
Grade 2 Art Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide**

Grade 2 Art Curriculum

Prerequisite : 1st grade Art

Course Description

This document is an organized plan that defines the art skills and language that a 2nd grade student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform as an individual and in a group. Students will develop basic skills and an understanding of art-making and creative expression. Students will develop verbal and non-verbal communication skills. In 2nd grade, emphasis is placed on the development of *motor skills, balance, color, line, shape, form, space, and texture*.

Through this Art Education, provided by a certified art educator, the Scranton School District strives to provide a well-rounded education by providing and fostering opportunities for the arts through visual culture, interdisciplinary art education, and Discipline Based Art Education (DBAE): art production, art history, criticism/analysis, aesthetics.

Knowledge in all academic areas makes for a well-rounded child and a better-educated student. The importance of an art experience that stimulates the student's creativity, promotes self-esteem, and builds critical thinking and problem-solving skills necessary to move forward both technically and aesthetically. Whether across the curriculum or as its own vital discipline, visual arts must be taught by a certified art educator to offer students a range of diverse experiences and knowledge which also helps enhance student's development in math, ELA, science, and social studies.

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The Scranton School District Elementary Art Curriculum follows the National and State Visual Arts Standards. Students should know and be able to:

National Core Arts Standards:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

State Arts Standards:

1. Use knowledge of structure and functions.
2. Choose and evaluate a range of subject matter, symbols and ideas.
3. Understand the visual arts in relation to history and cultures.
4. Reflect upon and assess the characteristics and merits of their work and the work of others.
5. Make connections between visual arts and other disciplines.
6. Understand and apply media, techniques and processes.
7. Use knowledge of structure and functions.
8. Choose and evaluate a range of subject matter, symbols and ideas.
9. Understand the visual arts in relation to history and cultures.
10. Reflect upon and assess the characteristics and merits of their work and the work of others.
11. Make connections between visual arts and other disciplines.

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The Scranton School District Elementary Art Curriculum applies PA Core English Language Arts standards to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Foundational Skills
2. Reading Informational Text
3. Reading Literature
4. Writing
5. Speaking and Listening

The Scranton School District Elementary Art Curriculum applies PA Core Mathematics to various lessons throughout the year to help provide interdisciplinary art education. The following Pa Core standards are addressed:

1. Make sense of problems and persevere in solving them.
2. Construct viable arguments and critique the reasoning of others.
3. Use appropriate tools strategically.
4. Look for and make use of structure.
5. Reason abstractly and quantitatively
6. Model with mathematics.
7. Attend to precision.
8. Look for and express regularity in repeated reasoning.

Links:

[National Art Standards](#)

Pennsylvania Art Standards - [Standard Aligned System](#)

[Pennsylvania Math Core Standards](#)

[Pennsylvania Core ELA Standards](#)

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Year-at-a-glance

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Line	9.1.3 A 9.1.3 B 9.1.3 C 9.1.3 E 9.1.3 H 9.1.3 F 9.4.3 B VA:Re9-2a Math CC.2.3.1.A.1 C.C.2.4.2.A.1 ELA: CC.1.2.2.B CC.1.4.2.H CC.1.4.1.W CC.1.5.3.A CC.1.5.2.C CC.1.5.2.F	<i>Unit Objectives:</i> 1)Students will use line to create 2-D geometric and organic shapes 2)Students will use line to express emotion and movement 3)Students will combine lines to create 3-D forms <i>Vocabulary:</i> straight zig-zag curved diagonal dashed or dotted horizontal vertical wavy parallel outline	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Identify various types of lines in and out of the classroom (horizontal, vertical, etc.) 2)Arrange lines to create various shapes and forms in 2-D and 3-D 3) Use various lines to create patterns	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/ verbal critique of work	-3 classes @ 40 minutes each

