

***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art*

*Grade Level:*

*2nd Grade*

*Grade:2 Subject: Art*

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| ***Time Period*** | ***GLE/***  ***MO Standard/***  ***Common Core*** | ***Description*** | ***Notes--*** |
| ***August:* Lines and shapes- should be review from 1st grade.** | | | |
| *August* | **GLEs:**  Strand II: 1A  Strand II: 1B  **MO STANDARDS:**  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Non-Objective Art- Oil Pastel/Chalk*   * + Understand the term “non-objective artwork”   + Create a non-objective artwork   + Identify and use zigzag, dotted, and wavy lines.   + Identify and use geometric shapes.   + Blend chalk evenly to fill a space   **Pre-Project Assessment:**   * Pre-test paper on lines and shapes * Question/Answer as class   **Mid-Project Assessment:**   * Question/Answer time with individual students as they work on project   **Post-Project Assessment:**   * Finished project * Share time and discussion with class |  |
| ***September: Continue lines and shapes. Introduce color.*** | | | |
| *September* | **GLEs:**  Strand I: 1D  Strand II: 1A  Strand II: 1B  Strand IV: 2A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Line and Shape-Paper Weaving*   * Create a paper weaving using plain weave (over one, under one, alternating rows) * Identify and use zigzag, dotted, and wavy lines. * Identify and use geometric shapes. * Relate to weavings from Native American Peoples   **Pre-Project Assessment:**   * Review with class on Smart board * Question/Answer time   **Mid-Project Assessment:**   * Conference with students individually as they work on projects –ask questions   **Post-Project Assessment:**   * Finished project * Question/Answer * Share time and discussion with class |  |
| *September* | **GLEs:**  Strand I: 1B  Strand I: 3C  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3 | *Nature Color Wheel*   * + Paint lines with control of the brush   + Clean paint brush before changing colors   + Mix two colors to create a third color   + Create an artwork dealing with nature   + Create a color wheel design   + Identify and use primary and secondary colors   **Pre-Project Assessment:**   * Pre-project coloring sheet to determine if students know what colors combine to make other colors * Question/Answer as a group   **Mid-Project Assessment:**   * Conference with students individually as I circulate around room   **Post-Project Assessment:**   * Finished project * Question/Answer as group and individually * Fill out the pre-project coloring sheet again to see if improvement |  |
| ***October: Continue Color. Introduce forms and value.*** | | | |
| *October* | **GLEs:**  Strand II: 1C  Strand I: 1B  Strand II: 1E  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3 | *Colors Meet Forms*   * + Identify and use geometric forms: sphere, cube, cylinder, and cone.   + Apply tempera paint in an even coat and produce a clear edge between colors   + Mix colors to produce other colors   + Identify and Use Secondary colors   **Pre-Project Assessment:**   * Question/Answer as group   **Mid-Project Assessment:**   * Conference with individual students during work time * Question/Answer   **Post-Project Assessment:**   * Finished project   Question/Answer |  |
| *October* | **GLEs:**  Strand I: 1A  Strand I: 3A  Strand II: 1F  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2    **CC Standards for English/Writing:**  SL 1,2,3 | *Shaded Pumpkin Drawings*   * Use pressure to create multiple values using pencil and colored pencil * Create a still life drawing of pumpkins * Use value to create form   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students while they work   **Post-Project Assessment:**   * Finished project * Share time and discussion with other students –present projects to others and explain |  |
| *October* | **GLEs:**  Strand I: 3B  Strand I: 3C  Strand II: 1C  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Perfect House Drawing/Sculpture*   * Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material) * Create an artwork that communicates ideas about places (home) * Identify and use geometric forms: sphere, cube, cylinder, and cone. * Manipulate and use paper and other materials to create a sculpture   **Pre-Project Assessment:**   * Review on Smart Board * Question/Answer   **Mid-Project Assessment:**   * Question/Answer * Conference with individual students as the work   **Post-Project Assessment:**   * Finished project * Question/Answer * Share time and discussion with class- each student presents project and explanation to class |  |
| ***November: Start Cultural Unit.*** | | | |
| *November* | **GLEs:**  Strand II: 2D  Strand IV: 2A  Strand V: 1A  **MO STANDARDS:**  FA 2  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Native American Molas*   * + Create a Native American Mola Design   + Relate Native American Culture to artwork   + Create a complex pattern   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *November* | **GLEs:**  Strand I: 1B  Strand II: 1F  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Tints and Shades Turkeys*   * Identify and Use tints and shades (light and dark values) * Paint lines with control of brush * Clean brush before changing colors * Mix 2 colors to create a 3rd one   **Pre-Project Assessment:**   * Question/Answer as group   **Mid-Project Assessment:**   * Conference with individual students as necessary during project   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *November* | **GLEs:**  Strand V: 1A  **MO STANDARDS:**  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Thanksgiving Quilt Design*   * + Relate to American made Quilts- artist - Faith Ringgold   + Create a quilt design that reflects a Thanksgiving theme.   + Use lines and shapes to create patterns in border   **Pre-Project Assessment:**   * Question/Answer * Pattern pre-project worksheet   **Mid-Project Assessment:**   * Question/Answer * Conference with students individually as they work   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***December: Continue Cultural Unit. Talk about balance. Explore music and its relationship to art.*** | | | |
