

Phelps County R-3

# ART

2nd Grade

Board Adopted , 2011

<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Big Idea</b>
Art			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation
Art	2	Elements and Principles	Use line to create realistic objects
Art	2	Product/Performance	Understand the elements of color (hue, value, intensity)
Art	2	Elements and Principles	Use space effectively
Art	2	Elements and Principles	Recognize and use pattern and repetition
Art	2	Elements and Principles	Combine simple forms to create complex forms

## **RATIONALE**

Elementary art is a course of study for kindergarten through sixth grade. Art skills, expression, discovery, appreciation and creativity, will be taught for the artistic growth of each child in the art classroom. An emphasis on creativity will be encouraged. It is important for children to learn that imagination, originality, and resourcefulness are higher forms of human thought.

## **COURSE DESCRIPTION**

The course of study in elementary art provides students with an opportunity to experiment with a variety of artistic materials. The process develops artistic skills related to the understanding and appreciation of a variety of artistic styles. An important function of the course is to encourage creativity and independent thinking. The second grade art course introduces students to basic elements of art including the elements of color, forms, basic perspective, texture, patterns, and repetition.

## **MOST IMPORTANT LEARNER OUTCOMES**

Students will be able to

1. Understand the elements of color (hue, value, intensity)
2. Use line to create realistic objects
3. Reinforce knowledge of shapes
4. Combine simple forms to create complex forms
5. Use basic perspective
6. Incorporate texture into art work
7. Recognize and use pattern and repetition
8. Recognize the difference in two-dimensional and three-dimensional forms
9. Use space effectively

## **EVALUATION**

The student is evaluated in the areas of participation in art activities, and the development of skills and concepts, following directions, creativity, and craftsmanship.

<b>Phelps County R-3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Art	<b>Class Name:</b> 2 <sup>nd</sup>
<b>Unit:</b> Use line to create realistic objects	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA2	
<b>Show-Me Standards Process:</b> 1.6: 2.5	
<b>Grade Level Expectations:</b> EP1A2	
<b>Benchmarks:</b> Identify and create various kinds of lines	<b>Performance Indicators(Local Objective):</b> 1. Identify 2. Create
<b>Activities and Assessments:</b>	
* Use mixed media to create a line collage	
* Use paper to create lines	
* Section paper and fill spaces repeating different lines	
* Create overlapped lines	
* Create a complex pattern using lines	
* Use paper to make 3-D line form	
* Use clay to create a variety of line	
* Weaving	
<b>Assessments-</b>	
Informal assessment using teacher observations	
Group/individual oral assessment of the essential questions	

## **Resources:**

Art examples to view:

“The Voice of the City of New York Interpreted” – Joseph Stella

“The Great White Way” –Joseph Stella

“Leaving the Subway” (White Way 1) – Joseph Stella

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<b>Unit:</b> Understand the elements of color (hue, value, intensity)	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA1; FA2; FA3 <b>Show-Me Standards Process:</b> 1.6; 2.5	
<b>Grade Level Expectations:</b> PP1B2; EP1E2; EP1F2; EP2C2; AP2A2	
<b>Benchmarks:</b> Identify and mix primary colors to create secondary colors	<b>Performance Indicators(Local Objective):</b> 1. Create 2. Mix 3. Identify
<b>Activities and Assessments:</b>  * Paint basic color wheel  * Vary amount of pressure applied to crayon to create different values in a design  * Paint a landscape using tints to create a mood picture  * Blend oil pastels to create a differences in value  * Create warm colors  * Create a project with warm Colors  * Categorize colors by: primary, secondary, warm, cool  * Mix colors to create secondary colors, light colors, and dark colors	

***Assessments-***

Informal assessment using teacher observations

Group/individual oral assessment of the essential questions

**Resources:**

Art examples to view:

