

Grade 2 Scope and Sequence for Visual Arts**Grade 2 Scope and Sequence for Visual Arts**

Visual Arts	Number of Instructional Days
<u>The Creative Process</u> <i>This unit is designed to allow students to explore a variety of art materials. Because children have a natural curiosity and creative instinct, they should be encouraged to draw, arrange, put together, take apart, build and handle.</i>	10
<u>History of Arts and Culture</u> <i>This unit is designed for the study of the artists that have changed the popular culture and left an impression on society.</i>	10
<u>Performance</u> <i>This unit is designed to make students familiar with the explanation and process of creating art.</i>	10
<u>Aesthetic Responses and Critique Methods</u> <i>In a world that is culturally and historically diverse, works of art evoke emotion that communicates meaning. It is imperative that students learn to use their imaginations to tell the stories, and communicate emotion through visual arts.</i>	10

Visual Arts	Grade: 2
Unit 1: The Creative Process Unit Overview: In this unit students will learn how to establish a relationship with the world through art. Children will approach art in a playful way. Use of imagination and pretending is essential in the creative process. Children will experiment with art through drawing, painting and modeling with clay. They will use different materials such as cloth and tissue to create collages, and images that have a connection to the world they know.	
New Jersey Student Learning Standards 1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.1.2.D.1 - The basic elements of art and principles of design govern art creation and composition. 1.1.2.D.2 - Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	
Enduring Understandings <ul style="list-style-type: none"> Basic elements of art include line, color, shape, form, texture and space. Principles of design include balance, proportion, rhythm, emphasis, and unity. Elements and principles are used in drawing, painting, modeling with clay, collages, use of cloth and how art is designed. 	Essential Questions <ul style="list-style-type: none"> What are the basic elements of art and principles of design in diverse types of artwork? How are elements of art and principles of design used?
Unit Goals <i>Session 1 - (Drawing and Painting)</i>	Teaching Points <ul style="list-style-type: none"> Today I want to teach you that artists understand that there is a proper way to use and handle different drawing media. They spend time practicing with different media so that they don't damage tools. <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> practicing coloring with crayons, colored pencils, chalk, felt tip pens, and pastels holding a paintbrush painting with water to learn about how much paint to use, how to make different brush strokes, and when to refill the brush with paint cleaning brushes after using them using scissors to cut paper into smaller pieces using glue in small amounts to attach pieces of paper to each other naming simple shapes and colors

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Repeat verbal directions back • Rough draft drawings 	<p>Special Education</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> • <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Rubric based classwork/rough drafts for each unit • Rubric based final project for each unit • Student self-assessment using rubrics and short answer responses 	<p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions
<p>Alternative Assessments:</p>	<p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest

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<ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Unit 1: Curriculum for ELL</u> • <u>Subgroup Accommodations and Modifications</u> • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtSedge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p>

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	<ul style="list-style-type: none"> • Getting to Know the World's Greatest Artists • Adventures in Art Books • Demonstration step by step • Visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Students identify and create patterns. (Math) • Students use lines to create shapes, color in areas (math concepts and vocabulary ELA). • Discuss principles and the elements in works of art. <ul style="list-style-type: none"> ◦ Touch on math skills proportion and scale. 	<ul style="list-style-type: none"> • Ask students to view videos to teach about specific artists, such as “Dropping in on...(the artist)” series. • Learn about different cultures by viewing art from around the world. • Project print materials onto the whiteboard or with a document camera to support lessons.
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Board Adopted March 2020 Revised August 2022

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	<ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. examining different examples of maps from different times in history 2. naming what makes a map useful 3. naming what makes a map beautiful, or art 4. creating a map of their neighborhood 5. creating a map that shows the route from home to school 6. adding details to make their map art
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Progress towards understanding of other styles and movements in art history. ● Compare different styles and media. ● Critique prints of individual work and that of fellow classmates using the four-step method to art criticism. ● Learn about career opportunities related to print design associated with interests, abilities, and skills ● Explore and experience the art of pottery and sculpture through viewing work by famous artists Cordero, and McVey. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Repeat verbal directions back ● Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric based final projects for each unit ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities ● Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Homework - extended drawing at home ● Presentations ● Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text ● Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Alternative formative and summative assessments ● Guided Reading ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations/centers ● Tiered activities/assignments ● Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Clubbing activities ● Exploration by interest ● Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Unit 1: Curriculum for ELL ● Subgroup Accommodations and Modifications ● Multi-language glossary ● Pupil edition in Spanish ● Vocabulary flash cards <p>Students at Risk for Failure</p>

