

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Art Grade 2

June 2017

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Program Overview

The Visual Art Curriculum K-3 of New Milford Public Schools provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. Through those artistic processes, the students are provided with rich experiences in the study of painting, drawing, sculpture, ceramics and mixed media to develop and fine-tune their use of art materials, tools, and technologies. Students gain an appreciation of art history and the role of the visual arts in culture. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

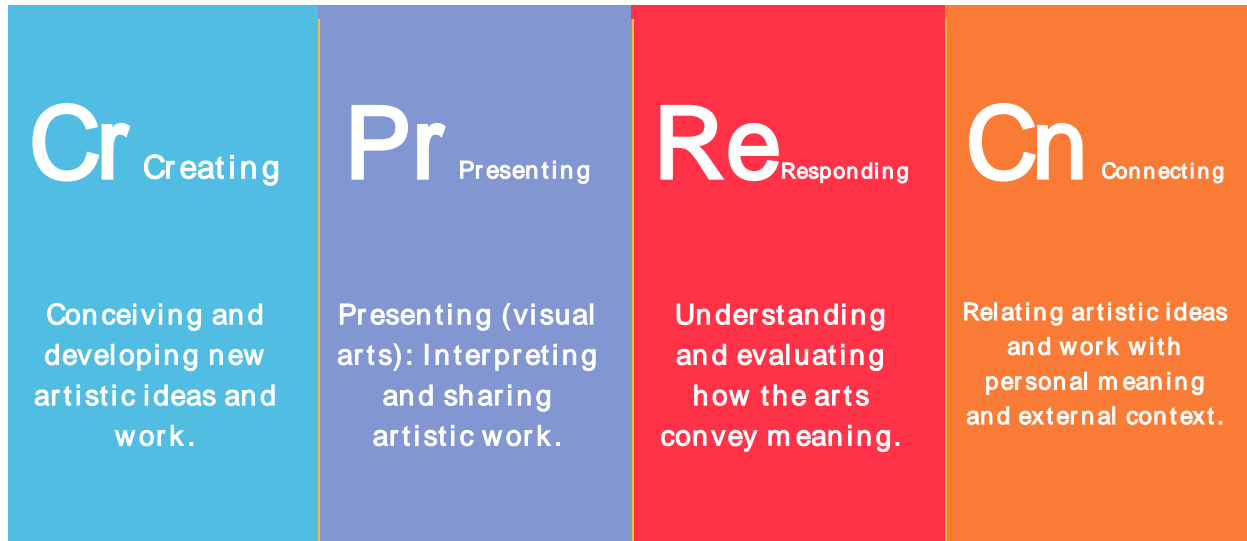
While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, attainability of this curriculum is based upon a minimum of one forty-minute art class every four days for kindergarten, grade 1, and grade 2, and forty-minutes once every three days for grade 3.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the first rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards:

“Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS



Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>CCSS-ELA-LITERACY.SL.2.1a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designer experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do artists work?</p> <p>How does one determine criteria to evaluate a work of art?</p>

	Acquisition	
	<i>Students will know...</i> art, design, various materials, tools, personal interests, questions, art vocabulary, preferences, imagination, choice, shape, form, construct	<i>Students will be skilled at...</i> discussing, reflecting, creating, making, designing, exploring, using, expressing, applying

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 3 dimensional subject matter specific composition using these clay and/or sculpture techniques: preparing, joining, addition and subtraction techniques; to express original artistic intent.</p> <p>Suggested Activities: Experiment with various tools and media. Include the study Elements and Principles of Design using various 3-D media, involving but not limited to using clay, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>

Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Teachers and students discuss the elements of 3 dimensional form using prior knowledge of shape. ● Students will explore their imagination to conceptualize an a work of art using various sculpture materials. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment. ● Direct observation ● Specific feedback ● One-on-one instruction
Transfer	<ul style="list-style-type: none"> ● Teacher demonstrates how to wedge, slip and score, pinch and use tools to join or add and subtract clay. 	
Meaning	<ul style="list-style-type: none"> ● Teacher demonstrates strategies to prepare, join, and use construction techniques and adhesives; to express original artistic intent using alternative materials. ● Students practice and experiment with newly learned techniques and receive feedback. 	

