

September 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEO:</p> <ul style="list-style-type: none"> o WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART? <p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is line?</i> o <i>What are the types of lines?</i> o <i>What are the directions of lines?</i> o <i>How can vertical, horizontal, and diagonal lines be used to create artworks?</i> <p>Line</p> <ol style="list-style-type: none"> 1. Line direction 2. Horizontal lines 3. Diagonal lines 4. Vertical lines 	<p>Line</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify types of lines 2. Draw vertical, horizontal, and diagonal lines 3. Use vertical, horizontal, and diagonal lines to create artwork <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Line</p> <p>LT1. I can create examples of vertical, horizontal, and diagonal lines.</p>	<p>Line 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. City Skylines 2. Owls 3. Castles 	<p>Visual Artists: Wassily Kandinsky</p> <p>Websites: www.artclasscurator.com (Artworks that show Line)</p> <p>Key Vocabulary: Line Vertical Diagonal Horizontal</p>

October 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is a shape?</i> o <i>What is a geometric shape?</i> o <i>How are geometric shapes different from organic shapes?</i> o <i>How can geometric shapes be used to create artworks?</i> <p>Shape</p> <ol style="list-style-type: none"> 1. Geometric shapes 2. Organic shapes 3. Using shapes to draw more complex images 	<p>Shape</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify geometric shapes 2. Draw geometric shapes 3. Use geometric shapes to create artwork <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Shape</p> <p>LT1. I can use at least three geometric shapes to create an image.</p>	<p>Shape 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Robots 2. Castles (It's a small world) 	<p>Visual Artists: Wassily Kandinsky Piet Mondrian Mary Blair</p> <p>Websites:</p> <p>Key Vocabulary: Shape Geometric Organic</p>

November 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What are the primary colors?</i> o <i>What are the secondary colors?</i> o <i>How are secondary colors created?</i> o <i>Which primary colors mix to create each secondary color?</i> o <i>How can primary and secondary colors be used to create artworks?</i> <p>Color</p> <ol style="list-style-type: none"> 1. Primary Colors 2. Secondary Colors 3. Color mixing 	<p>Color</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify primary and secondary colors 2. Mix primary colors to create secondary colors 3. Use secondary colors to create an artwork. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Color</p> <p>LTI. I can demonstrate how secondary colors are made using primary colors.</p>	<p>Color 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Torn Paper Sea 2. Sushi plates with shibori 3. Color mixing tops 	<p>Visual Artists: Piet Mondrian</p> <p>Websites: https://creativefamilyfun.net/science-art-color-mixing-tops/</p> <p>Key Vocabulary: Color Primary Secondary</p>

December 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is form?</i> o <i>How is shape different from form?</i> o <i>How can clay be used to create forms?</i> <p>Form</p> <ol style="list-style-type: none"> 1. Shape vs. form 2. Geometric forms 3. Using clay to create form 	<p>Form</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Explain the difference between shape and form 2. Create a pinch pot or a clay coil 3. Use form to create an artwork. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Form</p> <p>LT1. I can discuss the differences between shape and form.</p> <p>LT2. I can alter a pinch pot form or use a clay coil.</p>	<p>Form 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Pinch Pot Animals 2. Clay snails 	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary:</p> <p>Form Shape 3D</p>

January 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is the horizon line?</i> o <i>How can size and placement be used to make objects appear near and far?</i> o <i>How can space be created in a 2D artwork?</i> <p>Space</p> <ol style="list-style-type: none"> 1. Horizon line 2. Foreground vs. background 3. Size and placement 	<p>Space</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify foreground, middle ground, and background 2. Draw a horizon line separating the sky from the ground 3. Create an artwork that shows space <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Space</p> <p>L1. I can draw a picture with a horizon line and objects near and far.</p>	<p>Space</p> <p>5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Castles 2. Superhero self portraits 3. Birch trees 4. Ocean landscape w/ origami sailboats 	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary:</p> <p>Horizon Line Foreground Middle ground Background</p>

