



Leonia School District

Art Grade 2

Course Description

Second grade art is a full year course meeting once a week. The curriculum is fast-paced with a new project introduced every 4-5 weeks. Students are introduced to folk and traditional art forms through a variety of media. Historical and contemporary connections are emphasized. Students learn new skills in drawing from observation, color mixing, painting, sewing and sculpture. This course addresses the Amistad Commission by introducing several African American artists through readings from the book *Just Like Me: Stories and Self-Portraits by Fourteen Artists*. This picture book is part of our unit on self-portraits.

Pacing Guide

Time Frame	Unit Title
2-3 weeks	Portraits
2-3 weeks	Barn Owl Collage
3-4 weeks	Still Life Painting
2-3 weeks	Holiday Cards
4-5 weeks	Audubon Bird Study
4-6 weeks	Ceramic Tile
2-3 weeks	Cityscape
2-3 weeks	Sun & Moon Watercolor
4-5 weeks	Sea Creature Paper Sculpture
2-3 weeks	Laurel Burch Cat Drawing
2-3 weeks	Matrioskas

Born on:

Board Approved:

Readopted:

Unit 1 - Portraits

Goals/Objectives of Unit:

- Students will be able to accurately trace face templates for portraits.
- Students will be able to add features to face as instructed.
- Students will be able to complete portraits using materials and methods as instructed.
- Students will be able to use line, shape and color to convey an emotion or idea.
- Students will be able to draw and position the features of the face in a portrait.

Core Instructional Resources/Materials:

- Trace face template
- Add features to the face using mirror and project instructional display.
- Add colors and details to portrait as instructed
- Just Like Me: Stories and Self-Portraits by Fourteen Artists
- Photos of self-portraits by master artists
- [Curriculum resources for LGBTQ, Disabilities, Diversity](#)

NJ-Student Learning Standards:

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.

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

1.5.2.Re9a - Use art vocabulary to explain preferences in selecting and classifying artwork.

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

1.5.2.Cn11a - Compare, contrast, and describe why people from different places and times make art.

Unit 2 - Barn Owl Collage

Goals/Objectives of Unit:

- Students will be able to accurately trace shape templates for collage.
- Students will be able to add features to collage as instructed.
- Students will be able to complete collage using materials and methods as instructed.
- Students will be able to use line, shape and color to convey an emotion or idea.
- Students will be able to draw and position the features of the owl in a bird portrait.

Core Instructional Resources/Materials:

- Trace owl template
- Add features to the owl face using project instructional display.
- Add colors and details to bird portrait as instructed
- Photos of owls
- [Curriculum resources for LGBTQ, Disabilities, Diversity](#)

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Unit 3 - Still Life Painting

Goals/Objectives of Unit:

- Students will be able to create a still life painting from observation.
- Students will be able to paint objects with flat colors and shade them to create 3D forms.
- Students will be able to create still life paintings that can be created from observation or from imagination.
- Students will be able to paint objects with flat colors or shade them to create 3D forms.

Core Instructional Resources/Materials:

- Students will trace or draw fruits and/or vegetables to create a still life composition.
- Students will paint their composition as instructed.
- Photos of self-portraits by master artists
- In this unit a famous colonial American artist is introduced through images of his paintings and a portrait painted of him by his brother.
- [Curriculum resources for LGBTQ, Disabilities, Diversity](#)

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Unit 4 - Holiday Cards

Goals/Objectives of Unit:

- Students will be able to create a greeting card to give to their family.
- Students will create a message in the greeting card and sign the card with their name.

