### Art 2nd Grade

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<th>Strand</th>
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<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

#### Concept

A. Identifies and creates value differences

#### Learning Targets

1. Change pressure to create two values using crayon or pencil

#### Alignments:

Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.1.A  
NETS: 1b  
DOK: 4

#### Instructional Strategies

- Create a picture using light pressure to create a light value and hard pressure to create a dark value
- SMART Board: Compare & contrast light and dark values in famous artworks (show examples)
- Model with the document camera or an easel how to create both light and dark values using different pencil pressure

#### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice

#### Sample Assessment Questions

- How can you create a darker/lighter value with pencils or crayons?

#### Instructional Resources/Tools

- SMART Board
- Document camera
- Art supplies
- Book and art relevant to the learning target

Board Approved 7-15-13  
Revised 2014
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<tr>
<td>Big Idea</td>
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</table>

**Concept**

B. Uses painting techniques with control

**Learning Targets**

2.

- Paint lines with control of the brush
- Clean paint brush before changing colors
- Mix two colors to create a third color

**Alignments:**

- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.1.B
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- Use a document camera, if desired, to read *Mouse Paint* or and Eric Carle book
- Demonstrate mixing primary colors to create a secondary color
- Model:
  - brush cleaning
  - how to hold a paintbrush so that one has control of the brush using a document camera/tools
- Create a:
  - color wheel using tempera/watercolor paint
  - painting
### Art 2nd Grade

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<td>• mixing primary colors to create secondary colors</td>
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<td>• proper brush cleaning</td>
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<td>• Guided/individual practice</td>
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<th>Sample Assessment Questions</th>
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<tr>
<td>Why should you clean the paintbrush between colors?</td>
</tr>
<tr>
<td>What happens when you mix red/yellow, etc.?</td>
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<tr>
<td>Individual or large color wheel(s)</td>
</tr>
<tr>
<td>SMART Board if using document camera or online color wheel/mixing program</td>
</tr>
<tr>
<td>• <a href="http://smartboardgames.com">http://smartboardgames.com</a> – mixing paint</td>
</tr>
<tr>
<td>• Book read on YouTube <em>Mouse Paint</em>: MousePaint.mov</td>
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<tr>
<td>• <a href="http://www.youtube.com/watch?v=PeNxlHdqhHa">www.youtube.com/watch?v=PeNxlHdqhHa</a></td>
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<td>Art supplies</td>
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<tr>
<td>Eric Carle books</td>
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<td><em>Mouse Paint</em> by Ellen Stoll Walsh</td>
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<td>Science: Mixtures</td>
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<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
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</tbody>
</table>

**Concept**

C. Uses basic weaving techniques

**Learning Targets**

3. • Create a paper weaving using plain weave (over one, under one, alternating rows)

**Alignments:**

Performance: 2.5
Knowledge: (FA) 1
VAGLE: PP.1.D
NETS: 1d
DOK: 4

**Instructional Strategies**

• Create a basic paper weaving
• SMART Board: Show examples of plain paper weaving
• With or without the document camera:
  • Model weaving techniques
  • Read book suggestions

**Assessments/Evaluations**

• “I Can” statement and self-evaluation
• Teacher observation – teacher created checklist
• Critique/discussion – peer evaluation
• Guided/individual practice
• Performance application

**Sample Assessment Questions**

• What type of pattern is basic weaving (over/under)?
• What other media can you weave in addition to paper?
# Instructional Resources/Tools

- Art supplies
- Sample artwork
- SMART Board:
  - pinterest
  - AA teacher websites and blogs
  - Google images showing plain paper weaves
- Document camera
- Books relevant to the learning target

# Literacy Connections

- *Ten Little Indians*
- Elmer books
- *Annie and the Old One* by Miska Miles
- *Ten Little Rabbits* by Virginia Grossman
- *Weaving the Rainbow* by George Ella Lyon and Stephanie Anderson

# Cross Curricular Connections

- Math: pattern (abab)
- Social Studies: History – culture
- ELA: Reading
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| D. Identifies and creates:  
  - value differences  
  - three-dimensional and relief sculptures | 1.  
  - Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)  
  - Modeling with clay or a similar material: Roll coils: flatten material into a slab |

