

Tuckerton Borough School District
2022-2023 Curriculum

Grade: 2	Content Area: Visual Arts
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Recommended Pacing Guide	
Creating	6-9 days
Presenting	6-9 days
Responding	6-9 days
Connecting	6-9 days
Media Arts Embedded into Each Unit	Ongoing

The NJSLS-VPA are comprised of artistic processes, anchor standards, practices, and performance expectations of the [NJSLS-VPA](#)ns. The artistic processes: creating, performing/presenting/producing, responding, and connecting, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven anchor standards describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the five artistic processes.

Creating

- Anchor Standard 1: Conceptualizing and generating ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 3: Refining and completing products.

Performing/Presenting/Producing

- Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5: Selecting, analyzing and interpreting work.
- Anchor Standard 6: Conveying meaning through art.

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Responding

- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 9: Interpreting intent and meaning.

Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Suggested Accommodations For All Units

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring

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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction- guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSLs
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers

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- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group

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Instruction, Peer Buddies)

- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Primary Interdisciplinary Connections:

ELA Standards

- ***SL.PE.2.1.*** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- ***SL.ES.2.3.*** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- ***SL.AS.2.6.*** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 2.M.A. Measure and estimate lengths in standard units.
- 2.G.A. Reason with shapes and their attributes.

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Computer Science and Design Thinking -2020 New Jersey Student Learning Standards –

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.a using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Unit 1: Creating

Performance Expectations

Anchor 1

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Anchor 2

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagram

Anchor 3

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art

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ANCHOR 1

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions: How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

ANCHOR 2

1.2.2.Cr2a: Explore form ideas for media art production with support.

- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production

Enduring Understanding: Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaningMedia arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions: How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

ANCHOR3

- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Enduring Understanding:

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Essential Questions

How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

Evidence of Student Learning

Formative Assessments

- Teacher observation
- Student participation
- Verbal Q&A (Check for understanding)
- Self evaluation of performance and progress
 - Exit ticket
 - Thumbs up/sideways/down
- Classroom discussion
- Anecdotal Notes

Alternative Assessments

- End of unit project
- Teacher Observation
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation
- Teacher Created/Modified Assessment

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Summative Assessments:

- Student participation
- Rubric Score
- Socrative (Test/Quiz)
- Google Forms (Test/Quiz)
- Project-based activities

Benchmark Assessments:

- Oral review of techniques and vocabulary

Anchor Standard 1: Generating and conceptualizing ideas

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
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Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
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Anchor Statement 2: Organizing and Developing Ideas

Enduring Understandings:

- : Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Essential Questions:

- :What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

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Anchor Standard 3: Refining and completing products.

Enduring Understanding

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time

Essential Questions:

- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

Knowledge & Skills

Formative Tasks:

Grade 2

- Identify the basic elements of art in diverse types of artwork.
- Create 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.
- Create a work of art that is based on observation of nature.
- Use imagination to create an illustration using the basic elements of art to tell a story through progression.
- Students will identify warm and cool colors and shades and tints and understand how color affects mood and how it can be used to communicate.

SummativeTasks:

(* Projects used for summative assessment may vary from year to year)

Grade 2

- Construct a triptych, telling a story through progression, incorporating the art elements.
- Illustrate a lighthouse comparing and contrasting shape and form, using pastel.
- Mix various values of color and use in a painting.
- Use a selection of papers to create a jungle with a variety of shape and form, through paper manipulation.
- Illustrate a person in an activity showing awareness of proportion and movement

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Unit 2: Presenting	Duration: 6-7 days
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NJSLA Standards Performance Expectations

Anchor 4:

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit

Anchor 5:

- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation

Anchor 6:

- 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

MEDIA ARTS

ANCHOR 4

- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animationS

- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks

Enduring Understanding: Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

Essential Questions: How are complex media arts experiences constructed? At what point is a work considered "complete"?

