

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

VISUAL ART

GRADE 2

Date of Board Approval: May 17, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Visual Art	SUBJECT:	Art	GRADE LEVEL:	2
COURSE LENGTH:	Year	DURATION:	45 minutes	FREQUENCY:	1 day per cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives:

This course exposes students to studio practices, reflection and evaluation of artworks, exhibition and preservation, analyzing and interpreting artworks, and the processes associated with creating personal works of art.

Curriculum Writing Committee: Jackieraye Barr Theresa Cipolla Ashley Gogoj
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COURSE TIMELINE

Unit 1: Studio Practice <ul style="list-style-type: none">• Studio habits• Materials• Tools and equipment	Ongoing
Unit 2: Presentation <ul style="list-style-type: none">• Exhibiting artwork• Preparing artwork for display• Exhibition impact	Ongoing
Unit 3: Analyze and Interpret <ul style="list-style-type: none">• Interpretation of art• Art criticism• Cultural influences	Ongoing
Unit 4: Explore and Experiment <ul style="list-style-type: none">• Collaborate• Material and technique exploration	Ongoing
Unit 5: Planning and Process <ul style="list-style-type: none">• Plan and develop• Revise and refine	Ongoing
Unit 6: Artistic Investigation <ul style="list-style-type: none">• Personal interests• Research	4 days

Unit 7: Environmental Awareness

4 days

- Recycling
- Constructed and natural environments

Unit 8: Narrative Art

4 days

- Influences on creating art
- Artists connect to their life

TOTAL 30 days

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	2

STANDARDS:

National Visual Arts Standards

- VA: Cr2.2.2** • Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	2

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify safety procedures in the art studio.
- Use materials and equipment properly.
- Clean materials and equipment properly.

DO

- Distinguish between safe and unsafe art studio behaviors and demonstrate how to safely maintain the art studio.
- Identify proper procedures of using and maintaining tools and equipment.
- Examine how to properly use and clean of materials.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	2

STANDARDS:

National Visual Arts Standards

- VA: Pr4.1.2** • Categorize artwork based on a theme or concept for an exhibit.
- VA: Pr5.1.2** • Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- VA: Pr6.1.2** • Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	2

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

DO

- Choose artwork based on a theme or concept for an exhibit.
- Prepare artwork for presentation.
- Analyze how art that is exhibited inside and outside of schools impacts communities.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	2

STANDARDS:

National Visual Arts Standards

- VA: Re7.2.2** • Categorize images based on expressive properties.
- VA: Re8.1.2** • Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- VA: Re9.1.2** • Use learned art vocabulary to express preferences about artwork.
- VA: Cn11.1.2** • Compare and contrast cultural uses of artwork from different times and places.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	2

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

DO

- Examine and discuss expressive qualities seen in a work of art.
- Interpret works of art and how it can represent different moods.
- Use learned art vocabulary to express preferences about artwork.
- Compare and contrast cultural uses of artwork from different times and places.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	2

STANDARDS:

National Visual Arts Standards

- VA:Cr1.1.2** • Brainstorm collaboratively multiple approaches to an art or design problem.
- VA:Cr2.1.2** • Experiment with various materials and tools to explore personal interest in a work of art or design.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	2

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists plan, brainstorm, and problem solve.

DO

- Brainstorm, plan, and problem solve collaboratively to find multiple approaches to an art or design problem.
- Explore and experiment with materials and tools to explore personal interests.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	2

STANDARDS:

National Visual Arts Standards

VA: Cr.3.1.2 • Discuss and reflect with peers about choices made in creating artwork.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	2

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists revise and reflect on their artwork.
- Ways to give constructive criticism.

DO

- Reflect on work and make modifications.
- Constructively discuss and reflect with peers about choices made in creating artwork.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Artistic Investigation	GRADE:	2

STANDARDS:

National Visual Arts Standards

- VA: Cr.1.2.2**
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Artistic Investigation	GRADE:	2

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Plan and create an artwork that connects with student’s personal interests.

KNOW

- Artists create work that connects with personal interests.
- Ways that artists research in preparation for art making.

DO

- Create an artwork that connects with their personal interests using various materials and tools.
- Plan and research in preparation for art making.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Environmental Awareness	GRADE:	2

STANDARDS:

National Visual Arts Standards

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

VA: Re7.1.2 • Perceive and describe aesthetic characteristics of one's natural world and constructed environment.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Environmental Awareness	GRADE:	2

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.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a work of art with recycled materials.

KNOW

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists repurpose objects to make something new.
- There are aesthetic qualities of natural and constructed environments.
- The environment can influence artists.

DO

- Describe the aesthetic differences between natural and constructed environments.
- Reflect on ways that artists can impact the environment.
- Create a work of art with recycled materials.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Narrative Art	GRADE:	2

STANDARDS:

National Visual Arts Standards

VA: CN10.1.2 • Create works of art about events in home, school, or community life.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Narrative Art	GRADE:	2

UNDERSTANDINGS

Through art making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a narrative artwork about events in home, school, or community life.

KNOW

- People’s perceptions, knowledge, and experiences shape them.
- Artists reflect their personal life and community in their art.

DO

- Analyze various artists’ work and the connection to their personal life and communities.
- Create a narrative artwork about events in home, school, or community life.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Planning Packets/worksheets
- 3) Research for studio art projects
- 4) Critiques
- 5) Various writing assignments:
 - Artist Statements
- 6) Studio Art Projects
- 7) Homework/Projects
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist Statement
- Medium Exploration
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)