

GRADE 2 VISUAL & PERFORMING ARTS

ART 2–2025

COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 2 (2024)(Grade 2)

- Visual Arts (Grade 2)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 2.2CR. Combine materials to explore personal artistic ideas.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 2.3PE. Produce works that intentionally incorporate the elements of art.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 2.2RE. Use self-assessment strategies with current artworks to inform future artmaking.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 2.1CO. Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities

- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Images with contour, and short/long, wide/thick, narrow/thin
2. Color: Warm/cool, palette (broad, narrow)
3. Texture: Distinction between actual texture from sensory information, and simulated, visual texture
4. Shape/Form: Representational and abstract form
5. Space: Negative and positive depth

Principles of Design

1. Balance: The arrangement of elements (color, line, shape, or texture) and types of balance (symmetrical, asymmetrical, and radial, mirror image)
2. Pattern: Repetition of shapes, lines or colors
3. Repetition: Motifs used over and over again associated with pattern, harmony, movement, and rhythm
4. Rhythm: Sense of movement and visual tempo (random, regular, progressive, flowing and alternating)
5. Movement: Composition in such a way that the viewer's eye travels over the work in a certain manner and directs the viewers eye through rhythm and repetition
6. Unity: Arrangement, balance, interrelatedness used to achieve a quality of completeness, oneness or wholeness
7. Emphasis: Dominance displayed in artwork through color

Media and Methods

1. Skill and craft in the use of art tools and materials with attention to their diverse qualities.
2. Imagination and observation of familiar objects and scenes.

Expression and Meaning

1. Art and design elements and principles used to express emotions and produce a variety of visual effects
2. An idea that reflects social or cultural identity

SKILLS

1. Combine materials to explore personal artistic ideas.
2. Produce collaborative works that intentionally incorporate the elements of art.
3. Use self-assessment strategies with current artworks to inform future artmaking.
4. Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

ESSENTIAL QUESTIONS

1. How do we understand and appreciate diverse points of view through collaborative design?
2. How can local and global needs be addressed through the creation of collaborative student artwork?
3. In what ways can my group redesign artworks in conventional and innovative ways?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. color
2. texture
3. shape/form
4. space
5. balance
6. repetition
7. rhythm
8. movement
9. unity
10. emphasis
11. pinch pot
12. printmaking
13. brayer
14. symmetry
15. positive space
16. negative space
17. abstract
18. representational
19. visual texture
20. tactile texture
21. seascape
22. warm colors
23. cool colors
24. aboriginal art
25. mosaic
26. collage
27. weaving
28. warp
29. weft
30. Aztec

31. shadow puppet

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students will describe their artworks and efforts and share their art making processes.

Self-Critique

Formative: Reflective Writing

Students will use a self-assessment to improve the quality of their work.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Puppet Theater

Summative: Cooperative Group Work

Students will explore Indonesian Shadow Puppetry (wayang kulit), focusing on the contour and shape of puppets. They will then design and build a shadow puppet and participate in a shadow play.

Assemble a Book

Summative: Visual Arts Project

Students will explore children's literature with texture and pop-up elements. They will then plan and construct pop-up book pages, or a book page with texture, and assemble them into a class or small group story book.

Window Art

Summative: Visual Arts Project

Students will discuss the rhythm and repetition of shape and color in Piet Mondrian's Victory Boogie Woogie. They will then create a large scale composition on classroom windows by repeating shapes and colors.

Resources

- Self-Critique_18527.doc (Document)
- Ping Pong Critique_18540.docx (Document)
- Sample Project Rubric_18524.doc (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Self-Critique_7246.doc (Document)
- Sample Project Rubric_7245.doc (Document)
- Ping Pong Critique_7247.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Cooperative Learning Group: Puppet Theater. Students will explore Indonesian Shadow Puppetry (*wayang kulit*), focusing on the contour and shape of puppets. They will then design and build a shadow puppet and participate in a shadow play.
2. Creative Project: Assemble a Book. Students will explore children's literature with texture and pop-up elements. They will then plan and construct pop-up book pages, or a book page with texture, and assemble them into a class or small group story book.
3. Creative Project: Window Art. Students will discuss the rhythm and repetition of shape and color in Piet Mondrian's *Victory Boogie Woogie*. They will then create a large scale composition on classroom windows by repeating shapes and colors.