| *December* | **GLEs:**  Strand IV: 2A  Strand V: 1A  **MO STANDARDS:**  FA 4  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Symmetrical Mask- Native American Influence*   * Fold paper to create identical halves * Create a symmetrical design * Understand the word “symmetry” * Recognize Native American Influence in masks * Explain the connection between Indian culture and art   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Worksheet on symmetry * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *December* | **GLEs:**  Strand IV: 1A  **MO STANDARDS:**  FA 4  **DOK:**  Level 1  Level 2  **CC Standards for English/Writing:**  SL 1,2,3 | *Patterns in Music and art- Maracas*   * Compare patterns in music to patterns in artwork * Identify music and art from several different cultures * Create a homemade musical instrument   **Pre-Project Assessment:**   * Question/Answer * Class chart about relationship between music/art   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *December* | *Varies* | *Christmas Projects* |  |
| ***January: Continue cultural unit. Introduce texture and relief.*** | | | |
| *January* | **GLEs:**  Strand II: 1D  **MO STANDARDS:**  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Textured Creatures*   * Identify and Use actual texture * Create a collage picture using textures * Relate textures to books by Eric Carle   **Pre-Project Assessment:**   * Question/Answer * Class contributed list on board of texture words   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *January* | **GLEs:**  Strand I: 2A  Strand II: 1D  Strand II: 2C  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Textured Windsocks*   * Define and use actual texture * Identify and describe different types of textures * Create a relief artwork from cut paper * Use color contrast   **Pre-Project Assessment:**   * Question/Answer * Texture chart as class   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *January* | **GLEs:**  Strand I: 2A  Strand II: 1B  Strand II: 1A  Strand V: 1A  **MO STANDARDS:**  FA 1  FA 2  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Mummy Case Relief*   * + Manipulate paper to create low relief – Mummy Case Design   + Identify and Use zigzag, dotted, and wavy lines   + Identify and Use Geometric shapes   + Become familiar with the Egyptian culture   + Know why Egyptian mummified their dead   + Become familiar with hieroglyphic writing   + use symmetry in the creation of their mummy case   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***February: Misc. Lessons. Clay.*** | | | |
| *February* | **GLEs:**  Strand II: 1A  Strand II: 1B  Strand II: 2D  Strand V: 1A  **MO STANDARDS:**  FA 2  **DOK:**  Level 1  Level 2  Level 4 | *Ancient Egyptian Collars, Cuffs, Headdress*   * + Create wearable art based on a cultural example   + Identify wearable art and other artworks from Egypt   + Use a variety of lines, shapes and patterns   + Create complex patterns   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *February* | **GLEs:**  Strand II: 1G  Strand II: 1D  **MO STANDARDS:**  FA 2  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Hide and Seek Animals*   * Create an artwork showing nature * Identify and use texture to create a drawing * Show space   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *February* | **GLEs:**  Strand I: 2A  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Coiled Heart Coasters*   * Modeling with clay or a similar material: Roll coils * Create a heart shape from a series of coils * Add textures to clay using a toothpick to create designs   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***March: Misc. Spring Lessons. Still Life. Pointillism.*** | | | |
| *March* | **GLEs:**  Strand I: 3A  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Toy Shop Shelf*   * + Create a still life from observation   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *March* | **GLEs:**  Strand I: 3C  **MO STANDARDS:**  FA 1  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4  SL 1,2,3 | *Pointillism Butterfly*   * + Show an item from nature   + Use pointillism to create a unique design   + Identify pointillist artwork- Pissarro   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *March* | **GLEs:**  Strand I: 3C  Strand II: 1F  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  RI 1  SL 1,2,3 | *Georgia O’Keefe Flowers*   * + Create a design from nature   + Identify the works of Georgia O’Keefe   + Create a flower design using chalk   + Use light and Dark values   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| *March* | **GLEs:**  Strand I: 1B  Strand I: 3A  Strand I : 3C  Strand II: 1G  **MO STANDARDS:**  FA 1  FA 2  **DOK:**  Level 1  Level 2  Level 4  **CC Standards for English/Writing:**  SL 1,2,3 | *Landscape Watercolor*   * Identify and Use Foreground, Middle ground, and Background * Create an original landscape painting * Use a variety of lines * Paint lines with control of the brush. * Clean paintbrush before changing colors.   **Pre-Project Assessment:**   * Question/Answer   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished project * Share time/Presentation of projects by students /Discussion as a class |  |
| ***April: Talking about Art. Art Criticism.*** | | | |
| *April* | **GLEs:**  Strand V: 1B  Strand V: 1A  Strand III: 2A  Strand III: 1A  **MO STANDARDS:**  FA 3  FA 5  **DOK:**  Level 1  Level 2  Level 3  Level 4  **CC Standards for English/Writing:**  RI 1,4, 5  W 1,2,8  SL 1,2,3  L 6 | *Art Criticism- Talking about Art – Review*   * + Compare and contrast two artworks on: Subject matter, Media ,Use of line, color, shape, and texture, Theme -Purpose of art in culture   + Identify works of art from: United States, Native American, Egypt   + Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and back-ground, Real textures, Contrast   + Explain the different responses to different artworks   **Pre-Project Assessment:**   * Question/Answer * Class Example   **Mid-Project Assessment:**   * Conference with individual students as necessary during work time   **Post-Project Assessment:**   * Finished Criticism |  |
| *April* |  | *Additional Projects – Review* |  |
| ***May:*** | | | |
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