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.2.A
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- Create non-objective/realistic art with low relief
- Use basic clay processes
- The teacher may choose to use the document camera
- SMART Board: Show examples of low-relief paper sculptures and coil/slab building
- Model:
  - how to create a low-relief by demonstrating:
    - paper tearing  
    - curling  
    - folding  
    - cutting  
  - with clay how to roll coils and then flatten into a slab
- Compare and contrast low-relief to 3-dimensional and 2-dimensional art forms
### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions

- What is the difference between relief sculpture and sculpture in the round?
- Describe one technique used in clay

### Instructional Resources/Tools

- SMART Board
- Document camera
- Art supplies
- Books and artwork relevant to the learning target

### Literacy Connections

- *The Pot That Juan Built* by Nancy Andrews-Goebel

### Cross Curricular Connections

- **Science**:
  - Biology – Paper is from the plant kingdom
  - Earth Science – Clay is from the earth
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<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
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</table>

### Concept
- E. Identifies and produces a variety of art forms

### Learning Targets
1. Still Life: Create an original still life from observation
   - Landscape: Create an original landscape

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.A
- NETS: 3b
- DOK: 4

### Instructional Strategies
- Create an original still life from an arrangement of objects in the classroom such as:
  - books
  - chairs
  - art supplies
- Use a variety of media to create an imaginary or realistic landscape
- SMART Board:
  - Show examples of a still life and landscapes with the SMART Board, prints and objects in the art room
  - Using the SMART Board and the NGA Kids website, the students will create an original still-life
  - Students will create their own jungle landscape on the NGA Kids website
- Read/share books using or not using the document camera
- Students will use SMART Notebook to draw a cooperative still-life

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- What is a still life?
- What is a landscape?

### Instructional Resources/Tools

- SMART Board
- NGA website for kids
- Projected images
- Prints
- Books/resources relevant to the learning target
- Art supplies
- Document camera

### Literacy Connections

- Grandma Moses
- *The Big Snow* by Berta and Elmer Hader
- *Miss Spider’s Tea Party* by David Kirk
- *The Mitten* by Jan Brett
- *Come Look with Me – Exploring Landscape Art with Children* by Gladys S. Blizzard
- *The Fantastic Jungles of Henri Rousseau* by Michelle Markel
- *Henn Rousseau’s Jungle Book* by Doris Kutschbach

### Cross Curricular Connections

- ELA: Reading
- Social Studies: Geography
- Science: Nature/seasons
- Math: Spatial reasoning
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<td>Big Idea</td>
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<tr>
<td>Concept</td>
<td>F. Identifies architecture as a form of functional art</td>
</tr>
<tr>
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<tr>
<td>Learning Targets</td>
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<tr>
<td></td>
<td>• Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.B
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- Compare and contrast buildings that serve/don’t serve community needs
- View architectural examples using the SMART Board, prints, or examples shown with the document camera
- Guided practice/modeling
- Introduce appropriate vocabulary and provide examples
- Use a variety of media to design and construct architectural elements in a small scale city with:
  - houses
  - school
  - other buildings
- Students may create interior settings in a Dutch House on the NGA Kids website

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- Can you name some buildings and tell what function they serve?
- Can you identify an architectural element?

### Instructional Resources/Tools

- Art supplies
- SMART Board
- Document camera
- Books/artwork related to the learning target
- NGA (National Gallery of Art) Kids website – “Dutch House”

### Literacy Connections

- *Roberto the Insect Architect* by Nina Laden
- *Arches to Zigzags: an Architecture ABC* by Michael J. Crosbie
- *Frank Lloyd Wright*

### Cross Curricular Connections

- Math: Spatial reasoning, architectural design
- Social Studies: History
- Science: Regional materials
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**Concept**

G. Uses a variety of themes for subject matter

**Learning Targets**

3. Create an original artwork that communicates ideas about the following themes:
   - Nature
   - Places (e.g., school, home, stores, neighborhood, countryside)

