2nd Grade Art Scope and Sequence - Q2

Standards

2.1.1b Discover how similar ideas can be expressed in multiple ways
2.2.1a Describe how artists reflect on their creative practice to improve works of visual art and design
2.2.1c Use the language of visual art and design to describe observations and form opinions
2.3.1b Create finished works of art
2.3.1c Explain choices made in the art making process
2.3.1d Respect and care for classroom materials

Key Knowledge

Students will know...
Vocabulary:
-Artistic choices: making a choice that has an art purpose.
-Architecture: man-made, built up from the ground, known as a building.
-Creative practice: method an artist uses to create artwork
-Appearance: the way things look.
-Functional art: art that has a purpose to be used.
-Materials: objects we use to make art (pencil, marker, colored pencils, clay, paper, glue, scissors, crayons.)
-Reflection: personal and peer

-Balance:
a. Symmetrical balance – When elements are the same on both sides.
b. Asymmetrical balance- When elements are different on both sides, but still balanced.

-Architects design buildings in artistic (to look pleasing) and functional (having specific purpose) ways.
-Some buildings, like the Taj Mahal, the US Capitol, and the Air Force Academy Chapel have symmetrical balance.
-Some buildings like the Sydney Opera House, the Denver Art Museum and Walt Disney Concert Hall have asymmetrical balance.

Key Skills

Students will be able to...
- Identify and define symmetrical balance.
- Identify and define asymmetrical balance.
- Create symmetrical balance by drawing or sculpting (with clay).
- Create asymmetrical balance by drawing or sculpting (with clay).
- Describe choices in architecture like choice of symmetrical balance, asymmetrical balance, function, or artistic appearance.
- Compare two pieces of architecture looking for differences or similarities in balance, function, or artistic appearance.

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- Identify two ways artists reflect on their creative practices (peer and personal reflection and constructive feedback)

Enduring Understanding
Students should understand that...
Artists make artistic choices to express their ideas. These may be both similar and different to the choices of another artist.

Essential Questions
Students will keep considering...
-What makes a building unique?
-Why do artists make different choices in their artwork

Projects:

1. Symmetrical Balance Bugs



2. Symmetrical/Asymmetrical Gingerbread houses (Architecture)





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3. Clay Pinch Pots (functional art)