Resources

- Victory Boogie-Woogie (<http://www.pietmondrian.info/mondrian-at-a-glance/vbw-eng.pdf>)
- YouTube: Where The Wild Things Are: Performed with Shadow Puppets (<http://www.youtube.com/watch?v=rF-G0zvYOLU>)
- YouTube: The Wayang Puppet Theatre (<http://www.youtube.com/watch?v=pfydro4X2t0>)
- Piet Mondrian (<http://www.wikiart.org/en/piet-mondrian/victory-boogie-woogie-1944>)

RESOURCES

1. iPad Resources
2. Literature Connections

Indonesian Children's Favorite Stories by Joan Suyenaga and Salim Martowiredjo
Indonesian Folktales (World Folklore Series) by Murti Bunanta
Making Shadow Puppets (Kids Can Do It) by Jill Bryant and Catherine Heard
The Wide-Mouthed Frog (A Pop-Up Book) by Keith Faulkner
A Pop-Up Book of Nursery Rhymes: A Classic Collectible Pop-Up by Matthew Reinhart
Dr. Seuss Pops Up by Dr. Seuss
Bedtime Bugs: A Pop-up Good Night Book by David A. Carter
Pat the Bunny (Touch and Feel Book) by Dorothy Kunhardt
Pat the Cat (Pat the Bunny) (Touch-and-Feel) by Edith Kunhardt Davis
Pat the Puppy (Pat the Bunny) (Touch-and-Feel) by Edith Kunhardt Davis
Curious George at the Zoo: A Touch and Feel Book by H. A. Rey
Coppernickel Goes Mondrian (Artist Tribute) by Wouter van Reek

Resources

- Art Lessons from Dick Blick (<http://www.dickblick.com/lesson-plans/>)

- Art Lessons from Crayola (<http://www.crayola.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Art Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)
- An Art Room Library 2: Early Readers and Popular Literacy Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)

GRADE 2 VISUAL & PERFORMING ARTS

ART 2–2025

HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 2 (2024)(Grade 2)

- Visual Arts (Grade 2)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 2.2CR. Combine materials to explore personal artistic ideas.
 - 2.3CR. Investigate ways to organize elements of art to express meaning.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 2.1RE. Compare works of art using descriptive language.
 - 2.3RE. Share personal interpretations of works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 2.1CO. Recognize and discuss the different ways in which art communicates ideas and serves many purposes.
 - 2.2CO. Analyze how art, exhibited inside and outside of schools, contributes to communities.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

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 - SJ.3. The Dignity of Work and the Rights of Workers

- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Images with contour, and short/long, wide/thick, narrow/thin
2. Color: Warm/cool, palette (broad, narrow)
3. Texture: Distinction between actual texture from sensory information, and simulated, visual texture
4. Shape/Form: Representational and abstract form
5. Space: Negative and positive depth

Principles of Design

1. Balance: The arrangement of elements (color, line, shape, or texture) and types of balance (symmetrical, asymmetrical, and radial, mirror image)
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5. Movement: Composition in such a way that the viewer's eye travels over the work in a certain manner and directs the viewers eye through rhythm and repetition
6. Unity: Arrangement, balance, interrelatedness used to achieve a quality of completeness, oneness or wholeness
7. Emphasis: Dominance displayed in artwork through color

Media and Methods

1. Skill and craft in the use of art tools and materials with attention to their diverse qualities
2. Imagination and observation of familiar objects and scenes

Expression and Meaning

1. Art and design elements and principles used to express emotions and produce a variety of visual effects
2. An idea that reflects social or cultural identity

SKILLS

1. Combine materials to explore personal artistic ideas.
2. Produce works that intentionally incorporate the elements of art.

3. Use self-assessment strategies with current artworks to inform future artmaking.
4. Recognize and discuss the different ways in which art communicates ideas and serves many purposes, drawing on a variety of historical, social, and cultural traditions.

ESSENTIAL QUESTIONS

1. How have visual artists contributed to our social, cultural, and religious heritages, especially our Catholic heritage?
2. How has visual art had an impact on history, culture, society, and the Catholic faith?
3. How do media and technology play a role in visual art today?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. color
2. texture
3. shape/form
4. space
5. balance
6. repetition
7. rhythm
8. movement
9. unity
10. emphasis
11. pinch pot
12. printmaking
13. brayer
14. symmetry
15. positive space
16. negative space
17. abstract
18. representational
19. visual texture
20. tactile texture
21. seascape
22. warm colors
23. cool colors
24. aboriginal art
25. mosaic
26. collage
27. weaving
28. warp
29. weft
30. Aztec
31. shadow puppet

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes.

