

## GRADE 2 – Unit 2 DRAWING and PAINTING: “Observational and Expressive”

Mission Statement

Unit Overview
<p>In unit 2, students will learn to:</p> <ul style="list-style-type: none"> <li>● identify and explore basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.</li> <li>● create abstract and observational artwork using Elements of Art, with specific focus on line, shape and color, and space.</li> <li>● follow proper painting procedures to explore basic color-mixing techniques.</li> <li>● create the illusion of SPACE by overlapping Elements of Art.</li> </ul>

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
Unit 1: Critique : “The Art of Seeing”	Throughout the Year	1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.R3a 1.5.2.Cn11a 1.5.2.Cn11b	<ul style="list-style-type: none"> <li>● Students will be introduced to the process of the art critique.</li> <li>● They will examine a variety of mediums from multiple cultures and throughout history.</li> <li>● Students will practice how to describe,</li> </ul>	<ul style="list-style-type: none"> <li>● use visual and/or verbal responses to critique a work of art</li> <li>● discuss, question and practice constructive criticism in whole and small group formats.</li> <li>● select, analyze and interpret their own artwork as well as their peers’ artwork.</li> </ul>

			<p>analyze, and interpret works of art through visual and/or verbal responses.</p> <ul style="list-style-type: none"> <li>● Students will practice critiquing their peers in a kind/positive way.</li> </ul>	
Unit 2: Drawing and Painting : “Observational and Expressive”	8 Weeks/4 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a	<ul style="list-style-type: none"> <li>● Students will practice basic drawing and painting skills that enhance their abilities to create and manipulate materials in order to produce artwork inspired by different cultures or art history.</li> <li>● Students will recognize/utilize the Elements of Art with specific focus on line, shape, color, value and space</li> </ul>	<ul style="list-style-type: none"> <li>● practicing and understanding proper drawing and utensil-holding techniques and procedures</li> <li>● practicing and understanding proper painting techniques and procedures</li> <li>● line, shape and color categorizing</li> <li>● create, present and share finished artwork for display in a hallway gallery or art show</li> </ul>
Unit 3: Printmaking : “Make Your Mark”	4 Weeks/ 2 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b	<ul style="list-style-type: none"> <li>● Students will understand why Printmaking is known as “the art of making multiples.”</li> <li>● Students will practice a variety of printmaking techniques after exploring the Art of</li> </ul>	<ul style="list-style-type: none"> <li>● stamping, stenciling, texturizing, monoprinting... etc inspired by or taken from nature and/or “man-made” art.</li> <li>● emphasis on texture and pattern using everyday objects as printmaking tools</li> </ul>

		1.5.2.Cn10a	Printmaking throughout history/culture to create a finished printed work of art.	<ul style="list-style-type: none"> <li>● create, present, and share a finished print for display in a hallway gallery or art show.</li> </ul>
Unit 4: Collage : “Drawing with Scissors”	8 Weeks / 4 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a	<ul style="list-style-type: none"> <li>● Students will practice basic collage techniques: proper way to hold scissors, cut paper, and glue with a variety of art tools and mediums.</li> <li>● Students will organize and apply shapes onto spaces that will create a finished collage.</li> <li>● Students will recognize/utilize the Elements &amp; Principles of Art with specific focus on line, shape, texture and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● “Drawing with Scissors” activity emphasizing the element of shape.</li> <li>● line and shape categorizing</li> <li>● Composition exercises</li> <li>● using “actual” and “invented” textures to compose a work of art.</li> <li>● create, present, and share a finished collage for display in a hallway gallery or art show.</li> </ul>
Unit 5: Sculpture : “3D Forms”	4 Weeks / 2 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a	<ul style="list-style-type: none"> <li>● Students will identify a sculpture as a 3 dimensional form. (AKA: an artwork that “you can see all the way around”) when viewing artwork from history and culture</li> <li>● Students will explore and construct sculptures with a</li> </ul>	<ul style="list-style-type: none"> <li>● using paper manipulation, material construction and/or building techniques to create 3d sculptural forms in a variety of art media</li> <li>● create, present, and share a finished sculpture for display in a hallway gallery or art</li> </ul>

			variety of art media ● Emphasis on the Element of Form	show.
Unit 6: Fiber Arts “Woven Connections”	3 Weeks /1-2 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a	● Students will practice basic weaving techniques using warp and weft loom construction	● paper weaving ● simple string tying ● create, present, and share a finished fiber artwork for display in a hallway gallery or art show.
Unit 7: Clay : “Pottery and Functional Art”	4 Weeks / 2 Lessons	1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a	● Students will practice basic clay techniques to create functional sculptures from a variety of clay mediums. ● Students will explore a variety of clay artwork and pottery that is used in different cultures and throughout history	● compare sculptural art as an aesthetic form vs. a functional form ● hand building techniques: slab, coil, pinch, and form ● create, present, and share a finished sculpture for display in a hallway gallery or art show.

**Grade 2 – Unit 2 “DRAWING and PAINTING: Observational and Expressive”**

**Unit Vocabulary**

line	horizontal	vertical	diagonal	composition
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color/color family	primary colors	secondary colors	warm colors	cool colors
shape	organic shapes	geometric shapes	semi-circle	space
landscape	overlapping	distance	realistic	abstract
Sketch	Tempera Paint	Acrylic Paint	Watercolor Paint	Tempera Cakes

**Grade 2 – Unit 2 “DRAWING and PAINTING: Observational and Expressive”**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>wk 1:</b> Introduction to Drawing: exploring types of LINES and line directions.</p> <p><b>wk 2:</b> practice a variety of lines to create artwork</p> <p><b>wk 3 &amp; 4:</b> Exploring how Closed lines make shapes and shapes have categories</p> <p><b>wk 5:</b> use lines and shapes to</p>	<ul style="list-style-type: none"> <li>● 1.5.2.Pr4a</li> <li>● 1.5.2.Pr5a</li> <li>● 1.5.2.Pr6a</li> <li>● 1.5.2.Re7a</li> <li>● 1.5.2.Re7b</li> <li>● 1.5.2.Re8a</li> <li>● 1.5.2.R3a</li> <li>● 1.5.2.Cn11a</li> <li>● 1.5.2.Cn11b</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● distinguish between the 3 line directions.</li> <li>● draw “closed” lines to create shapes.</li> <li>● differentiate between geometric and organic shapes.</li> <li>● explore basic drawing and painting techniques inspired by different cultures, art history styles, and/or work of famous artists.</li> <li>● understand how simple shapes can create complex images</li> <li>● create both expressive abstract and realistic artworks.</li> <li>● follow proper painting procedures to learn basic color-mixing skills.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Generating and conceptualizing ideas.</li> <li>● Organizing and developing ideas.</li> <li>● Refining and completing products.</li> <li>● Developing and refining techniques and models or steps needed to create products.</li> <li>● Conveying meaning through art.</li> <li>● Synthesizing and relating knowledge and personal experiences to create products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Creating</li> <li>● Presenting</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ <a href="#">Tips on Teaching Kids Painting</a></li> <li>○ Mini-Masterpieces: Exploring Art History With Hands-On Projects For Kids - Laura Lohmann</li> </ul> </li> <li>● Materials</li> </ul>

<p>sketch landscape paintings.</p> <p><b>wk 6 &amp; 7:</b> Review Landscape Painting procedures and continue painting projects</p> <p><b>wk 8:</b> Final Landscape Class Critique and Self-Evaluation</p>		<ul style="list-style-type: none"> <li>● Responding</li> <li>● Connecting</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding</li> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul>	
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		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>● What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>● How does engaging in creating art enrich</li> </ul>	
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		<p>people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>• Explore</li> <li>• Investigate</li> <li>• Reflect, refine, continue</li> <li>• Select</li> <li>• Share</li> <li>• Perceive</li> <li>• Synthesize</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• "Drawing &amp; Painting" Lesson Exit Questions</li> <li>• Anecdotal notes about "Drawing &amp; Painting" projects and procedures during whole group, small group and individual practice.</li> <li>• "Drawing &amp; Painting" Think, Pair, Share</li> <li>• "Drawing &amp; Painting" Critique and self evaluations</li> </ul>	
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**Preparation for College, Careers, and Beyond**

<b>Career Ready Practices</b>	<b>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</b>
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the



