***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*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time Period*** | ***GLE/******MO Standard/******Common Core*** | ***Description*** | ***Notes--*** |
| ***August:* Lines and shapes- should be review from 1st grade.**  |
| *August* | **GLEs:** Strand II: 1AStrand II: 1B**MO STANDARDS:** FA 2 **DOK:** Level 1Level 2 Level 3Level 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: 1DStrand II: 1AStrand II: 1BStrand IV: 2AStrand V: 1A**MO STANDARDS:** FA 1FA 2 FA 4 FA 5 **DOK:** Level 1 Level 2Level 3Level 4 **CC Standards for English/Writing:** RI 1,4SL 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: 1BStrand I: 3C**MO STANDARDS:** FA 1 **DOK:** Level 1Level 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: 1CStrand I: 1BStrand II: 1E**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 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: 3AStrand II: 1F**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 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: 3BStrand I: 3CStrand II: 1C**MO STANDARDS:** FA 1 FA 2 **DOK:** Level 1Level 2 Level 3Level 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: 2DStrand IV: 2AStrand V: 1A**MO STANDARDS:** FA 2FA 4 FA 5 **DOK:** Level 1Level 2 Level 3Level 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: 1BStrand II: 1F**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 2Level 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 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** RI 1,4SL 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: 2AStrand V: 1A**MO STANDARDS:** FA 4FA 5 **DOK:** Level 1Level 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 1Level 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 1Level 2Level 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: 1DStrand II: 2C**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 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: 2AStrand II: 1BStrand II: 1AStrand V: 1A**MO STANDARDS:** FA 1FA 2 FA 5 **DOK:** Level 1Level 2Level 3Level 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 2Level 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 1Level 2Level 3Level 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 1Level 2 Level 3Level 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 1Level 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 1Level 2Level 3Level 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: 3CStrand II: 1F**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 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: 3AStrand I : 3CStrand II: 1G**MO STANDARDS:** FA 1FA 2 **DOK:** Level 1Level 2Level 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: 1BStrand V: 1AStrand III: 2AStrand III: 1A**MO STANDARDS:** FA 3FA 5 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** RI 1,4, 5W 1,2,8SL 1,2,3L 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:***  |
|  |  |  |  |