Self-Critique

Formative: Reflective Writing

Students will use a self-assessment to improve the quality of their work.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Religious Mosaic

Summative: Visual Arts Project

Students will analyze religious mosaics in various churches and the Vatican. They will also watch the mosaic video and discuss the steps to create a mosaic. Students will then design a mosaic using one religious symbol that reflects their own cultural identity.

Aboriginal Animals

Summative: Visual Arts Project

Students will observe aboriginal paintings from various Australian artists. They will point out balance, patterns, colors, unity, and emphasis. Students will then choose one Australian animal as the subject of an aboriginal painting. They will paint using the dot technique mastered by the aborigines.

Keith Haring

Summative: Visual Arts Project

Students will study Keith Haring's artwork and describe the movement, expression, and colors observed. They will then organize four of their favorite Haring images and draw them into a pop-art design to show movement and expression.

Resources

- Self-Critique_18526.doc (Document)
- Sample Project Rubric_18523.doc (Document)
- Ping Pong Critique_18539.docx (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Self-Critique_7229.doc (Document)
- Sample Project Rubric_7228.doc (Document)
- Ping Pong Critique_7230.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Religious Mosaic. Students will analyze religious mosaics in various churches and the Vatican. They will also watch the mosaic video (see Links) and discuss the steps to create a mosaic. Students will then design a mosaic using one religious symbol that reflects their own cultural identity.
2. Creative Project: Aboriginal Animals. Students will observe aboriginal paintings from various Australian artists. They will point out balance, patterns, colors, unity, and emphasis. Students will then choose one Australian animal as the subject of an aboriginal painting. They will paint using the dot technique mastered by the aborigines.
3. Creative Project: Keith Haring. Students will study Keith Haring's artwork and describe the movement, expression, and colors observed. They will then organize four of their favorite Haring images and draw them into a pop-art design to show movement and expression.

Resources

- Keith Haring Website (<http://www.haringkids.com/>)
- Vatican Mosaic Video (<https://www.youtube.com/watch?v=u6ljiSOqQbc>)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**

Aboriginal Art of Australia: Exploring Cultural Traditions (Art Around the World) by Carol Finley

When the Snake Bites the Sun: An Aboriginal Story by David Mowaljarlai

Aboriginal Art & Culture (World Art & Culture) by Jane Bingham

An Australian ABC of Animals by Bronwyn Bancroft

D is for Down Under: An Australia Alphabet (Discover the World) by Devin Scillian

Australia ABCs: A Book About the People and Places of Australia (Country ABCs) by Sarah Heima

Koala Lou by Mem Fox

Edward the Emu by Sheena Knowles

Diary of a Wombat by Jackie French

Possum Magic (Voyager Books) by Mem Fox

Over in Australia: Amazing Animals Down Under by Marianne Berkes

Keith Haring: I Wish I Didn't Have to Sleep (Adventures in Art (Prestel)) by Keith Haring, Desiree La Valette, and Gerdt Fehrle

Dance by Keith Haring

Ten by Keith Haring
Love by Keith Haring
Big by Keith Haring
Dogs by Keith Haring

Resources

- An Art Room Library 2: Early Readers and Popular Literary Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
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GRADE 2 VISUAL & PERFORMING ARTS

ART 2–2025

THREE-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

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 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts 2 (2024)(Grade 2)

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 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - 2.1CR. Generate artmaking ideas from multiple sources.
 - 2.2CR. Combine materials to explore personal artistic ideas.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - 2.2PE. Apply increasing skill in the appropriate use of materials and tools.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 2.1RE. Compare works of art using descriptive language.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 2.1CO. Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

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 - SJ.2. Rights and Responsibilities

- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

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Media and Methods

1. Skill and craft in the use of art tools and materials with attention to their diverse qualities
2. Imagination and observation of familiar objects and scenes

Expression and Meaning

1. Art and design elements and principles used to express emotions and produce a variety of visual effects
2. An idea that reflects social or cultural identity

SKILLS

1. Generate three-dimensional artmaking ideas from multiple sources.
2. Combine materials to explore personal artistic ideas.
3. Apply increasing skill in the appropriate use of materials and tools.

ESSENTIAL QUESTIONS

1. What is three-dimensional artwork?
2. How does the understanding and use of three-dimensional art materials, processes, tools, and technology help me create artwork?
3. How does the understanding of art elements, principles, and images help me communicate ideas through three-dimensional design?

STANDARDS VOCABULARY

Visual Art Vocabulary

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ADDITIONAL VOCABULARY

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STAGE 2: ASSESSMENT EVIDENCE

Self-Critique

Formative: Reflective Writing

Students will self-critique to improve the quality of their artwork.