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Balance	9.1.3 A 9.1.3 B 9.1.3 C 9.1.3 D 9.1.3 H 9.2.3 A 9.2.3 E 9.2.3 H 9.3.3 A VA:Cr1-2a Math CC.2.3.A.1 ELA: CC.1.4.2.H CC.1.5.3.A CC.1.5.2.C	<i>Unit Objectives:</i> 1)Students will understand the concept of symmetrical balance 2)Recognize various types of symmetry (asymmetry, radial, bisymmetry) <i>Vocabulary:</i> symmetry landscape pattern radial symmetry	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1) Students will create positive and negative space projects by using various media to create symmetry 2)Create a radial symmetry(ex. mandala, PA Dutch hex sign) 3)Students will create a symmetrical project	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of work	-4 classes @ 40 minutes each
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Color	9.1.3 A 9.1.3 B 9.1.3 C 9.1.3 E 9.1.3 J 9.2.3 G 9.3.3 A 9.3.3 B 9.3.3 D 9.4.3 A VA:Re8-1a Math CC.2.3.A.1 ELA CC.1.3.2.J	<i>Unit Objectives:</i> 1) Students will learn the process of color mixing 2) Students will use the primary colors to create secondary colors 3) Students will distinguish between categories of color: primary/secondary, warm/cool and neutrals. <i>Vocabulary:</i> primary secondary warm cool neutral	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1) Students will explore the relationship between primary and secondary colors using various media: watercolors, tempura, oil pastels, and crayon 2) Students will differentiate between warm and cool colors and determine the emotions these categories evoke 3) Students will design and construct their own color wheel.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of worki	-6 classes @ 40 minutes each
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Shape	9.1.3 A 9.1.3 B 9.1.3 C 9.1.3 H 9.1.3 K VA:Cr2-2b VA:Pr6-2a VA:Re7-2b VA:Cn11-2a Math CC.2.3.1.A.1 CC.2.4.2.A.1 ELA CC.1.3.2.B	<i>Unit Objectives:</i> 1)Students will distinguish between geometric and organic shapes. 2)Students will identify geometric and organic shapes located in works of art and the environment. 3)Students will include shapes into the creation of various 2-D and 3-D projects. <i>Vocabulary:</i> cone cube 2D 3D sphere cylinder geometric pyramid organic shape/free form	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students draw, cut out, identify and assemble various 2D and 3D shapes. 2)Paper or multimedia collage incorporating various shapes, colors, sizes into a design. 3)Students will describe the use of shape in their artwork and the artwork of established artists.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of work	-5 classes @ 40 minutes each
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Space	9.1.3 H 9.1.3 F 9.1.3 G 9.1.3 I VA:Cr3-2a VA:Cn10-2a Math CC.2.3.2.A.1 ELA CC1.3.2.B CC.1.5.2.C	<i>Unit Objectives:</i> 1)Students will identify positive and negative space 2)Students will distinguish 2D and 3D space 3)Students will begin to create relationships between large and small areas of space <i>Vocabulary:</i> landscape picture plane natural proportion overlapping background positive space negative space 2D 3D	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Identify various types of lines in and out of the classroom(horizontal, vertical, etc.) 2)Arrange lines to create various shapes and forms in 2-D and 3-D projects. 3) Use various lines to create patterns as well as positive and negative space	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of work	-5 classes @ 40 minutes each
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Texture	9.1.3H 9.1.3 A 9.2.3 B 9.2.3 C 9.2.3 D 9.2.3 F 9.2.3 I 9.2.3 J 9.2.3 K 9.3.3 C VA:Cr2-2c VA:Pr5-2a ELA CC.1.2.2.B	<i>Unit Objectives:</i> 1)Students will learn descriptive words: hard, soft, fuzzy, shiny, smooth, rough, etc. 2)Students will experiment with various mediums to create the look and “feel” of textures Vocabulary: form tactile theme soft rough	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will feel and describe difference in various materials 2)Students will identify visual texture in their work and in the works of others. 3)Students will create a work of art by experimenting with various textures	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of work	-3 classes @ 40 minutes each
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Form	9.1.3 H 9.2.3 L 9.3.3 E 9.3.3 F 9.3.3 G 9.4.3 C 9.4.3 D VA:Cr1-2b VA:Cr2-2a VA:Pr4-2a VA:Re7-2a Math CC.2.3.2.A.1 ELA C.C.1.2.2.L	<i>Unit Objectives:</i> 1)Students will learn to distinguish between 2D and 3D art 2)Students will be able to distinguish sculptures as 3D 3)Students will be introduced to sculpting materials such as stone, wood, found objects, etc. <i>Vocabulary:</i> man-made still life organic sculpture 2D 3D	<i>Resources:</i> powerpoint, interactive online resources, web based videos, artist slides and art prints <i>Activities:</i> 1)Students will create a sculpture using different types of materials. 2) Students will explore the use of clay as a 3D medium using various tools or another suitable material.	Teacher prepared tests and quizzes, if applicable to lesson Teacher based project assessment Rubric Written/verbal critique of work	-5 classes @ 40 minutes each
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