**Alignments:**
Performance: 2.5  
Knowledge: (FA) 1  
VAGLE: PP.3.C  
NETS: 1b  
DOK: 4

### Instructional Strategies

- Explore artwork with common themes of natural and man-made environments using:
  - the SMART Board
  - a document camera
  - easel/drawing paper
  - prints
- Use a variety of media to create artworks based on:
  - natural environments
  - man-made environments
- Teacher modeling
- Compare and contrast natural and man-made environments
## Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

## Sample Assessment Questions

- Describe how a man-made environment is different from a natural environment
- What does “theme” mean?
- Describe the theme of this artwork
- Identify buildings that are man-made yet inspired by the natural environment

## Instructional Resources/Tools

- Book related to the learning target
- Document camera
- SMART Board
- Prints or online images relevant to man-made and natural environments

## Literacy Connections

- *Stellaluna* by Janell Cannon
- *Where the Wild Things Are* by Maurice Sendak

## Cross Curricular Connections

- Science: environments, man-made vs. natural
- Social Studies: Geography
<table>
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<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
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</table>

**Concept**

H. Identifies and uses specific line types

**Learning Targets**

1. Identify and use zigzag, dotted, and wavy lines

**Alignments:**
Performance: 2.5
Knowledge: (FA) 2
VAGLE: EP.1.A
NETS: 3b
DOK: 4

**Instructional Strategies**

- Create a non-objective line design using:
  - zigzag
  - dotted
  - wavy lines
- Explore artworks and identify types of lines utilized using:
  - the SMART Board
  - a document camera
  - art prints
- Teacher models how to draw lines using:
  - the SMART Board
  - a document camera
  - drawing paper

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
## Art
### 2nd Grade

### Sample Assessment Questions

- Can you find an example of a zigzag, dotted or wavy line?
- Can you create a zigzag, dotted, or wavy line?

### Instructional Resources/Tools

- Art prints: online or physical
- SMART Board
- Document camera
- Art supplies
- Books that relating to the learning target

### Literacy Connections

- *The Dot* by Peter H. Reynolds
- *Harold and the Purple Crayon* by Crockett Johnson
- *When a Line Bends a Shape Begins* by Rhonda Gowler Green

### Cross Curricular Connections

- Math: Patterns, line
- Science: Lines in nature
### Strand | Elements and Principles
--- | ---
**Big Idea** | Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Identifies and uses geometric shapes</td>
<td>2. Identify and use geometric shapes</td>
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</tbody>
</table>

#### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.B
- NETS: 3b
- DOK: 4

#### Instructional Strategies
- View and discuss artworks with geometric shapes and create a composition using mostly geometric shapes (Klee/Picasso)
- Book reading
- Identify geometric shapes in artwork using:
  - the SMART Board
  - a document camera
  - prints
- Model drawing geometric shapes using:
  - the SMART Board
  - a document camera
  - prints

#### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
## Sample Assessment Questions

- Can you find a:
  - circle
  - triangle
  - square
  etc.?  
- Compare and contrast geometric shapes with organic shapes

## Instructional Resources/Tools

- Books that relate to the learning target
- Art supplies
- SMART Board
- Document camera and/or art prints

## Literacy Connections

- *The Square*
- *When a Line Bends a Shape Begins* by Rhonda Gowler Green

## Cross Curricular Connections

- Math: Geometry – geometric shapes
### Art 2nd Grade

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<td>Select and Use Elements of Art for Their Effect in Communicating Ideas</td>
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<td>through Artwork</td>
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<td><strong>Concept</strong></td>
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<tr>
<td></td>
<td>J. Identifies and uses geometric forms</td>
<td>• Identify and use geometric forms: sphere, cube, cylinder, and cone</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.C
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- The teacher will model and the students will create geometric forms using clay and/or paper
- Compare and contrast geometric forms and shapes
- Identify geometric forms in artworks using:
  - the SMART Board
  - a document camera
  - prints
  - actual objects

