

# Course Unit Overview

Course Title: Grade 2 Art

Unit Title ⇨	<u>Intro to Visual Arts</u> <u>K-2 Readiness Unit</u>	<u>Unit 1: Line, Shape and Texture</u>	<u>Unit 2: Color and Value</u>	<u>Unit 3: Space and Form</u>	<u>Unit 4: The Elements of Art</u>
<b>Essential Question(s) For Unit</b> ⇨	<ul style="list-style-type: none"><li>What does it mean to have self control?</li><li>How can I calm down when I feel upset or angry?</li><li>How can we keep our body and minds healthy?</li><li>How do I help keep myself and others safe at school?</li></ul>	<ul style="list-style-type: none"><li>How do line, shape and texture inspire artists to make art?</li><li>How do artists use line, shape and texture to communicate to tell a story?</li><li>How do I communicate using lines, shapes and textures in my artwork?</li></ul>	<ul style="list-style-type: none"><li>How do I observe colors in the world around me?</li><li>How does an artist use primary colors to create a work of art?</li><li>How do I use a primary color wheel as a tool to create an artwork?</li><li>Why do artists use values in their artwork?</li></ul>	<ul style="list-style-type: none"><li>How do artists determine whether a particular direction in their work is effective?</li><li>How do artists learn from trial and error?</li></ul>	<ul style="list-style-type: none"><li>How are elements of art used to understand works of art?</li><li>How do I use the elements of art to create my own art?</li></ul>
<b>Learning Targets</b>	<ul style="list-style-type: none"><li>I can participate and interact respectfully with my peers.</li><li>I can communicate meaningful information about myself.</li><li>I can listen carefully to my peers when they share about themselves.</li><li>I can honestly reflect on who I am as a learner.</li><li>I can contribute to creating a positive classroom environment for me and my peers.</li><li>I can follow directions for routines in my classroom.</li></ul>	<ul style="list-style-type: none"><li>I can use at least three types of line to create imaginative artwork.</li><li>I can respond to an artist's use of lines in a variety of art work.</li><li>I can present their artwork to their peers.</li><li>I can use geometric shapes to create a composition</li><li>I can respond to artists' use of shape in a variety of artwork.</li><li>I can use texture to create a composition.</li><li>I can respond to artists' use of texture in a variety of artwork.</li><li>I can present their artwork to peers.</li></ul>	<ul style="list-style-type: none"><li>I can use primary and secondary colors to create art.</li><li>I can respond to artists' use of real and imaginary color in art.</li><li>I can use different media to apply my color knowledge.</li><li>I can create dark and light versions of a color to show different values.</li><li>I can create a color wheel that shows the relationships of the primary and secondary colors.</li><li>I can associate different values of colors to feelings and their varying intensities.</li></ul>	<ul style="list-style-type: none"><li>I can use space and form in my artwork</li><li>I can respond to artists’ use of space and form.</li><li>I can present my artwork to my peers.</li></ul>	<ul style="list-style-type: none"><li>I can identify elements of art</li><li>I can create artwork that includes the elements of art.</li><li>I can respond to a variety of artists that use elements of art.</li><li>I can present my artwork to my peers.</li></ul>
<b>Standards</b> ⇨	<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"><li>VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li></ul> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work <ul style="list-style-type: none"><li>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</li></ul>	<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"><li>VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li></ul> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work <ul style="list-style-type: none"><li>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</li><li>VA:Cr2.2.2a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</li></ul> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for	<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"><li>VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li></ul> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work <ul style="list-style-type: none"><li>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</li></ul> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation <ul style="list-style-type: none"><li>VA:Pr5.1.2a.Distinguish between different materials or artistic techniques for preparing artwork for presentation.</li></ul>	<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"><li>VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li></ul> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work <ul style="list-style-type: none"><li>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</li></ul> <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work. <ul style="list-style-type: none"><li>VA:Re8.1.2a.Interpret art by identifying the mood suggested by a work of art and describing relevant</li></ul>	<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"><li>VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li></ul> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work <ul style="list-style-type: none"><li>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</li></ul> <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work. <ul style="list-style-type: none"><li>VA:Re8.1.2a.Interpret art by identifying the mood suggested by a work of art and describing relevant</li></ul>

