

2nd Grade
FIRST QUARTER
Recommended Time Frame:
Nine Weeks

1st Quarter Overview:
How Is Art Made?

1st Quarter Anchor Standards

Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.
Relate personal experiences to make art.

1st Quarter Standards

Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.

Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.

Re.7.2.2a Categorize images based on expressive properties.

Cn10.1.2a Create works of art about events in home, school, or community life.

Vocabulary:

Collaborative, brainstorm, expressive properties, materials, tools, explore, design, community

Curriculum Resources:

[2nd Grade Planning Guide](#)

[Standards Resource](#)

[Lesson Template](#)

Essential Questions:

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials?

Re: What is an image?

Cn: How do life experiences influence artists?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

2nd Grade
SECOND QUARTER
Recommended Time Frame:
Nine Weeks

2nd Quarter Overview:
Who makes art?

2nd Quarter Anchor Standards

Select and develop artistic works for presentation.
Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.

2nd Quarter Standards

Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Choose one standard below to include with the above standards to assess:

Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.

Vocabulary:

New Vocabulary: Communicate, present, symbol, display, artifact, preferred, classify

Continue reviewing: Create, original Idea, experiment, skill

Curriculum Resources:

2nd Grade Planning Guide

Standards Resource

Lesson Template

Essential Questions:

Pr: What criteria and processes are used to select work for presentation? What makes an image a symbol? How do artists use sign/symbols to communicate?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How do you classify?

Re: How do people evaluate art based on various criteria?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

2nd Grade
THIRD QUARTER
Recommended Time Frame:
Nine Weeks

3rd Quarter Overview:
What does Art say?

3rd Quarter Anchor Standards
Generate and refine original artistic ideas to create works of art.
Identify, describe, and interpret the meaning of artistic work.

3rd Quarter Standards

VA:Cr2.3.2a Repurpose objects to make something new.

Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and **characteristics of form**.

Choose one standard below to include with the above standards to assess:

Cr1.1.2a **Brainstorm collaboratively** multiple approaches to an art or design problem.

Cr2.1.2a Experiment with various **materials** and tools to explore personal interests in a work of art or design.

Vocabulary:

Repurpose, Image, mood, brainstorm, collaborate

Curriculum Resources:

2nd Grade Planning Guide

Standards Resource

Lesson Template

Essential Questions:

Re: What is an image? How can a viewer “read” a work of art as text?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

2nd Grade
FOURTH QUARTER
Recommended Time Frame:
Nine Weeks

4th Quarter Overview:
Why is Art made?

4th Quarter Anchor Standards

Relate knowledge of personal experiences to deepen understanding of making art.
Generate and refine original artistic ideas to create works of art.

4th Quarter Standards

Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.

Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

Choose one standard below to include with the above standards to assess:

Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and **characteristics of form.**

Cn10.1.2a Create works of art about events in home, school, or community life.

Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.

Vocabulary:

New Vocabulary: Purpose, characteristics of form, compare and contrast, reflect, mood. Continue reviewing: Create, brainstorm, interpret, explore, choices

Curriculum Resources:

2nd Grade Planning Guide

Standards Resource

Lesson Template

Essential Questions:

Cn: What is the purpose of creating art? How do life experiences influence artists?

Cr: How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

Evidences:

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?