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

**Sample Assessment Questions**
- Can you find a geometric form?
- What is the difference between a shape and a form?
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<td>• SMART Notebook</td>
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<tr>
<td>• Easel paper</td>
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<tr>
<td>• Websites illustrating the learning target</td>
</tr>
<tr>
<td>• Document camera</td>
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<tr>
<td>• Books and artwork relevant to the learning target</td>
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<tr>
<td>• Art supplies</td>
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<table>
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<tr>
<td>• <em>Perfect Square</em> by Michael Hall</td>
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<td>• <em>When a Line Bends a Shape Begins</em> by Rhonda Gowler Green</td>
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<tbody>
<tr>
<td>• Math: Geometry – geometric forms</td>
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</table>
## Strand: Elements and Principles

**Big Idea**
Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

### Concept
- K. Identifies and uses actual texture

### Learning Targets
- 4. Identify and use actual texture to create an original artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.D
- NETS: 3b
- DOK: 4

### Instructional Strategies
- Identify different actual textures in the art room
- Compare/contrast implied texture to actual texture
- Identify implied textures in:
  - art prints
  - pictures
  - using examples on:
    - the SMART Board
  - a document camera
- Use a variety of media to create an artwork incorporating actual texture

### Assessments/Evaluations
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application

### Sample Assessment Questions
- Can you find an actual texture?
- Describe the difference between an implied texture and an actual texture
## Art
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<tbody>
<tr>
<td>• Art prints or pictures showing implied texture</td>
</tr>
<tr>
<td>• Books that relate to the learning target</td>
</tr>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• Document camera</td>
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<tr>
<td>• Actual textured artifacts/objects</td>
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<table>
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<tbody>
<tr>
<td>• Eric Carle books</td>
</tr>
<tr>
<td>• <em>Visiting Vincent</em> by Carolyn Breunesse</td>
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<table>
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<td>• ELA: Compare/contrast</td>
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<tr>
<td>Big Idea</td>
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</tbody>
</table>

**Concept**

L. Identifies and uses secondary colors

**Learning Targets**

5. • Identify and use secondary colors

**Alignments:**

Performance: 2.5  
Knowledge: (FA) 2  
VAGLE: EP.1.E  
NETS: 1d; 3b  
DOK: 4

**Instructional Strategies**

• Model how to mix primary colors to create secondary colors  
• Read book(s) relating to the learning target using a document camera  
• Using a color wheel, show both primary and secondary colors. This can also be done using a SMART Board or poster  
• Use interactive SMART Board activities  
• Use primary colors to create secondary colors in an artwork

**Assessments/Evaluations**

• “I Can” statement and self-evaluation  
• Teacher observation – teacher created checklist  
• Critique/discussion – peer evaluation  
• Guided/individual practice  
• Performance application  
• Worksheet/quiz

**Sample Assessment Questions**

• What two colors make green?  
• What two colors make orange?  
• What two colors are purple?
### Instructional Resources/Tools

- Art supplies
- Selected medium for color mixing
- SMART Board
- Document camera
- Website/interactive SMART Board activities for color mixing
- Color wheel or one on a website

### Literacy Connections

- *Mouse Paint* by Ellen Stoll Walsh
- *A Color of His Own* by Leo Lionni
- *The Great Kapok Tree* by Lynne Cherry
- *Sky Color* by Peter H. Reynolds

### Cross Curricular Connections

- Science: Physical Science/Biology – color mixing; flora/fauna
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<td>M. Identifies and uses light and dark values</td>
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<td></td>
<td><strong>Learning Targets</strong></td>
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<tr>
<td></td>
<td>• Identify and use light and dark values</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.F
- NETS: 1d; 3b
- DOK: 4

**Instructional Strategies**

- Model how to create light and dark values in selected medium using a document camera if needed
- Identify light and dark values in works of art using:
  - SMART Board
  - art prints
- Sort:
  - colors
  - blacks, grays and whites into light and dark values
- Use light and dark values in an original artwork using a medium of choice
- Read books relating to the learning target

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
## Sample Assessment Questions

- Can you find the lightest and darkest value?

