medium to understand and exchange ideas. (PA Standard 1/elements and principles/production)
4. Humans have expressed experiences and ideas through the arts throughout time and across cultures. (PA Standard 2/ art history)
5. There are formal and informal processes used to determine the quality of works in the arts. (PA Standards 3/ critical analysis)
6. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. (PA Standards 4/ aesthetics)