- Students create a rough sketch of conceptual design and receive feedback.
- Students will apply newly learned techniques to construct or make a 3 dimensional form based on personal choice, interests, expression and preferences.
- Teachers will allow students to tailor their sculptures to individual skill level.
- Students reflect and then explain their choice of design using art vocabulary.
- Teachers will organize the sequence of learning by introducing necessary techniques for student success.

Essential Resources:

Art room equipped with sinks, storage, and work tables.

Ceramics - A variety of media includes, but is not limited to:
kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze,
tempera/acrylic/watercolor paints.

Sculpture - A variety of media includes, but is not limited to:
papier-mache, wood, wire, cardboard, paper, recycled items, scissors,
glue, mod podge, tape.

Multimedia- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel,
tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

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Subject/Course: Visual Arts

Unit 2: 2-Dimensional Design ~ Drawing and Painting

Grade: 2

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	<i>Students will be able to independently use their learning to...</i> VA:Cr1.2.2a- Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
Anchor Standard 2: Organize and develop artistic	

<p>ideas and work.</p> <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>CCSS-ELA-LITERACY.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p>	<p>VA:Cr2.1.2a-Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>Va:Re9.1.2a-Use learned art vocabulary to express preferences about artwork.</p>	
Meaning		
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists work?</p> <p>How does one determine criteria to evaluate a work of art?</p>	
Acquisition		
<p><i>Students will know...</i></p> <p>procedures, tools, equipment, spaces, art, materials, interests, questions, curiosity, vocabulary, preferences, artwork</p>	<p><i>Students will be skilled at...</i></p> <p>demonstrating, cleaning, making, exploring, using, expressing</p>	

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 2 dimensional subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, printing, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> ● Teachers and students discuss and investigate elements of 2 dimensional design through images and messages. ● Students will explore their interests, questions, curiosity, and preferences to conceptualize an artistic design or artwork through appropriate media. ● Teacher demonstrates the processes of a variety of drawing and painting tools to lesson specific requirements. ● Teacher demonstrates strategies to use and clean tools and equipment in each media with sketching shading, blending, resist, wash, wet/dry technique, and texture to express original artistic ideas. ● Students investigate demonstrated strategies to practice and receive feedback. ● Students draw a rough sketch of conceptual design and receive feedback. ● Students use newly learned techniques, procedures, and materials to make a 2 dimensional artwork enabling the student to express themselves.. ● Teachers will allow students to tailor their artwork to individual skill level and personal choice. ● Students demonstrate their comprehension using art vocabulary, and through reflection. ● Teachers will organize the sequence of learning by introducing necessary techniques for student success. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Students will get feedback from teacher by formative assessment. ● Direct observation ● Specific feedback ● One-on-one instruction
Transfer		
Meaning		

Essential Resources:

Art room equipped with sinks, storage, and work tables.

Drawing - A variety of media that includes but is not limited to: pencil, erasers, markers, crayons, colored pencils, oil pastels, chalk pastels, charcoal, paper(s).

Painting - A variety of media that includes but is not limited to: brushes, tempera, tempera cakes, watercolor, acrylic.

Multimedia- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

Grade Level: Visual Art ~ 2
Pacing Calendar 2017-2018

Unit	Timeline
3 Dimensional Design ~ Ceramics and Sculpture	<p>September/October District-Wide Pre-Assessment</p> <p>August - June</p> <p>Ceramics - 4-6 weeks Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p> <p>Formative Descriptions:</p> <ul style="list-style-type: none">● Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in● Reflections● Vocabulary usage● Peer, self-reflection and teacher feedback

during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

2 Dimensional Design ~ Drawing and Painting

September/October
District-Wide Pre-Assessment

August - June

Drawing - 4-6 weeks

Painting - 4-6 weeks

The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and

objectives.