## Instructional Resources/Tools

- SMART Board
- Art supplies
- Document camera
- Books and prints related to the learning target

## Literacy Connections

- *Story Messenger* by Peter Sis
- *The Polar Express* by Chris Van Allsbury

## Cross Curricular Connections

- Science:
  - Moon phase
  - Light and shadow
  - Time of day
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
<td>7. Identify and use foreground and background to create illusion of space in an artwork</td>
</tr>
</tbody>
</table>

**Concept**

N. Identifies and uses the illusion of space (depth)

**Alignments:**

- **Performance:** 2.5
- **Knowledge:** (FA) 2
- **VAGLE:** EP.1.G
- **NETS:** 1b
- **DOK:** 4

**Instructional Strategies**

- Identify concept of space and show examples of how artists use space in artworks to make something look closer and/or farther away from you using:
  - the SMART Board
  - an easel and paper
  - art prints
- Model how to create the illusion of space in a landscape drawing
- Use NGA Kids website or other interactive SMART Board techniques/activities to engage students in guided practice of creating foreground and background
- Create an original landscape in which items in the foreground appear larger and overlap items in the background

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
- Performance application
### Sample Assessment Questions

- How does the artist show which items are closest/farthest in the picture?
- Can you show me an object that overlaps another object?

### Instructional Resources/Tools

- SMART Board
- NGA website for kids
- Art supplies
- Document camera
- Art prints
- Books related to the learning target

### Literacy Connections

- *John Henry* by Julius Lester
- *Owl Moon* by Jane Yolen

### Cross Curricular Connections

- Science:
  - Earth Science/Geography:
    - Landscape and earth’s formations
  - Earth Science/Astrology:
    - Seasons of the year
    - Time of day
- Math: Relative location (perspective) – in front of, behind
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<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork</td>
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</tbody>
</table>

### Concept

- O. Identifies and uses contrast

### Learning Targets

1. • Identify and use color contrast in an artwork

### Alignments:
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.C
- NETS: 1b
- DOK: 4

### Instructional Strategies

- Model how to create different values in a variety of mediums or medium choices
- View and discuss artworks that have differences in color and value
- Create an artwork that has contrast with these elements
- Read book(s) if desired that relate to the learning target

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application

### Sample Assessment Questions

- What is contrast?
- Explain how contrast helps make an artwork more successful

### Instructional Resources/Tools

- Document camera
- SMART Board
## Literacy Connections

- *The Salamander Room* by Anne Mazer
- *When Pigasso Met Mootisse* by Nina Laden
- *Good Night Moon* by Margaret Wise Brown

## Cross Curricular Connections

- ELA: Reading
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork</td>
<td>2. Identify and create a complex pattern</td>
</tr>
</tbody>
</table>

**Concept**
- P. Identifies and creates a complex pattern

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 2
- VAGLE: EP.2.D
- NETS: 1b; 3b
- DOK: 4

**Instructional Strategies**
- Describe what “complex” means
- Identify patterns in works of art using:
  - art prints
  - websites
  - books
- Compare and contrast dimple and complex patterns
- Model how to:
  - create a complex pattern
  - weave using vocabulary
- Create a border around a project with a complex pattern
- Create a weaving with two or more colors
- Define weaving and show examples

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Performance application
# Art 2nd Grade

## Sample Assessment Questions

- Demonstrate a weaving technique
- Can you give an example of a “complex pattern”?

## Instructional Resources/Tools

- Resources related to the learning target such as:
  - Books
  - Art prints
  - Internet
- Art supplies
- SMART Board
- Document camera

## Literacy Connections

- *Angela Weaves a Dream* by Michele Sola and Jeffrey Jay Fox
- *Ten Little Rabbits* by Virginia Grossman and Sylvia Long
- *The Quiltmaker’s Gift* by Jeff Brumbeau
- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson

## Cross Curricular Connections

- Math: Patterns
- Social Studies: Geography
- Science: Wool
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<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Investigate the Nature of Art and Discuss Responses to Artworks</td>
</tr>
</tbody>
</table>

**Concept**

Q. Explains responses to various artworks

**Learning Targets**

1. • Explain different responses you have to different artworks

**Alignments:**
- Performance: 2.4
- Knowledge: (FA) 3
- VAGLE: AP.1.A
- NETS: 2c
- DOK: 4

**Instructional Strategies**

- Play the art game “Token Response”
- Analyze artworks and interpret what emotions they convey (Different people sometimes feel different emotions looking at the same picture)

**Assessments/Evaluations**

- “I Can” statement
- Teacher observation – teacher created checklist
- Critique/discussion

**Sample Assessment Questions**

- Do you think the colors add to the emotion of the artwork?
- Do you like this artwork and why or why not?

**Instructional Resources/Tools**

- Resources that relate to the learning target such as:
  - art prints
  - online images
  - books
  - SMART Board
  - Document camera
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<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• ELA: Analyzing</td>
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### Art - 2nd Grade

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<th>Strand</th>
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<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Analyze and Evaluate Art Using Art Vocabulary</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>1. Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.4
- Knowledge: (FA) 3
- VAGLE: AP.2.A
- NETS: 1b,d; 3b
- DOK: 4

**Instructional Strategies**
- Discussion of fine art examples in relation to current project
- Review vocabulary and learning target concepts
- Compare and contrast learning target concepts in works of art using:
  - the SMART Board
  - art prints
  - books (with or without a document camera)
  - Use NGA Kids website or other interactive sources

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation

**Sample Assessment Questions**
- Describe the difference between a geometric shape and form
- Can you find an example of texture or contrast in this artwork?
- How can you tell what items are in the foreground/background?
## Art 2nd Grade

<table>
<thead>
<tr>
<th><strong>Instructional Resources/Tools</strong></th>
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<tbody>
<tr>
<td>• Art prints or online images</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• NGA Kids website or other source</td>
</tr>
<tr>
<td>• Books that relate to the learning target</td>
</tr>
<tr>
<td>• Textural objects</td>
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<tr>
<th><strong>Cross Curricular Connections</strong></th>
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<tbody>
<tr>
<td>• Math: Geometry – shapes and forms</td>
</tr>
<tr>
<td>• Science: Textured objects found in nature</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

S. Connects visual and performing arts

**Learning Targets**

1. • Compare patterns in music to patterns in artworks

**Alignments:**

Performance: 2.4, 2.5  
Knowledge: (FA) 4  
VAGLE: IC.1.A  
VA GLE: 2b  
NETS: 2b  
DOK: 4

**Instructional Strategies**

- Listen to music and create an artwork relating to the pattern that they hear
- Identify patterns in artworks using:  
  • prints  
  • books actual objects  
  • online sources  
- Listen to music and identify patterns  
- Show “I Can Fly” audio visual media  
- Show examples of art while listening to music and match visual with audio  
- Model creating a pattern in art while listening to patterns in music

**Assessments/Evaluations**

- “I Can” statement and self-evaluation  
- Teacher observation – teacher created checklist  
- Critique/discussion – peer evaluation  
- Guided/individual practice  
- Performance application

**Sample Assessment Questions**

- Can you identify a repeated pattern/motif in the music?  
- Describe what a pattern is
### Art 2nd Grade

#### Instructional Resources/Tools

- SMART Board
- Performance videos
- Music media
- Document camera
- Art supplies
- Resources relating to the learning target such as:
  - books
  - art prints
  - online images

#### Literacy Connections

- *When Clay Sings* by Byrd Baylor, Tom Bahti
- *I See the Rhythm* by Michele Wood and Toyomi Igus

#### Cross Curricular Connections

- Music: Patterns
- Math: Patterns
- Social Studies: Cultural music connected to art of that culture
<table>
<thead>
<tr>
<th>Strand</th>
<th>Interdisciplinary Connections</th>
</tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies</td>
</tr>
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</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>T. Connects art with non-art subjects</td>
<td>1. Explain the connection between American Indian/Native American culture and art</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.4
- Knowledge: (FA) 4
- VAGLE: IC.2.A
- NETS: 2c
- DOK: 4

**Instructional Strategies**

- Create an artwork using Native American symbols and themes
- Show examples of various American Indian/Native American specific tribal art using:
  - the SMART Board
  - a document camera
  - prints
  - artifacts
  - books
- Discuss the:
  - function vs. decorative nature of objects
  - value of the American Indian/Native American culture of said art and artifacts

**Assessments/Evaluations**

- “I Can” statement
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
Sample Assessment Questions

- What regional materials did the Native Americans use to create this artwork?
- Can you tell how the Native Americans created art that was functional?