Core Instructional Resources/Materials:

Students will express feelings for the holidays celebrated by different cultures in the winter months.	
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Unit 5 - Audubon Bird Study	
Goals/Objectives of Unit: - Students will organize their composition following the teacher demonstration, placing the bird in the center. - Students will demonstrate skills in handling watercolor - Students will understand that artists have applied the principles of wildlife observation presented by Audubon to create paintings of different American bird species. - Students will use composition to organize diverse elements into a coherent painting. - Students will use lines that can be emphasized using the crayon-resist process.	Core Instructional Resources/Materials: - Students will draw a bird in pencil, outline it in crayon and paint in watercolor. - Teacher drawing and painting demonstration pieces - Postcard set of Audubon Society paintings of bird species by naturalist artists John Muir Laws - How to Draw Birds John J. Audubon's Birds of America Guide to North American Birds Curriculum resources for LGBTQ, Disabilities, Diversity
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Unit 6 - Ceramic Tile

Goals/Objectives of Unit: ● Students will be able to draw a design for their ceramic tile that displays four fold radial symmetry. ● Students will be able to transfer their design to a blank tile using graphite transfer paper. ● Students will be able to paint their design with ceramic glaze using a variety of colors. ● Students will be able to draw a design for their ceramic tile that displays four fold radial symmetry. ● Students will be able to transfer their design to a blank tile using graphite transfer paper. ● Students will be able to paint their design with ceramic glaze using a variety of colors.	Core Instructional Resources/Materials: ● Tile design worksheet ● Tile design transfer ● Painting glaze on design transferred to tile ● Painting clear top glaze on fired tile. ● Teacher examples of project ● Photos of ceramic tiles with four fold radial symmetry designs ● Student handouts with examples of designs students can use. ● Tile design worksheets ● Curriculum resources for LGBTQ, Disabilities, Diversity
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Unit 7 - Cityscape	
Goals/Objectives of Unit: ● Students will draw a cityscape. ● Students will paint a cityscape. ● Students will be able to use overlapping shapes to create the illusion of depth. ● Students will be able to use contrasts in value to create the illusion of depth.	Core Instructional Resources/Materials: ● Draw three layers of buildings in the cityscape. ● Select and use a color and one tint and one shade of that color to painting, following instructions given in class and posted on the board. ● Teacher drawing and painting step-by-step demonstration posters ● Johannes Vermeer ● House of Parliament, Sunset ● Artist Stephen Wiltshire ● The Grand Canal

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Unit 8 - Sun & Moon Watercolor

Goals/Objectives of Unit:

- Students will be able to trace, paint, and construct a sun/moon symbol.
- Students will be able to match colors with the day/night cycles represented in the artwork.
- Students will be able to create contrasts in hue and visual texture.

Core Instructional Resources/Materials:

- Trace or draw sun/moon symbols.
- Select and use two to four colors to paint the sun and moon, following instructions given in class and posted on the board.
- [Curriculum resources for LGBTQ, Disabilities, Diversity](#)

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Unit 9 - Sea Creature Paper Sculpture

Goals/Objectives of Unit:

- Students will be able to trace, paint, and construct a sea creature.
- Students will be able to match shapes and create the sides of three dimensional forms.

Core Instructional Resources/Materials:

- Trace two sides of sea creature.

Students will be able to create contrasts in hue visual texture.	- Select and use two or three colors to paint the sea creature, following instructions given in class and posted on the board. Digital Fish Library Ocean Images Curriculum resources for LGBTQ, Disabilities, Diversity
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Unit 10 - Laurel Burch Cat	
Goals/Objectives of Unit: - Students will be able to trace or draw the cat. - Students will be able to decorate their cat with a coherent theme they choose. - Students will be able to understand the history of cat artwork that has been created in different countries and cultures. - Students will be able to identify several types of decorative patterns they can use on their cat drawing.	Core Instructional Resources/Materials: - Students will trace or draw the cat. - Students will decorate their cat with a coherent theme they choose. - Students will color their cat with colored pencils, crayons and or watercolor. - Teacher samples - Photo displays Curriculum resources for LGBTQ, Disabilities, Diversity

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Unit 11 - Matryoshka

Goals/Objectives of Unit:

- Students will be able to trace four sizes of Matryoshka.
- Students will be able to decorate their Matryoshka set with a coherent theme they choose.
- Students will be able to understand the history of matryoshkas that have been created in different countries and cultures.
- Students will be able to identify several types of matryoshkas.

Core Instructional Resources/Materials:

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General Assessments (may include but not limited to):

Possible Summative Assessment:

- Completed projects
- Anecdotal notes/teacher observations
- Scoring on Rubrics

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations