

Curriculum Map

Visual Art

2nd Grade

	Essential Question	Content	Skills	Assessment	Standards
Line	<p>What are the various types of lines?</p> <p>How do artists use line in their artwork?</p>	<p>Students will continue to use line in their artwork.</p> <p>Students will recognize line in the work of others.</p>	<p>Use line for visual texture</p> <p>Use line variety for ornamentation</p> <p>Use line to create symbols</p> <p>Use lines to create visual rhythm</p>	<p>-Artwork</p> <p>-Teacher observation - Annual written test - student/teacher conferencing</p> <p>-student's verbal responses</p>	<p>1.1</p> <p>CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3</p> <p>CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5</p> <p>1.4</p> <p>CPI:1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
Color	<p>What are the color families?</p> <p>How do artists use color in their artwork?</p> <p>How is color important in everyday life?</p>	<p>Students will know warm and cool colors.</p> <p>Students will understand the importance of color in the world around them.</p>	<p>Use color for emphasis, organization and communication</p> <p>Use color to influence mood, temperature and show expression</p> <p>Use color families: warm and cool</p>	<p>-Artwork</p> <p>-Teacher observation - Annual written test - student/teacher conferencing</p> <p>-student's verbal responses</p>	<p>1.1</p> <p>CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3</p> <p>CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4</p> <p>CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>

<p>Space</p>	<p>How do artists show space in artwork?</p> <p>What can we do to show foreground and background in our work?</p>	<p>Students will demonstrate a knowledge of foreground and background and use it in their work.</p>	<p>Use foreground and background in their work</p> <p>Identify the horizon line</p>	<p>-Artwork -Teacher observation - Annual written test - student/teacher conferencing -student's verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Shape</p>	<p>How can we use shapes in our artwork?</p> <p>Where do we see shapes in nature and in the art of others?</p>	<p>Students will use shape to create works of art.</p> <p>Students will identify how artists use shape in artwork.</p>	<p>Identify and use organic and geometric shapes</p>	<p>-Artwork -Teacher observation - Annual written test - student/teacher conferencing -student's verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Form</p>	<p>What is the difference between a shape and a form?</p>	<p>Students will identify form in art.</p> <p>Students will use form to create works of art.</p>	<p>Differentiate between two-dimensional shape and three-dimensional form</p> <p>Begin to use form in their work</p>	<p>-Artwork -Teacher observation - Annual written test - student/teacher conferencing -student's verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p>

<p>Texture</p>	<p>How can artists create visual texture?</p>	<p>Students will experience tactile and visual texture.</p> <p>Students will identify texture in a work of art and nature.</p>	<p>Use texture in their work</p> <p>Identify texture in man-made and natural forms</p>	<p>-Artwork -Teacher observation - Annual written test - student/teacher conferencing -student's verbal responses</p>	<p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p> <p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Balance</p>	<p>How are symmetry/ balance similar/ different?</p>	<p>Students will create art work using symmetrical balance.</p> <p>Students will create artwork using radial symmetry</p>	<p>Identify and use symmetrical balance</p> <p>Identify and use radial symmetry in their work</p>	<p>-Artwork -Teacher observation - Annual written test - student/teacher conferencing -student's verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>

<p>Pattern</p>	<p>Where do we see pattern in nature?</p>	<p>Students will recognize pattern in nature and in the work of others.</p> <p>Students will use pattern to enhance their artwork.</p>	<p>Identify and use pattern</p> <p>Create pattern using repetition of lines, shapes and colors</p>	<p>-Artwork</p> <p>-Teacher observation - Annual written test - student/teacher conferencing</p> <p>-student's verbal responses</p>	<p>1.1</p> <p>CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3</p> <p>CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4</p> <p>CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Historical and Cultural</p>	<p>What components of life make up 'culture'?</p> <p>How is art similar/ different across cultures?</p> <p>How does art connect cultures together?</p>	<p>Students will be exposed to the art of other cultures.</p> <p>Students will be exposed to the art of master artists and art styles.</p>	<p>Identify art genre and use of themes in their artwork</p> <p>Create artworks based on master artists and world cultures</p>	<p>-Artwork</p> <p>-Teacher observation - Annual written test - student/teacher conferencing</p> <p>-student's verbal responses</p>	<p>1.2</p> <p>CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.2</p> <p>1.3</p> <p>CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.5; 1.3.5.D.2; 1.3.5.D.3;1.3.5.D.5</p> <p>1.4</p> <p>CPI:1.4.2.A.1; 1.4.2.A.2; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3;1.4.2.B.2; 1.4.5.B.3;1.4.5.B.1; 1.4.5.B.3;</p>
<p>Aesthetics and Critique</p>	<p>What is art? Why do we create art?</p>	<p>Students will understand that artwork is unique to individuals.</p> <p>Students will see artwork as an extension</p>	<p>Discuss artwork using age appropriate terminology</p> <p>Use their own artwork to express personal</p>	<p>-Artwork</p> <p>-Teacher observation - Annual written test - student/teacher conferencing</p> <p>-student's verbal</p>	<p>1.1</p> <p>CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.2;</p> <p>1.2</p> <p>CPI: 1.2.2.A.1; 1.2.2.A.2;</p>

<p>Interdisciplinary Connections</p>	<p>How is art connected to other academic subjects?</p> <p>What is the impact of art in everyday life?</p>	<p>of themselves.</p> <p>Students will make connections between art concepts and lessons learned in other areas</p>	<p>feelings and mood</p> <p>Demonstrate understanding of relevant art concepts in evaluation of artworks</p> <p>Make connections between visual arts and performing arts</p> <p>Identify art concepts seen in other schools subject areas</p> <p>Identify how the arts influence other subject areas</p> <p>Understand that other subject areas influence art creation</p>	<p>responses</p> <p>-Artwork</p> <p>-Teacher observation -</p> <p>Annual written test - student/teacher conferencing</p> <p>-student's verbal responses</p>	<p>1.2.5.A.1; 1.2.5.A.2</p> <p>1.4</p> <p>CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.3; 1.4.5.A.1; 1.4.2.B.1; 1.4.2.B.2; 1.4.2.B.3; 1.4.5.B.1</p>
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