Instructional Resources/Tools

- Resources relevant to the learning target such as:
  - books
  - prints
  - artifacts
  - online images
  - SMART Board
  - Document camera
  - Art supplies

Literacy Connections

- *The Legend of the Indian Paintbrush* and other Tomie dePaola books
- *Raven* by Gerald McDermott
- *Brother Eagle, Sister Sky* by Susan Jeffers
- *The Girl Who Loved Wild Horses* by Paul Goble
- *Ten Little Rabbits* by Virginia Grossman and Sylvia Long
- *Annie and the Old One* by Miska Miles

Cross Curricular Connections

- Social Studies: Culture –
  - History
  - Geography
- Science
- Music
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
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<tbody>
<tr>
<td>Big Idea: Historical</td>
<td>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</td>
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<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>U. Identifies art from various cultures and time periods</td>
<td>1. Identify works of art from:</td>
</tr>
<tr>
<td></td>
<td>• United States</td>
</tr>
<tr>
<td></td>
<td>• (Native American)</td>
</tr>
<tr>
<td></td>
<td>• Egypt</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.9, 2.4
- Knowledge: (FA) 5
- VAGLE: HCC.1.A
- NETS: 2e; 3b
- DOK: 4

**Instructional Strategies**
- Using a physical or online world map, identify the US, Egypt, and locations of Native American tribes within the US
- Analyze and Compare/Contrast artworks from:
  - the United States
  - Egypt
  - Native American culture
- Virtual museum tour
- Museum artifact kits from St. Louis Art Museum

**Assessments/Evaluations**
- “I Can” statement
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation
- Guided/individual practice
### Sample Assessment Questions

- Is this artwork decorative or functional?
- What culture does this artwork best represent?
- Can you compare and contrast these artworks?
- What materials were used to create this artwork?
- Why do you think that is?

### Instructional Resources/Tools

- Resources relevant to the learning target such as:
  - books
  - prints
  - maps
  - artifacts
- Websites/museum links for virtual tours
- St. Louis Art Museum artifact trunk

### Literacy Connections

- Pictorial language (Hieroglyphics)
- *The Legend of the Indian Paintbrush* and other Tomie dePaola books
- *Raven* by Gerald McDermott
- *Brother Eagle, Sister Sky* by Susan Jeffers
- *The Girl Who Loved Wild Horses* by Paul Goble
- *Ten Little Rabbits* by Virginia Grossman and Sylvia Long
- *Annie and the Old One* by Miska Miles

### Cross Curricular Connections

- Social Studies: History
- Math:
  - Patterns
  - Shapes/Forms
- Science: Materials
<table>
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</table>

**Concept**

V. Compares and contrasts specific artworks

**Learning Targets**

2. 

- Compare and contrast two artworks on:
  - Subject matter
  - Media
  - Use of line, color, shape, and texture
  - Theme
  - Purpose of art in culture

**Alignments:**

Performance: 1.9, 2.4  
Knowledge: (FA) 5  
VAGLE: HCC.1.B  
NETS: 2c  
DOK: 4

**Instructional Strategies**

- Analyze and compare/contrast two artworks  
- Class discussion over why art is important in our culture today  
- Review elements of art and identify elements in artworks

**Assessments/Evaluations**

- “I Can” statement  
- Teacher observation  
- Critique/discussion

**Sample Assessment Questions**

- How are these artworks the same/different?  
- Why was art important to “said” culture?
### Instructional Resources/Tools

- Resources relevant to the learning target such as:
  - art prints
  - online images and objects
  - books
  - Document camera
  - SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- History/Social Studies – purpose of art in culture