ANCHOR 5

- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: How are complex media arts experiences constructed? At what point is a work considered "complete"?How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

ANCHOR 6

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Enduring Understanding: Media artists present, share and distribute media artworks through various social, cultural and political contexts

Essential Questions: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

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Evidence of Student Learning			
Formative Assessments ● Teacher observation ● Student participation ● Verbal Q&A (Check for understanding) ● Self evaluation of performance and progress ○ Exit ticket ○ Thumbs up/sideways/down ● Classroom discussion ● Anecdotal Notes		Alternative Assessments ● End of unit project ● Teacher Observation ● Checklist ● Student Performance Rubric ● Untimed Writing Assessment ● Stop & Jot Activities ● Student Conversation Rubric ● Written Response Sentence Starters provided with Writing Assessment ● Exit Slips Draw a Picture to Show Understanding with Verbal Explanation ● Teacher Created/Modified Assessment	
Summative Assessments: ● Student participation ● Rubric Score ● Socrative (Test/Quiz) ● Google Forms (Test/Quiz) ● Project-based activities		Benchmark Assessments: ● Oral review of techniques and vocabulary	
Anchor Standard 4: Selecting, analyzing, and interpreting work.			
Enduring Understandings: ● :Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.		Essential Questions: ● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.			
Enduring Understandings: ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for		Essential Questions: ● What methods and processes are considered when preparing artwork for presentation or preservation?	

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display and or when deciding if and how to preserve and protect it

- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Anchor Standard 6: Conveying meaning through art

Enduring Understandings:

- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions:

- What is an art museum?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Core Instructional & Supplemental Materials

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Grade: 2	Content Area: Visual Arts
Suggested Activities/Resources: 2ND GrADE WORKBOOK START WITH THE ARTS Inclusivity for All Learners in the Art Room - The Art of Education University Painting Lesson Plans and Crafts for Kids and Children K-12: KinderArt Art projects for kids – Art with Mrs Filmore Guggenheim Museum http://www.guggenheim.org/new-york/education Destination Modern Art (MoMA) Guggenheim Museum http://www.guggenheim.org/new-york/education Destination Modern Art (MoMA) @rtJunction http://www.artjunction.org/ Keith Haring Kids http://www.haringkids.com/ Mondrian http://www.stephen.com/mondrimat/index3.html? Jackson Pollock http://www.jacksonpollock.org/ Art of Education University @rtJunction http://www.artjunction.org/ Keith Haring Kids http://www.haringkids.com/ Mondrian http://www.stephen.com/mondrimat/index3.html? Jackson Pollock http://www.jacksonpollock.org/ Art of Education University • The Art of Education https://www.theartofed.com/ • Deep Space Sparkle https://www.deepspacesparkle.com/ • Cassie Stephens https://cassiestephens.blogspot.com/	Varied Levels of Text: • Newsela • CommonLit • ReadWorks • EPIC • FLEX Curriculum Represent: 200 Years of African American Art A Resource for Students and Teachers 9 Contributions of African Americans in The Arts - Goodnet
Knowledge & Skills	
Formative Tasks: Grade 2 • Create a Native American style of wearable art constructed of beads made from shapes	SummativeTasks: (* Projects used for summative assessment may vary from year to year)

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rolled into forms and strung using pattern, for use in a celebration. • Design and paint a Mexican bark painting using pigment mixing and contour line after exploring the culture. • Construct a puppet from a shape folded into a form with awareness of Chinese culture and its influence on paper arts. • Create Symmetrical Polish paper cuttings with an awareness of the historical and cultural origin of the art. • Weave a Scandinavian style artwork with a cultural awareness. • Use bamboo brushes to paint using line with awareness of the influence and technique of the Asian culture. • Use clay to construct a clay vessel using a pinch and coil method and with an awareness of historical and cultural Origins of clay work	Grade 2 • Construct a triptych, telling a story through progression, incorporating the art elements. • Illustrate a lighthouse comparing and contrasting shape and form, using pastel. • Mix various values of color and use in a painting. • Use a selection of papers to create a jungle with a variety of shape and form, through paper manipulation. • Illustrate a person in an activity showing awareness of proportion and movement
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Unit 3: Responding	Duration: 5-6 days
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Performance Expectations

Anchor 7

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive Properties.