	<ul style="list-style-type: none"> <li>VA:Cr2.2.2a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</li> </ul> <p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <ul style="list-style-type: none"> <li>VA:Cr3.1.2a. Discuss and reflect with peers about choices made in artwork.</li> </ul>	<p>presentation</p> <ul style="list-style-type: none"> <li>VA:Pr5.1.2a.Distinguish between different materials or artistic techniques for preparing artwork for presentation.</li> </ul> <p><b>Anchor Standard 7:</b> Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>VA:Re.7.1.2a. Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</li> </ul> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experience to make art</p> <ul style="list-style-type: none"> <li>VA:Cn10.1.2a.Create works of art about events in home, school, or community life.</li> </ul>	<p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> <li>VA:Re8.1.2a.Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</li> </ul> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experience to make art</p> <ul style="list-style-type: none"> <li>VA:Cn10.1.2a.Create works of art about events in home, school, or community life.</li> </ul>	<p>subject matter and characteristics of form.</p> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experience to make art</p> <ul style="list-style-type: none"> <li>VA:Cn10.1.2a.Create works of art about events in home, school, or community life</li> </ul>	<p>subject matter and characteristics of form.</p> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experience to make art</p> <ul style="list-style-type: none"> <li>VA:Cn10.1.2a.Create works of art about events in home, school, or community life</li> </ul>
<b>PoG</b>	<p>Empathy and cross-cultural understanding</p> <p>Meaningful and purposeful communication</p> <p>Critical and creative problems solving</p>	<p>Analyze and Construct Arguments Based on Evidence</p> <p>Critical and Creative Problem Solving</p> <p>Meaningful and Purposeful Communication</p> <p>Initiative and Perseverance</p> <p>Empathy and Cross Cultural Understanding</p>	<p>Analyze and Construct Arguments Based on Evidence</p> <p>Critical and Creative Problem Solving</p> <p>Meaningful and Purposeful Communication</p> <p>Initiative and Perseverance</p> <p>Empathy and Cross Cultural Understanding</p>	<p>Analyze and Construct Arguments Based on Evidence</p> <p>Critical and Creative Problem Solving</p> <p>Meaningful and Purposeful Communication</p> <p>Initiative and Perseverance</p> <p>Empathy and Cross Cultural Understanding</p>	<p>Analyze and Construct Arguments Based on Evidence</p> <p>Critical and Creative Problem Solving</p> <p>Meaningful and Purposeful Communication</p> <p>Initiative and Perseverance</p> <p>Empathy and Cross Cultural Understanding</p>
<b>Skills</b> ⇒	<ul style="list-style-type: none"> <li>Identify parts of themselves that are strengths, what their interests are, and what are the challenges they can identify for themselves.</li> <li>Identify and practice what makes someone a good listener.</li> </ul> <p><b>PoG Skills/Attributes Include:</b></p> <ul style="list-style-type: none"> <li>Engage collaboratively with peers demonstrating respect for others.</li> <li>Communicate using clear and precise language in discussions with others.</li> <li>Demonstrate empathy and cross-cultural understanding for others.</li> <li>Formulate and ask questions to clarify information to improve responses and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Display artistic problem solving processes</li> <li>Use a variety of media, tool and techniques to draw lines, shapes and textures;</li> <li>Demonstrate control of media tools.</li> <li>Identify and draw at least 4 types of lines</li> <li>Identify and draw at least 4 different geometric shapes</li> <li>Identify a free form shape</li> <li>Identify real and visual textures in an artwork.</li> <li>Create artwork including texture</li> <li>Identify and describe artists' use of line, shape and textures</li> <li>Communicate responses to a variety of artworks</li> <li>Use appropriate art terminology.</li> <li>Participate in conversations</li> <li>Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Identify primary and secondary colors</li> <li>Color mixing techniques</li> <li>Communicate responses to a variety of artworks.</li> <li>Use art vocabulary</li> <li>Identify and explain lighter and darker values.</li> <li>Participate in conversations</li> <li>Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use line and shape to create form and space.</li> <li>Participate in conversations</li> <li>Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Identify elements of art</li> <li>Create a piece that includes multiple elements of art.</li> <li>Participate in conversations</li> <li>Presentation techniques</li> </ul>