“Spectrum III” – Ellsworth  
Kelly

“July Hay” – Thomas Hart  
Benton

“Life No. 1” – Auguste Herbin

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<b>Unit:</b> Use space effectively	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA2 <b>Show-Me Standards Process:</b> 1.6; 2.5	
<b>Grade Level Expectations:</b> EP1G2	
<b>Benchmarks:</b> Identify and use foreground and background to create space	<b>Performance Indicators(Local Objective):</b> 1. Create 2. Identify
<b>Activities and Assessments:</b>  * Create a landscape demonstrating the use of foreground and background  * Create still life from observation  * Create the illusion of space in a picture plane utilizing basic perspective techniques  * Create positive and negative space  <b>Assessments-</b>  Informal assessment using teacher observations  Group/individual oral assessment of the essential questions	
<b>Resources:</b>  Art examples to view:  “American Express Train” –Currier and Ives  “Energy Apples” – Audrey Plack  “Still Life with Grapes and Roses” – Jacob Lawrence  “Still Life” – Patricia Walker	



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<b>Unit:</b> Recognize and use pattern and repetition	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA1; FA2 <b>Show-Me Standards Process:</b> 1.6;2.5	
<b>Grade Level Expectations:</b> PP1D2 EP2D2	
<b>Benchmarks:</b> Identify and create a complex pattern	<b>Performance Indicators(Local Objective):</b> 1. Create 2. Identify
<b>Activities and Assessments:</b>	
<ul style="list-style-type: none"> <li>• Create a simple paper weaving</li> <li>* Create stamps and use to print a complex pattern</li> <li>* Use cut paper shapes to create a complex pattern</li> <li>* Use colors, markers, paint, etc. to design a pattern</li> </ul>	
<p><b>Assessments-</b></p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential questions</p>	
<b>Resources:</b>	
<p>Art examples to view:</p> <p>“Powder Horn” – Jacob Gay</p> <p>“Dawn” – Louise Nevelson</p> <p>“Four Patch in Triangles Quilt” – Barbara Zook Prechey</p> <p>Kente Cloth</p>	

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<b>Unit:</b> Combine simple forms to create complex forms	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA1L; FA2 <b>Show-Me Standards Process:</b> 1.6; 2.5	
<b>Grade Level Expectations:</b> PP2A2; EP1B2	
<b>Benchmarks:</b> Identify and create a shape using form	<b>Performance Indicators(Local Objective):</b> 1. Identify 2. Create
<p style="text-align: center;"><b>Activities and Assessments:</b></p> <ul style="list-style-type: none"> <li>* Manipulate paper to create self portrait</li> <li>* Design a 3-D playground</li> <li>* Manipulate paper to create 3-D animals</li> <li>* Use modeling clay to create forms</li> <li>* Use shapes to create a 3-D project</li> <li>* Create shapes using different medias</li> <li>* Identify 3-D objects in class</li> <li>* Compare a 3-D to 2-D things in classroom</li> <li>* Use recycled objects to create a form</li> </ul> <p><b>Assessments-</b></p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential question</p>	

## **Resources:**

Art examples to view:

“Loomings 3X” – Frank Stella

“Family Group” – Henry Moore

“Reclining Figure” – Henry Moore

“Old Couple on a Bench” – Duane Hanson

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<b>Unit:</b> Combine simple forms to create complex forms	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> FA1; FA2; FA3 <b>Show-Me Standards Process:</b> 1.5; 1.6; 2.5	
<b>Grade Level Expectations:</b> PP2A2; EP1D2; AP2A2	
<b>Benchmarks:</b> Recognize and create texture	<b>Performance Indicators(Local Objective):</b> 1. Create 2. Recognize
<b>Activities and Assessments:</b>  * Use rubbing plates and peeled crayons  * Create rubbings of: bottom of shoes, money, walls, rubbing plates, cardboard cutouts, leaves  * Use a variety of different textured materials (cut fabric, cotton balls, sandpaper, sticky back foams, cut yarn, etc.)  * Close eyes and imagine feeling different textures from items that teacher names. Discuss how it would feel  * Look at examples of fine art and identify both actual and implied textures  * Create a form with real and implied texture  <b>Assessments-</b>  Informal assessment using teacher observations  Group/individual oral assessment of the essential questions	

**Resources:**

Art example to view:

“Starry Night” – Vincent Van  
Gogh

“Blue Boy” – Thomas Gainsborough