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Pinch Pot

Summative: Visual Arts Project

Students will study Maria and Julian Martinez's Bowl with Plumed Serpent jar and discuss the positive and negative space in the artists' designs. Then students will produce a pinch pot and paint positive and negative designs on the outside of the pinch pot.

Aztec Suns

Summative: Visual Arts Project

Students will examine the history and traditions of the Aztec culture and the importance of the Aztec calendar. They will then develop pinching and pulling skills while building a ceramic Aztec sun. Eyes, mouth, and nose are added with surface texture.

Woven Bookmark

Summative: Visual Arts Project

Students will discuss fiber art and look at different types of baskets, blankets, and rugs created with thread-like materials. For example, they might choose to study Billie Ruth Sudduth's artwork. Then students begin by creating their loom out of straws and then use pattern and repetition to weave a bookmark.

Resources

- Self-Critique_18515.docx (Document)
- Ping Pong Critique_18538.docx (Document)
- Sample Project Rubric_18522.doc (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- Art Vocabulary K-2_3904.pdf (Document)
- Self-Critique_7213.docx (Document)
- Sample Project Rubric_7214.doc (Document)
- Ping Pong Critique_7215.docx (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Pinch Pot. Students will study Maria and Julian Martinez's *Bowl with Plumed Serpent* jar and discuss the positive and negative space in the artists' designs. Then students will produce a pinch pot and paint positive and negative designs on the outside of the pinch pot.
2. Creative Project: Aztec Suns. Students will examine the history and traditions of the Aztec culture and the importance of the Aztec calendar. They will then develop pinching and pulling skills while building a ceramic Aztec sun. Eyes, mouth, and nose are added with surface texture.
3. Creative Project: Woven Bookmark. Students will discuss fiber art and look at different types of baskets, blankets, and rugs created with thread-like materials. For example, they might choose to study Billie Ruth Sudduth's artwork. Then students begin by creating their loom out of straws and then use pattern and repetition to weave a bookmark.

Resources

- Straw Weaving Video (<https://www.youtube.com/watch?v=5YRh8TW1FI>)
- The Dot_1230.mp4 (Document)

Resources

- The Dot_1231.mp4 (Document)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**

Maria Martinez: Pueblo Potter (Picture-Story Biographies) by Peter Anderson

Children of Clay: A Family of Pueblo Potters (We Are Still Here) by Rina Swentzell

When Clay Sings by Byrd Baylor

Songs from the Loom: A Navajo Girl Learns to Weave (We Are Still Here) by Monty Roessel

The Goat in the Rug by Charles L. Blood and Martin Link

Abuela's Weave by Omar S. Castaneda

The Corn Grows Ripe (Puffin Newbery Library) by Dorothy Rhoads

Musicians of the Sun by Gerald McDermott

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott

Resources

- Grade-by-Grade Guide to Building Visual Arts Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)
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GRADE 2 VISUAL & PERFORMING ARTS

ART 2–2025

TWO-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

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 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

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 - 2.2PE. Apply increasing skill in the appropriate use of materials and tools.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - 2.3RE. Share personal interpretations of works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - 2.3CO. Respect and support peer ideas and creativity.

CATHOLIC IDENTITY

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- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Images with contour, and short/long, wide/thick, narrow/thin
2. Color: Warm/cool, palette (broad, narrow)
3. Texture: Distinction between actual texture from sensory information, and simulated, visual texture
4. Shape/Form: Representational and abstract form
5. Space: Negative and positive depth

Principles of Design

1. Balance: The arrangement of elements (color, line, shape, or texture) and types of balance (symmetrical, asymmetrical, and radial, mirror image)
2. Pattern: Repetition of shapes, lines or colors
3. Repetition: Motifs used over and over again associated with pattern, harmony, movement, and rhythm
4. Rhythm: Sense of movement and visual tempo (random, regular, progressive, flowing, and alternating)
5. Movement: Composition in such a way that the viewer's eye travels over the work in a certain manner and directs viewers eye through rhythm and repetition
6. Unity: Arrangement, balance, and interrelatedness used to achieve a quality of completeness, oneness, or wholeness
7. Emphasis: Dominance displayed in artwork through color

Media and Methods

1. Skill and craft in the use of art tools and materials with attention to their diverse qualities
2. Imagination and observation of familiar objects and scenes

Expression and Meaning

1. Art and design elements and principles used to express emotions and produce a variety of visual effects
2. An idea that reflects social or cultural identity

SKILLS

1. Generate two-dimensional artmaking ideas from multiple sources.

2. Apply increasing skill in the appropriate use of materials and tools.
3. Share personal interpretations of works of art.
4. Respect and support peer ideas and creativity.

