|  |  |  |
| --- | --- | --- |
| SECOND GRADE | UNIT 1: ART IS A LANGUAGE | PACING: 1st Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors*. (Drawing and Painting*)* |
| PRIORITY STANDARDS |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.c. Create sketches for planning and self-reflectionVA2.CR.2 Create works of art based on selected themes.b. Create works of art emphasizing multiple elements of art and/or principles of designVA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.a. Takes care in craftsmanship (e.g. pays attention to detail, takes pride in work, uses time wisely and sees work through to completion).VA2.RE.1. Discuss personal works of art and the artwork of others to enhance visual literacy.c. Use a variety of art criticism strategies to discuss and reflect on personal works of art and the work of others VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. b. Explore the influences of artists and their work in a variety of cultures. |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.b. Generate visual images in response to open-ended prompts, themes, and narratives.VA2.CR.2 Create works of art based on selected themes.a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.a. Create drawings and paintings with a variety of media.c. Explore basic color theory (warm, cool, neutral) |
| PRESENTING |
| VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. a. Sign a finished work of art. b. Create a title for a work of art. |
| RESPONDING |
| VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.  b. Use art vocabulary with emphasis on selected elements and principles of art.  |
| CONNECTING |
| VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.  c. Make inferences to identify time and place in works of art. d. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.* |
| LESSON PLANS | **PRESENTATIONS** |
| [Picasso Chickens Lesson Plan](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/EWiUSqLkRixOur3Z5QwUIhwBg6NIdL0-xk2czvZdWg9MxA?e=mzg2pd)[2.1\_Picasso Chicken Photos\_RE](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/EUSlNDk8AKFAuoo-TM30nvQBjnuZzf7FAD2xY3APbvYRqA?e=JFOFvo) | * [YouTube Videos Chickens/Roosters in art](https://www.youtube.com/watch?v=T1b6fiTvbq0)
* <https://educators.brainpop.com/lesson-plan/pablo-picasso-background-information-for-teachers-and-parents/>
* 2.1\_Picasso\_PPT
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| Diagnostic: Teacher observation of student responses during review how to draw by observing objects very closely and review warm and cool colors.Formative: Play “I SPY” by looking at La Coq by Picasso and finding warm and cool colors. Also look for directional lines.Summative: [2.1\_PicassoChickens\_QZ](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/EVn_h12zobdCsJn4AHPEp_YBZu5I1n-YQ9suGiXDz1hG-w?e=wKtjwM) OR[2.1\_PicassoChickens\_RUB](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/EV9OKC8dTLlGgkdCKl8KZOUBersP9qRexB9HIVTOle-Qdw?e=WkLKy0) | **R/ELA –** Choose a children's book based on Picasso. Use Visual Thinking Strategies to review art vocabulary. Write/Answer I see, I think, I wonder about "La Coq"**Math –** Geometric and Organic Shapes**Science** – Color theory and mixing; Life cycle of a Chicken**Social Studies** – Life and work of Pablo Picasso**Music –** The Chicken Dance**PE –** Dancing to The Chicken Dance |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| [The Rooster by Pablo Picasso](https://www.pablopicasso.org/the-roaster.jsp) | [Chicken Dance YouTube Video](https://www.youtube.com/watch?v=Hb9FwlubyIQ)[La Coq by Picasso](https://fultonk12.sharepoint.com/%3Ai%3A/s/FAST/EVHv462vBoZFqrhHMsecoNYBSABA9VMipZcUcc5KARQVXQ?e=82paH1) | [Pinterest Board 2nd Grade Unit 1](https://www.pinterest.com/fultoncountyfineartsK5/2nd-grade-unit-1-drawing-and-painting-2017/) |

|  |  |  |
| --- | --- | --- |
| SECOND GRADE | UNIT 2: CREATIVE COMMUNICATION | PACING: 2nd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.* (Clay, Depth) |
| PRIORITY STANDARDS |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.c. Create sketches for planning and self-reflectionVA2.CR.2 Create works of art based on selected themes.b. Create works of art emphasizing multiple elements of art and/or principles of designVA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.a. Takes care in craftsmanship (e.g. pays attention to detail, takes pride in work, uses time wisely and sees work through to completion). |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. b. Generate visual images in response to open-ended prompts, themes, and narratives. VA2.CR.2 Create works of art based on selected themes. a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.c. Explore basic color theory (warm, cool, neutral)  d. Create art using basic spatial concepts (e.g. overlapping, horizon line, size). VA2.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.b. Create clay objects using hand building techniques (e.g. pinch, coil, slab, slip, score, join).  |
| PRESENTING |
| VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. a. Complete works of art. b. Sign a finished work of art.  |
| RESPONDING |
| VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. a. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. b. Use art vocabulary with emphasis on selected elements and principles of art.  |
| CONNECTING |
| VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art. 1. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.* |
| LESSON PLANS | **PRESENTATIONS** |
| [2.2\_PinchPotAnimals\_LP](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/EfPHXkf5r25Au4YNaD8rdngBtjiiJ7O2hR9hTizVMjkI5A?e=bZdcQr) | See multi-media videos |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| Diagnostic: Teacher observation of student responses during review of clay and it’s properties, vocabulary terms, and hand building techniquesFormative: Teacher observationSummative: [2.2\_PinchPotAnimals\_RUB](https://fultonk12.sharepoint.com/%3Aw%3A/s/FAST/ERVJYK2qiVtBkk41sPsU33YB6men0GBax3JccPVB8MvkWw?e=t1jdJc) | **R/ELA:** Read “The Magic of Clay”**Math:** Sphere, Form**Science:** Firing of the clay and how clay comes from the Earth**Social Studies**: Artists of different cultures used clay to create functional objects and decorated them with paints and glazes. |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| (To Purchase)[The Magic of Clay](https://www.amazon.com/Magic-Clay-Adalucia/dp/0974295604) Claymates Book read aloud[Clay Mates](https://www.youtube.com/watch?v=4aHPPlQBsOU) | [YouTube How to Make a Pinch Pot](https://www.youtube.com/watch?v=Vmg0Ghqg3fE)[Pinch Pot Animals Video](https://www.youtube.com/watch?v=aNhLrfLZdXc)[Pinch Pot Animals Video 2nd grade](https://www.youtube.com/watch?v=nNdzBlHap9E)[2.2\_PinchPotAnimals\_RE](https://fultonk12.sharepoint.com/%3Ai%3A/s/FAST/Ec1iXd36SFJKtPEUAJmtycMBCvC1Qexylp8QVp4V_N_LCw?e=NEKk9b) | [Pinterest Board 2nd Grade Unit 2](https://www.pinterest.com/fultoncountyfineartsK5/2nd-grade-unit-2-clay-and-depth-2017/) |