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	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p><i>Core Professional Resources:</i></p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p><i>Supplemental Professional Resources:</i></p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtSedge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Getting to Know the World's Greatest Artists • Adventures in Art Books • Demonstration step by step • Visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives

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	<ul style="list-style-type: none"> Stencils
Interdisciplinary Connections	Integration of Technology through NJSLs
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> Ask students to view videos to teach about specific artists, such as “Dropping in on...(the artist)” series. Learn about different cultures by viewing art from around the world. Project print materials onto the whiteboard or with a document camera to support lessons.
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy Business Initiative and Self Direction Manage Goals and Time Work Independently Be Self-directed Learners 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)

Visual Arts	Grade: 2
Unit 3: Performance	
Unit Overview:	

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In this unit students will focus on art elements and explanation of their creations. Students will manipulate the basic elements of art and principles of design for personal expression that will result in a visual communication that will be relevant in a variety of settings. Students will explore solutions to creative problems. They will be exposed to a variety of traditional and non traditional tools, applications, possibilities and limitations.

New Jersey Student Learning Standards

- 1.3.2.D.1** - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2** - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3** - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4** - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 1.3.2.D.5** - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Enduring Understandings

- The elements of art include line, color, shape, texture, and form
- Themes can include outdoors, school, home, and body.
- Symbols can be representative of holidays and country.
- Students should use art vocabulary to be able to describe their creations.
- Exploration of the outdoors, home, and self can be used in art creation.

Essential Questions

- How do you use the basic elements of design and drawing to create a piece of art?
- What kind of symbols/themes can be used in art creation?
- How do you create stories to explain your art?
- What observations of the physical world can you use to create art?

Unit Goals

Session 1 - (Drawing)

Teaching Points

- **Today I want to teach you that artists use different kinds of lines to create drawings. They use straight, zigzag, curvy, wavy, and spiral lines to create different kinds of images in drawings.**
 - Artists do this by:
 1. learning how to move the pencil in different ways
 2. moving their hands in circles, back and forth, and in straight motions
 3. adjusting pressure to make lines thicker or thinner
- **Today I want to teach you that artists use shapes to create art.**
 - Artists do this by:
 1. drawing circles, squares, rectangles, and triangles
 2. drawing free-form shapes
 3. creating pictures by combining different shapes
- **Today I want to teach you that artists create art with paper, scissors, glue, and string.**
 - Artists do this by:
 1. cutting shapes out of paper
 2. creating 3-D models with papier mache
 3. creating paper mobiles
 4. weaving paper strips to make table mats or baskets

Skills (Students will be able to...)

- Create a sculpture either functional or non-functional.
- Consider size, scale, form, proportion in creating a sculpture.
- Create a form 3-D shape, problem solve.
- Solve visual art problems using/applying basic elements of art
- Utilize terms such as: blue, yellow, red, green, orange, black, white, brown, purple, dark, light, shape, pattern, rough, smooth,
- Mix primary colors to create a secondary color
- Discuss the mood in art as experienced in everyday life

Evidence of Learning (Assessments)**Accommodations and Modifications**

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<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

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<p>Interdisciplinary Connections</p> <p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> Ask students to view videos to teach about specific artists, such as "Dropping in on...(the artist)" series. Learn about different cultures by viewing art from around the world. Project print materials onto the whiteboard or with a document camera to support lessons.
<p>Integration of 21st Century Themes</p> <p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic

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<ul style="list-style-type: none"> • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business= • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts	Grade: 2
Unit 4: Aesthetic Response and Critique Methods	
<p>Unit Overview:</p> <p>This unit offers distinct opportunities to interpret, appreciate, and respond to works of art and beauty in the everyday world. Active focus, intent and understanding is an important component to have a full appreciation of the arts and foundation for language development.</p>	
New Jersey Student Learning Standards	
<p>1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Many feelings can be depicted through art • Shape, color, lines, and texture all play a role in defining a piece of artwork • Answers will vary depending on the piece of art chosen, but color and shapes play an important role in the mood of the piece you are creating. • Students will critique paintings and drawings using art terminology. • Time period can be expressed in art through the style the artist is using, i.e.; Pablo Picasso - shapism 	<ul style="list-style-type: none"> • How can artwork influence your feelings? • In what ways can arts elements become the foundation of your own composition? • What colors/shapes do you see in a work of art? • What is your opinion about the use of colors in a painting? • In what ways can an artist improve his/her works of art? • How can the form of a piece place it in a particular period? • How is the element of color expressed in various art areas?