ESSENTIAL QUESTIONS

1. What is two-dimensional artwork?
2. How does the understanding and use of two-dimensional art materials, processes, tools, and technology help me create artwork?
3. How does the understanding of art elements, principles, and images help me communicate ideas through two-dimensional design?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. color
2. texture
3. shape/form
4. space
5. balance
6. repetition
7. rhythm
8. movement
9. unity
10. emphasis
11. pinch pot
12. printmaking
13. brayer
14. symmetry
15. positive space
16. negative space
17. abstract
18. representational
19. visual texture
20. tactile texture
21. seascape
22. warm colors
23. cool colors
24. aboriginal art
25. mosaic
26. collage
27. weaving
28. warp
29. weft
30. Aztec
31. shadow puppet

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Subject of artwork (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

STAGE 2: ASSESSMENT EVIDENCE

Self-Critique

Formative: Reflective Writing

Students will use a self-assessment to improve the quality of their artwork.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes.

Seascape Painting

Summative: Visual Arts Project

As a class, discuss the use of space and color in Claude Monet's Sailboat. Then students will create a styrofoam plate sailboat print on a background which demonstrates appropriate use of foreground, middle ground, and background. Students can use a warm or cool palette for the scene.

Symmetry in Inuit Art Painting

Summative: Visual Arts Project

As a class, discuss the symmetrical balance found in Kenojuak Ashevak's Young Owl Takes a Ride. Students will then paint or draw a picture of an animal to show symmetry.

Abstract Art Collage

Summative: Visual Arts Project

As a class discuss the use of shapes within Franz Marc's The Tiger. Then students will use controlled tearing or cutting to create representational and abstract shapes within a collage.

Resources

- Self-Critique_18520.docx (Document)
- Ping Pong Critique_18537.docx (Document)
- Sample Project Rubric_18546.doc (Document)
- AOE: 20 Quick Formative Assessments You Can Use TODAY
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)
- rubric_for_4371.doc (Document)
- Pre-assessment_1st-5th_1204.docx (Document)
- Ping Pong Critique_7199.docx (Document)
- Self-Critique_7198.docx (Document)
- Sample Project Rubric_7200.doc (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Seascape Printmaking. As a class, discuss the use of space and color in Claude Monet's *Sailboat*. Then students will create a styrofoam plate sailboat print on a background which demonstrates appropriate use of foreground, middle ground, and background. Students can use a warm or cool palette for the scene.
2. Creative Project: Symmetry in Inuit Art Painting. As a class, discuss the symmetrical balance found in Kenojuak Ashevak's *Young Owl Takes a Ride*. Students will then paint or draw a picture of an animal to show symmetry.
3. Creative Project: Abstract Art Collage. As a class, discuss the use of shapes within Franz Marc's *The Tiger*. Then students will use controlled tearing or cutting to create representational and abstract shapes within a collage.

Resources

- Tiger by Franz Marc (<http://www.franzmarc.org/Tiger.jsp>)
- Young Owl Takes a Ride
(http://ccca.concordia.ca/artists/work_detail.html?languagePref=en&mkey=27673&title=Young+Owl+Takes+a+Ride&artist=Kenojuak+Ashevak&link_id=2010)

RESOURCES

1. iPad Resources
2. Literature Connections

The Magical Garden of Claude Monet (Anholt's Artists Books for Children) by Laurence Anholt

Katie and the Waterlily Pond: A Magical Journey Through Five Monet Masterpieces by James Mayhew

Katie Meets The Impressionists (Scholastic Bookshelf) by James Mayhew

Where is the Frog?: A Children's Book Inspired by Claude Monet by Galdine Elschner

Claude Monet: The Painter Who Stopped the Trains by P. I. Maltbie and Jos. A. Smith

Who Was Claude Monet? by Ann Waldron

Art of the Far North: Inuit Sculpture, Drawing, and Printmaking (Art Around the World) by Carol Finley

The Artist Who Painted a Blue Horse by Eric Carle

What's the Big Idea?: Activities and Adventures in Abstract Art (Art Explorers) by Joyce Raimondo

Resources

- An Art Room Library 2: Early Readers and Popular Literary Characters
(<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/grade-level/k-4/#2>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons
(http://www.getty.edu/education/teachers/building_lessons/guide.html)