

<p align="center">Unit of Study Elements of Art - Line</p>	<p align="center">2nd GRADE</p>	<p align="center">Quarter 1</p>	<p align="center">VISUAL ART 2013</p>
<p>Concepts:</p>		<p>Skills:</p>	
<p>The student understands and applies a variety of lines in creating artwork.</p>		<ul style="list-style-type: none"> Recognize contour lines Ability to duplicate parallel lines Ability to create patterns of a variety of shapes 	
<p>Standards:</p>			
<ul style="list-style-type: none"> Making -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art. Perceiving –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work. Expressing – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works. Contextualizing –the student will interpret and apply visual arts in relation to cultures, history, and all learning. In this standard the student will place their artwork and the artworks of others within the context of civilization, other areas of learning, and life skills. 			
<p align="center">Visual Art Content Objectives</p>	<p align="center">Vocabulary students should use</p>	<p align="center">Lessons (Activities)</p>	
<ul style="list-style-type: none"> I can copy and create repetitive patterns I can show emotion and facial expressions using lines I can recognize line in art history images 	<p>line outline contour organic geometric pattern repetition spiral</p>	<ul style="list-style-type: none"> Draw the basic outline or contour line of an object. Fill in the object’s outline with unique combinations of repetitive organic and geometric line papers. E.g. * <i>Entertaining Favorite Ladies II</i> by Jeanne Clarke Create a group mural using a variety of line pattern and repetition. 	
<p align="center">Visual Art / Common Core Language Objectives</p>		<p align="center">Additional Resources</p>	
<ul style="list-style-type: none"> Research and create a variety of facial expressions using line in cartooning . Express awareness of likes and dislikes Critique works of art expressing likes and dislikes, use *Springville Art Posters or other images. Write a sentence about something you love, express that feeling with line. 	 <p align="center">"Spiral Jetty" Robert Smithson</p>	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 2 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center <i>When a Line Bends a Shape Begins</i> by Rhonda G. Greene <i>Drawing with Children</i> by Mona Brooks 	
<p>Assessment Options: The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Class Assessment Spiral B&W PreK-2nd Grade Art</p>			

Unit of Study Elements of Art - Shape	2 nd GRADE	Quarter 2	VISUAL ART 2013
Key Concepts:		Skills:	
<ul style="list-style-type: none"> The student understands and applies a variety of shapes in creating artwork. 		<ul style="list-style-type: none"> Able to trace around objects Combines geometric shapes Can use a ruler to make parallel lines Understands the concept of depth 	
Standards:			
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Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can observe the environment and use symbolism in communicating meaning I can recognize shapes in famous art works I can show healthy relationships with others while creating group murals 	geometric shapes organic shapes repetition overlap	<ul style="list-style-type: none"> Draw geometric shapes with a protractor, compass and/or ruler. Design cars, buildings and animals. Choose favorite letters of the alphabet. Draw or trace several letters in repeating shapes in a painting. Overlap some of your letters 	
Visual Art / Common Core Language Objectives		Additional Resources	
<ul style="list-style-type: none"> Identify and name geometric shapes in the classroom. Examine and discuss the use of geometric and organic shapes in art masterpieces and other cultures. Conduct a short research project to find narrative artwork, artwork that tells a story. E.g. “Jitterbugs II” by William H. Johnson 		<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 2 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center 	
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<p align="center">Unit of Study Elements of Art - Texture</p>	<p align="center">2nd GRADE</p>	<p align="center">Quarter 3</p>	<p align="center">VISUAL ART 2013</p>
<p>Key Concepts:</p>		<p>Skills:</p>	
<p>The student understands that texture is an element of art that can be used to create emphasis or an area that is more important than the other areas in an artwork.</p>		<ul style="list-style-type: none"> Recognize the different textural patterns unique to various objects. Ability to group lines, dots and shapes in textural patterns. Ability to use line, dots, and shapes to mimic simple textures. 	
<p>Standards:</p>			
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<p align="center">Visual Art Content Objectives</p>	<p align="center">Vocabulary students should use</p>	<p align="center">Lessons (Activities)</p>	
<ul style="list-style-type: none"> I can combine textures I can repeat line, dots, and shapes to mimic texture I can create depth by varying the size of texture I can recognize texture in works of art 	<p>texture mimic visual texture illusion depth foreground background</p>	<ul style="list-style-type: none"> Locate the roughest textures to make “rubblings.” Share ideas on how to mimic textures that can’t be rubbed and create a drawing with visual textures. Look at artworks E.g. <i>Stone City, Iowa</i> by Grant Wood and study how artists use texture to give the illusion of depth. Create a drawing with more texture in the foreground and less in the background 	
<p align="center">Visual Art / Common Core Language Objectives</p>		<p align="center">Additional Resources</p>	
<ul style="list-style-type: none"> Engage in group projects and discussions Make judgments on what part of an artwork has emphasis 		 <p align="center">“Woman with a Flower” Paul Gauguin”</p>	<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out 2 Teaching Guide Art *Springville Art Posters; each school has a set in their Media Center “Wash Day in Brigham City” by Calvin Fletcher
<p>Assessment Options:</p>			
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Key Concepts: The student understands that artists use contrasting color to create emphasis in their artwork. <div style="text-align: right; margin-top: 10px;">  </div>	Skills: <ul style="list-style-type: none"> • Working knowledge of the color wheel • Understand primary and secondary color theory • Understand mixing primary colors with secondary colors creates tertiary colors • Understand which colors are warm and cool
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Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> • I can lighten and darken colors • I can use warm or cool color schemes • I can use color to show mood and emotions • I can choose colors based on aesthetics • I can recognize specific colors in paintings • I can participate in exhibits and in social interactions 	neutrals spatial contrast emphasis color scheme aesthetics tertiary	<ul style="list-style-type: none"> • Discover making secondary colors by mixing the primary colors together either using play dough or paint. • Study how artists make one place in their pictures more important than other areas. Apply contrasting colors to create an emphasis area in a painting using paint or colored construction paper. • Pantone Colors Art Lesson • How to Make a Color Wheel with Tertiary Colors

Visual Art / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • List and identify neutrals. Use neutrals to darken or lighten colors. E.g. Neutrals: black, white, gray, brown • Describe the concept of warm and cool colors. • Discuss, and produce a written statement that compares how different colors affect mood. • Examine and engage in collaborative discussions about works of art to discover how primary and secondary colors and neutrals can communicate spatial ideas 	 <p style="font-size: small;">"Two Sisters" by Pierre- Auguste Renoir</p>	<ul style="list-style-type: none"> • Elementary Visual Arts GSD books & videos available for check out • 2 Teaching Guide Art • *Springville Art Posters; each school has a set in their Media Center • Color Theory Information

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