February 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is texture?</i> o <i>How does texture look and feel?</i> o <i>How do artists create texture?</i> o <i>How can texture be created in 2D and 3D artworks?</i> <p>Texture</p> <ol style="list-style-type: none"> 1. Real texture 2. Visual texture 3. Texture techniques 	<p>Texture</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify texture in art 2. Recognize the difference between real texture and visual texture 3. Use a variety of techniques and materials to create texture 4. Create an artwork that shows texture <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Texture</p> <p>LT1. I can identify and create two different textures.</p>	<p>Texture 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Birch Trees 2. Animals in sweaters 3. Castles 	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary: Texture Real texture Visual texture</p>

March 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is pattern?</i> o <i>What is repetition?</i> o <i>How are patterns created?</i> o <i>How can pattern be used in artworks?</i> <p>Pattern</p> <ol style="list-style-type: none"> 1. Types of patterns 2. Repetition 3. Types of patterns 	<p>Pattern</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify types of patterns 2. Use repeating lines and shapes to create a unique pattern 3. Use a pattern to fill up an area 4. Create an artwork that shows pattern <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Pattern</p> <p>LT1. I can create a variety of patterns.</p>	<p>Pattern 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Owls 2. Self portraits with pattern sweaters 3. Animals in sweaters 4. Folk art flower vase 	<p>Visual Artists:</p> <p>Websites:</p> <p>https://cassiestephens.blogspot.com/2018/03/in-art-room-heat-her-galler-inspired.html</p> <p>Key Vocabulary:</p> <p>Pattern Repetition</p>

April 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is balance?</i> o <i>What is the difference between symmetry and asymmetry?</i> o <i>How do different types of balance affect an artwork's composition?</i> o <i>How can asymmetrical balance be used in artworks?</i> <p>Balance</p> <ol style="list-style-type: none"> 1. Symmetry 2. Asymmetry 3. Types of balance 	<p>Balance</p> <p>Art Skills:</p> <ol style="list-style-type: none"> 1. Identify types of balance 2. Analyze balance in art and how asymmetry affects composition 2. Describe the difference between symmetry and asymmetry 3. Create an artwork that shows asymmetrical balance <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Create and Innovate 2. Think Critically and Solve Problems 3. Communicate and Collaborate 4. Be Initiative and use Self-Direction 5. Develop Social and Cross-Cultural Skills 6. Be Productive and Accountable 	<p>Balance</p> <p>LTI. I can create an artwork using asymmetrical balance.</p>	<p>Balance 5.2.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Raccoons 2. Owls (square 1) 	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary: Balance Asymmetry Symmetry Composition</p>

May 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>May is used for project completion and review.</p>				<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p>	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary:</p>

Art Grade 2

ALL YEAR 2020-21

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ol style="list-style-type: none"> 1. How do artists collaborate and share ideas? 2. How can exploring and experimenting with various materials and tools help me learn more about artmaking? 3. How do artists use tools and materials safely? 4. How do the choices made at different steps in the art making process affect the outcome? 5. What steps go into preparing artwork for display, and what are the various venues where art can be put on display? 6. What can be learned about an artwork by analyzing how it was made and how it makes one feel? 7. How do the subject matter and materials used to create art made from different times and places affect how it is viewed? 	<p>Art Skills:</p> <ol style="list-style-type: none"> 1. Collaborate and share ideas 2. Create art that shows natural and constructed environments 3. Demonstrate safe procedures for using materials and tools 4. Describe the choices made during the art making process 5. Prepare artwork for presentation based on a theme 6. Analyze artwork based on the processes used to create it and its expressive qualities 7. Connect with artwork by comparing artworks from various times and places 	<p>LT1. I can come up with a unique idea and share it with a classmate.</p> <p>LT2. I can create an artwork that shows nature or architecture.</p> <p>LT3. I can prepare artworks for presentation.</p> <p>LT4. I can use art vocabulary to analyze artwork and discuss how it was made.</p> <p>LT5. I can compare and contrast two artworks from different times and places.</p>	<p>LT1. 5.2.2.2.1</p> <p>LT2. 5.2.2.3.1</p> <p>LT3. 5.2.3</p> <p>LT4. 5.2.4</p> <p>LT5. 5.2.5</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> 1. Robot (idea sheet) 2. Cityscape 3. Castles 	<p>Materials and Mediums:</p> <p>Pencil drawing Chalk pastel Oil pastel Printmaking Watercolor paint Tempera paint Clay Collage Crayon resist</p>