|  |  |  |
| --- | --- | --- |
| SECOND GRADE | UNIT 3: PERSONAL EXPERIENCE | PACING: 3rd Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.* (Printmaking, Collage, Mixed Media) |
| PRIORITY STANDARDS |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.c. Create sketches for planning and self-reflectionVA2.CR.2 Create works of art based on selected themes.b. Create works of art emphasizing multiple elements of art and/or principles of designVA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.a. Takes care in craftsmanship (e.g. pays attention to detail, takes pride in work, uses time wisely and sees work through to completion).VA2.RE.1. Discuss personal works of art and the artwork of others to enhance visual literacy.c. Use a variety of art criticism strategies to discuss and reflect on personal works of art and the work of others  |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. a. Generate individual and group ideas in response to visual images and personal experiences. b. Generate visual images in response to open-ended prompts, themes, and narratives. VA2.CR.2 Create works of art based on selected themes. a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.b. Experiment with printmaking techniques e. Combine materials to create works of art (e.g. mixed media and collage)  |
| PRESENTING |
| VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. a. Complete works of art. b. Sign a finished work of art. |
| RESPONDING |
| VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. a. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. b. Use art vocabulary with emphasis on selected elements and principles of art.  |
| CONNECTING |
| VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.*  |
| LESSON PLANS | **PRESENTATIONS** |
| * Example 1
* Example 2
* Example 3
 | * Example 1
* Example 2
* Example 3
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic Example 1
* Informal Formative Example 2
* Formal Formative Example 3
* Summative Example 4
 | * R/ELA
* Math
* Science
* Social Studies
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * Book
* Reproductions
 | * YouTube Video
 | [Pinterest Board 2nd Grade Unit 3](https://www.pinterest.com/fultoncountyfineartsK5/2nd-grade-unit-3-printing-collage-and-mixed-media/) |

|  |  |  |
| --- | --- | --- |
| SECOND GRADE | UNIT 4: ART IS UNIVERSAL | PACING: 4th Nine Weeks |
| *Unit Focus: Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.* (Crafts and Non-Clay Sculpture) |
| PRIORITY STANDARDS |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.c. Create sketches for planning and self-reflectionVA2.CR.2 Create works of art based on selected themes.b. Create works of art emphasizing multiple elements of art and/or principles of designVA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.a. Takes care in craftsmanship (e.g. pays attention to detail, takes pride in work, uses time wisely and sees work through to completion).VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.b. Explore the influences of artists and their work in a variety of cultures.  |
| SUPPORTIVE STANDARDS |
| CREATING |
| VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. a. Generate individual and group ideas in response to visual images and personal experiences. VA2.CR.2 Create works of art based on selected themes. a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.  VA2.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. a. Create sculpture using a variety of materials and methods (e.g. papier-mâché, paper sculpture, assemblage, found objects). c. Create compositions using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry).  |
| PRESENTING |
| VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. a. Sign a finished work of art. b. Create a title for a work of art.  |
| RESPONDING |
| VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. a. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. b. Use art vocabulary with emphasis on selected elements and principles of art.  |
| CONNECTING |
| VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art. VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).  |
| INSTRUCTIONAL RESOURCES |
| *The following resources correspond to the focus standards of this unit.* |
| LESSON PLANS | **PRESENTATIONS** |
| * Example 1
* Example 2
* Example 3
 | * Example 1
* Example 2
* Example 3
 |
| ASSESSMENTS | **INTERISCIPLINARY CONNECTIONS** |
| * Diagnostic Example 1
* Informal Formative Example 2
* Formal Formative Example 3
* Summative Example 4
 | * R/ELA
* Math
* Science
* Social Studies
 |
| ADDITIONAL RESOURCES |
| PRINT | MULTIMEDIA | WEB-BASED |
| * Book
* Reproductions
 | * YouTube Video
 | [Pinterest Board 2nd Grade Unit 4](https://www.pinterest.com/fultoncountyfineartsK5/2nd-grade-unit-4-crafts-and-sculpture/) |