







Unit of Study Elements of Art - Line	2 nd GRADE	Quarter 1	VISUAL ART 2018
Concepts:		Skills:	
<ul style="list-style-type: none"> □ The student understands and applies a variety of lines in creating artwork. 	<ul style="list-style-type: none"> • Recognize contour lines • Ability to duplicate parallel lines • Ability to create patterns of a variety of shapes 		
Standards:			
<ul style="list-style-type: none"> ➤ CREATE (2.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 2.V.CR.1–5). ➤ PRESENT (2.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 2.V.P.1–3). ➤ RESPOND (2.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 2.V.R.1–3). ➤ CONNECT (2.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 2.V.CO.1–2). 			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<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. 	
Visual Art / Common Core Language Objectives	 <p>“Spiral Jetty” Robert Smithson</p>	Additional Resources	
<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. • For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		<ul style="list-style-type: none"> • *Springville Art Posters; each school has a set in their Media Center. • Springville Elementary Art Lessons and Teacher Resources • <i>When a Line Bends a Shape Begins</i> by Rhonda G. Greene • <i>Drawing with Children</i> by Mona Brooks • Artprojectsforkids.org • Arttoremember.com • Dick Blick Art Supplies • Mrs. Brown’s 2nd Grade Art Lesson Plans 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.			

Unit of Study Elements of Art - Shape		2 nd GRADE	Quarter 2	VISUAL ART 2018
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:				
<ul style="list-style-type: none"> ➤ CREATE (2.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 2.V.CR.1–5). ➤ PRESENT (2.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 2.V.P.1–3). ➤ RESPOND (2.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 2.V.R.1–3). ➤ CONNECT (2.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards 2.V.CO.1–2). 				
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 • For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 			<ul style="list-style-type: none"> • Elementary Visual Arts GSD books & videos available for check out • Elementary Visual Arts GSD books & videos available for check out • *Springville Art Posters; each school has a set in their Media Center • Artprojectsforkids.org • Arttoremember.com • Dick Blick Art Supplies • Springville Elementary Art Lessons and Teacher Resources • Mrs. Brown’s 2nd Grade Art Lesson Plans 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study Elements of Art - Texture	2 nd GRADE	Quarter 3	VISUAL ART 2018
Key Concepts:		Skills:	
<ul style="list-style-type: none"> □ 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. 	<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. 		
Standards:			
<ul style="list-style-type: none"> ➤ CREATE (2.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 2.V.CR.1–5). ➤ PRESENT (2.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 2.V.P.1–3). ➤ RESPOND (2.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 2.V.R.1–3). ➤ CONNECT (2.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards 2.V.CO.1–2). 			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<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 	texture mimic visual texture illusion depth foreground background	<ul style="list-style-type: none"> • Locate the roughest textures to make “rubbings.” • 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 	
Visual Art / Common Core Language Objectives	Additional Resources		
<ul style="list-style-type: none"> • Engage in group projects and discussions • Make judgments on what part of an artwork has emphasis • For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 	 <p>“Woman with a Flower” Paul Gauguin”</p>	<ul style="list-style-type: none"> • Elementary Visual Arts GSD books & videos available for check out • *Springville Art Posters; each school has a set in their Media Center • Artprojectsforkids.org • Arttoremember.com • Dick Blick Art Supplies • Mrs. Brown’s 2nd Grade Art Lesson Plans • Springville Elementary Art Lessons and Teacher Resources • “Wash Day in Brigham City” by Calvin Fletcher 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.			

Unit of Study Elements of Art - Color		2 nd GRADE	Quarter 4	VISUAL ART 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> The student understands that artists use contrasting color to create emphasis in their artwork. 		<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 		
Standards:				
<ul style="list-style-type: none"> CREATE (2.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (Standards 2.V.CR.1–5). PRESENT (2.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 2.V.P.1–3). RESPOND (2.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 2.V.R.1–3). CONNECT (2.V.CO.) Students will relate artistic skills, ideas, and work with personal meaning and external con-text (Standards 2.V.CO.1–2). 				
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		 <p>"Two Sisters" by Pierre- Auguste Renoir</p>	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 For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 			<ul style="list-style-type: none"> Elementary Visual Arts GSD books & videos available for check out *Springville Art Posters; each school has a set in their Media Center Artprojectsforkids.org Arttoremember.com Dick Blick Art Supplies Mrs. Brown's 2nd Grade Art Lesson Plans Springville Elementary Art Lesson Plans, and teacher Resources. Color Theory Information 	
Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				