Anchor 8

1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristic

Anchor 9

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

MEDIA ARTS

ANCHOR 7 •

- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Enduring Understanding: Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Essential Questions: How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

ANCHOR 8

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1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. Enduring Understandings: Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. Essential Questions: How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art ANCHOR 9 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context. Enduring Understandings: Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. Essential Questions: How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?	
Evidence of Student Learning	
Formative Assessments • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self evaluation of performance and progress ◦ Exit ticket ◦ Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes	Alternative Assessments • End of unit project • Teacher Observation • Checklist • Student Performance Rubric • Untimed Writing Assessment • Stop & Jot Activities • Student Conversation Rubric • Written Response Sentence Starters provided with Writing Assessment • Exit Slips Draw a Picture to Show Understanding with Verbal Explanation • Teacher Created/Modified Assessment
Summative Assessments: • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities	Benchmark Assessments: • Oral review of techniques and vocabulary
Knowledge & Skills	
Formative Tasks:	SummativeTasks: (* Projects used for summative assessment may vary from year to year)

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Grade 2 • Describe initial responses to what is seen in an artwork based on observation. • Analyze the basic elements and principles used in an artwork. • Identify media, techniques and processes used to create the artwork. Interpret the artist's meaning, mood or symbolism. • Judge the quality of the artwork and offer explanations for their opinion. • Understand how individuals can have different opinions toward works of art. • Respond to, respect and learn from the informed reactions of their peers.	Grade 2 • Critique works of art by describing what students see, analyzing basic elements and principles of art, interpreting the artists meaning, mood or symbolism and making an informed judgment of the artworks merit-(ongoing)
Suggested Activities/Resources: <u>Painting Lesson Plans and Crafts for Kids and Children K-12: KinderArt</u> • The Art of Education <u>https://www.theartofed.com/</u> • Deep Space Sparkle <u>https://www.deepspacesparkle.com/</u> • Cassie Stephens <u>https://cassiestephens.blogspot.com/</u>	Varied Levels of Text: • Shapes that Roll • The Greedy Triangle • Grandfather Tang's Story • Shapes, Shapes, Shapes • Round is a Moake

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Anchor Standard 7: Perceiving and analyzing products

Enduring Understandings:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. .

Essential Questions:

- :How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?

Anchor Standard 8: Interpreting intent and meaning

Enduring Understandings:

- People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions:

- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understandings:

- People evaluate art based on various criteria

Essential Questions:

- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

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Unit 4: Connecting

Performance Expectations

Anchor 10:

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Anchor 11

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ●
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

MEDIA ARTS

ANCHOR 10

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. ●
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

Enduring Understanding: Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

Essential Questions: How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?.

ANCHOR 11

- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. ●
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances a media artist's work.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Evidence of Student Learning

Formative Assessments

- Teacher observation
- Student participation
- Verbal Q&A (Check for understanding)
- Self evaluation of performance and progress
 - Exit ticket
 - Thumbs up/sideways/down
- Classroom discussion
- Anecdotal Notes

Alternative Assessments

- End of unit project
- Teacher Observation
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment

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	- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation - Teacher Created/Modified Assessment
Summative Assessments: - Student participation - Rubric Score - Socrative (Test/Quiz) - Google Forms (Test/Quiz) - Project-based activities	Benchmark Assessments: Oral review of techniques and vocabulary
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: - How does engaging in creating art enrich people's lives? - How does making art attune people to their surroundings? - How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	
Enduring Understandings: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: - How does art help us understand the lives of people of different times, places, and cultures? - How is art used to impact the views of a society? - How does art preserve aspects of life?

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Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <u>2ND GrADE WOrKBOOK</u> <u>Simple to follow guide to art projects for both primary and secondary students</u> <u>Painting Lesson Plans and Crafts for Kids and Children K-12: KinderArt</u> • The Art of Education <u>https://www.theartofed.com/</u> • Deep Space Sparkle <u>https://www.deepspacesparkle.com/</u> • Cassie Stephens <u>https://cassiestephens.blogspot.com/</u>	Varied Levels of Text: • Matisse's Garden • Henri's Scissors