<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBTQ & Disabilities Law	Asian Pacific
<ul style="list-style-type: none"> <li>Literature connections: Little Polar Bear by Hans de Beer, Lines that Wiggle - Candace Whitman. Harold and the Purple Crayon - Crockett Johnson, When a Line Bends...A Shape Begins - Rhonda Gowler Greene, Keith Haring: The Boy Who Just Kept Drawing - Kay Haring, Aaron Slater, Illustrator - Andrea Beaty, Swatch: The Girl Who Loved Color - Julia Denos, Mix It Up - Hervé Tulle, We Found Brown - Karna Peck</li> <li>Science: color theory and light when using</li> </ul>	<ul style="list-style-type: none"> <li>Drawing with Technology- No Photoshop required <a href="#">LINK</a></li> <li>Students will participate in various interactive Promethean board activities</li> </ul>	<ul style="list-style-type: none"> <li>Students can participate in discussions about climate change and art by collaborating to reuse, reduce and recycle materials and tools in the art room.</li> <li>Students can explore the animal kingdom and how habitats and ecosystems are important to protect.</li> <li>Artists who fit this category include but are not limited to: Zaria Forman, James Prosek, Jeff Frost, Caroline Juang, Olafur Eliasson, Mel Chin</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to make connections between art and the history of Amistad Law by exploring artists and events such as: the Harlem Renaissance, the "Underground Railroad," story quilts, etc.</li> <li>Artists who fit this category include but are not limited to: Jacob Lawrence, Aaron Douglas, Hale Woodruff, Kahinde Wiley, Faith Ringgold, Amy Sherald, Alma Woodsey Thomas, Kara Walker, Lois Mailou Jones, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to make connections between art and the history of Holocaust Law by participating in conversations about bullying, empathy, right vs. wrong, and fairness.</li> <li>Artists who fit this category include but are not limited to: Marc Chagall, Sonia Delaunay, Boris Kobe, Peter Aldor, Sandra Silberzweig, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to make connections between art and the history of Disabilities &amp; LGBTQ Law by exploring artists and participating in conversations about bullying, empathy, equality, uniqueness, inclusiveness, acceptance and mutual understanding.</li> <li>Artists who fit this category include but are not limited to: Andy Warhol, Keith Haring, Francisco Goya, Robert Rauschenberg, Paul Klee, Stephen</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to make connections between art and the history of the Asian Cultures by exploring events such as: Chinese New Year, Diwali, Ramadan, Holi, etc.</li> <li>Artists/Ideas who fit this category include but are not limited to: Takashi Murakami, Yayoi Kusama, Hokusai, Hiroshige, Christine Ay Tjoe, Haegue Yang, Pacita Abad, Tiffany Chung, etc.</li> </ul>

<p>proper color mixing procedures.</p> <ul style="list-style-type: none"> <li>● Math: shape categorizing, using fractions to divide shapes.</li> <li>● Social Studies: placement of NJ on the globe and its relation to other countries/continents</li> </ul>					<p>Wiltshire, Henri Matisse, Vincent van Gogh, Cheyenne Gallarde, Yayoi Kusama, Frida Kahlo, Sandra Silberzweig, Paul Castle, etc.</p>	
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment projects</li> <li>● Higher-level cooperative learning activities</li> <li>● Provide higher-order questioning and discussion opportunities</li> <li>● Tiered centers</li> <li>● Tiered assignments</li> <li>● Alternate assignments/ enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Choice of test format (multiple-choice, essay, true-false)</li> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>

	<ul style="list-style-type: none"> <li>uncluttered space</li> <li>Peer or scribe note taking</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> <li>Books on tape</li> <li>Graphic organizers</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Answers to be dictated</li> <li>Follow a routine/schedule</li> <li>Teach time management skills</li> <li>Agenda book and checklists</li> <li>Adjusted assignment timelines</li> <li>Varied reinforcement procedures</li> <li>Work in progress check</li> <li>Personalized examples</li> <li>No penalty for spelling errors or sloppy handwriting</li> </ul>		
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**Individualized Learning Opportunities**

- Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

<b>Possible Assessments</b>			
<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Performance Assessments</b>	<b>Major Activities/Assignments</b>
<ul style="list-style-type: none"> <li>Anecdotal notes during whole group, small group and individual conferences</li> <li>Sharing strategies</li> <li>Turn and talk</li> <li>Stop and Jots</li> <li>Graphic organizers</li> <li>Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>Common Summative Assessments</li> <li>Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>Was the student able to identify and draw a variety of expressive and directional lines?</li> <li>Was the student able to create patterns using a variety of lines and shapes?</li> <li>Was the student able to use proper composition of space using overlapping?</li> <li>Was the student able to use and</li> </ul>	<ul style="list-style-type: none"> <li>Line dance moves/songs</li> <li>Line Wiki Stix/Pipe Cleaner practice and centers</li> <li>Leaf pile with warm/cool colors</li> <li>Dia de los Muertos Calavera paintings</li> <li>Stained Glass Candle Drawings</li> <li>Nutcracker Drawings with a concentration in shape and proportion.</li> </ul>

		<p>follow proper painting procedures?</p> <ul style="list-style-type: none"> <li>• Can the student create art with relation to color families?</li> </ul>	<ul style="list-style-type: none"> <li>• Color Mixing Experiments</li> <li>• Abstract Wax Resists</li> <li>• Chris Uphues Color Wheels faces</li> <li>• Keith Haring Action Drawings</li> <li>• Romero Britto Pop Art pattern landscapes</li> <li>• James Rizzi and/or Friedrich Hundertwasser Fantasy Landscapes</li> <li>• Ton Schulten Cityscape Tint paintings</li> <li>• Heather Galler Still Lifes</li> <li>• Expressive line and pattern painting : patterns using lines and geometric/organic shapes to create patterns</li> <li>• Self Portraits</li> </ul>
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