Grade 2 Scope and Sequence for Visual Arts

Unit Goals	Teaching Points
<p><i>Session 1 - (Discussing Art)</i></p>	<ul style="list-style-type: none"> ● Today I want to teach you that artists study art and talk about art so that they can find ways to make their own art better. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. comparing and contrasting two different pictures of the same subject, made by two different artists 2. stating their preference for one work of art over another, and naming the specific qualities that make it better for them 3. making suggestions for how to improve a work of art ● Today I want to teach you that artists recognize that art elements are what help make some works of art better than others, and they consider those elements as they critique art. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. making a chart of how different art elements are used in a well-known painting, drawing, or sculpture 2. commenting on various art elements in works of art 3. discussing geometric shapes that are observed in paintings and fabric designs 4. discussing how various works of art have elicited a variety of feelings 5. offering a different opinion of a work of art that a classmate has already critiqued ● Today I want to teach you that artists sometimes work together on a work of art. To do this well, they talk about the art elements that they will include. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. discussing how differing opinions can help the artists improve their work 2. developing a project together, such as a group mural ● Today I want to teach you that artists are often inspired to create by the emotions they are feeling or by something they have seen or read. They use their emotions to create something that will appeal to others who might be feeling the same way. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. expressing ideas important to their culture by creating a costume 2. creating pictures based on a story they have read 3. creating a booklet to demonstrate what feelings or moods might look like 4. listening to music and then creating a picture that demonstrates what they have felt as they listened 5. reading a poem that depicts a feeling (“Life Doesn’t Frighten Me” by Maya Angelou, for example).
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Create works using texture and or showing texture. ● Use shapes, color and other mixed medias to create a collage. ● Explore mixed medias ● Describe how artwork influences feelings ● Develop an opinion about a specific work of art ● Notice a style in art and be able to tell the time period ● Identify colors and shapes in a work of art 	

Evidence of Learning (Assessments)	Accommodations and Modifications

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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Repeat verbal directions back • Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

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<div data-bbox="134 268 522 302" data-label="Section-Header">Core Professional Resources:</div> <ul data-bbox="185 333 563 386" style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <div data-bbox="134 417 639 453" data-label="Section-Header">Supplemental Professional Resources:</div> <ul data-bbox="185 485 665 560" style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<div data-bbox="914 268 1313 302" data-label="Section-Header">Core Instructional Resources:</div> <ul data-bbox="964 333 1536 695" style="list-style-type: none"> • ArtSedge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <div data-bbox="914 726 1247 762" data-label="Section-Header">Supplemental Resources:</div> <ul data-bbox="964 793 1378 896" style="list-style-type: none"> • Getting to Know the World's Greatest Artists • Adventures in Art Books • Demonstration step by step • Visual examples <div data-bbox="914 928 1234 961" data-label="Section-Header">Intervention Resources:</div> <ul data-bbox="964 993 1459 1226" style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives
<div data-bbox="293 1350 701 1386" data-label="Section-Header">Interdisciplinary Connections</div> <ul data-bbox="168 1417 604 1543" style="list-style-type: none"> • Math - shape, areas, patterns, proportion, scale • Science - balance, radial balance, color mixing • ELA - vocabulary • World Culture - art history • SEL social and emotional 	<div data-bbox="946 1350 1515 1386" data-label="Section-Header">Integration of Technology through NJSLs</div> <ul data-bbox="946 1417 1557 1543" style="list-style-type: none"> • Ask students to view videos to teach about specific artists, such as "Dropping in on...(the artist)" series. • Learn about different cultures by viewing art from around the world. • Project print materials onto the whiteboard or with a document camera to support lessons.
<div data-bbox="251 1577 742 1612" data-label="Section-Header">Integration of 21st Century Themes</div> <p data-bbox="121 1644 222 1667"><i>See example.</i></p> <ul data-bbox="168 1669 829 1873" style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy 	<div data-bbox="1047 1577 1412 1612" data-label="Section-Header">Media Literacy Integration</div> <ul data-bbox="946 1644 1557 1822" style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills

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<ul style="list-style-type: none"> • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)