<p><b>Key Content/Concepts</b></p> <p>⇒</p>	<ul style="list-style-type: none"> <li>Communicating effectively with others.</li> <li>Problem solving and appropriate applications.</li> <li>Building Self-Awareness and Social Awareness.</li> <li>Developing respectful classroom environments and the materials within it.</li> </ul>	<ul style="list-style-type: none"> <li>tool and techniques to draw lines, shapes and textures;</li> <li>types of lines</li> <li>geometric shapes</li> <li>Free form shape</li> <li>texture</li> <li>Art has recorded experiences and expressed ideas throughout history</li> </ul>	<ul style="list-style-type: none"> <li>primary color wheel</li> <li>secondary colors</li> <li>color mixing techniques</li> <li>light value</li> <li>dark value</li> </ul>	<ul style="list-style-type: none"> <li>2D</li> <li>3D</li> <li>Shape</li> <li>Form and space</li> </ul>	<ul style="list-style-type: none"> <li>7 elements of art</li> <li>Strategies for using the elements of art</li> </ul>
<p><b>Assessments</b></p> <p>⇒</p>	<p><b>Engagement Teacher Reflection:</b></p> <p>-Who participated in class today?</p> <p>-What assumptions are you making about those who did not?</p> <p>-How can you leverage each students’ ideas to support them in tomorrow’s class?</p> <p><a href="#">Possible Exit Ticket Prompts</a></p> <p><a href="#">Sample Focus Questions for Student Self-Reflection</a></p> <div></div>	<p><a href="#">321 Art Reflection</a></p>	<p><a href="#">321 Art Reflection</a></p>	<p><a href="#">321 Art Reflection</a></p>	<p><a href="#">321 Art Reflection</a></p>
<p><b>Resources</b></p> <p>⇒</p>	<p><a href="#">Social Emotional Lesson Plans: Mindfulness In The Classroom</a></p> <p><a href="#">Designing a Student-Centered Learning Environment</a></p> <p><a href="#">Time to Think: Using Restorative Questions</a></p> <p><a href="#">Trauma-Informed Teaching Strategies</a></p>	<p><a href="#">LLC Rubrics</a></p>			
<p><b>Timeframe</b></p> <p>⇒</p>	<p>2-3 weeks</p>	<p>8 weeks</p>	<p>8 weeks</p>	<p>8 weeks</p>	<p>8 weeks</p>

[Example of a Map DRAFT Template](#)

Guiding Notes for Map Sections

The map is your team’s first steps in writing/organizing the course. You will likely draft and revise a lot in this part of the process.

- Essential Question for Course (top of the map on right hand side)**
  - This is ONE question that highlights the big ideas of the entire course. This is a question that you will return to throughout the course. The unit EQs will build to this question.
    - [Defining Characteristics of a Good Essential Question](#)

- **Essential Questions for the Unit (for each unit)**

- Open-ended. Not easily answered. Raise further questions. (See resources for support/ideas)
  - [Defining Characteristics of a Good Essential Question](#)

- **Standards/PoG**

- Select standards for each unit. These standards will guide all of the other decisions you make for the unit (skills, learning activities, assessments) These standards should be selected with an eye to building skills throughout the year. If the standards in your content area do NOT reflect skills, refer to the CCSS College and Career Readiness Standards for those standards that reflect skills that students in your course will practice/demonstrate. (To find these Standards- Go to the [CCSS site in the literacy section](#). If you are designing courses in History, Science or Tech, you'll see a section that includes relevant standards for **6-12 Literacy Standards for History/Social Studies, Science and Technical Subjects**.
- PoG - Select the PoG that you will be addressing in this unit. Although all PoG may be addressed in some way, select 1-2 for the focus of this unit.

- **Skills**

- What will students be able to do? These start with Verbs (Write, Apply, Analyze...)
  - Take this language directly from the Standards that were chosen.
  - These are the skills that will be practiced in the the learning activities and assessed (formative and summative)
    - You will be collecting evidence of the growth in these skills

- **Key Content/Concepts**

- What is the content of this unit (list)

- **Assessments**

- How will learning be measured in this unit? In this stage, the team can list the types of assessments (both formative and summative) In the next stage of unit development, more specifics will be included.

- **Resources**

- Include a draft of the resources for this unit- you'll spend more time on this section within the next stage of unit development.

- **Timeframe**

- How many days/weeks. This is an estimate that will be used as a guide by the teachers. When you look at the entire map you will need to review to be sure that this plan makes sense for the pace of the year.