

Second Grade

Unit 1: Fundamentals

ESSENTIAL QUESTION

BIG IDEAS

How do I make artwork?

- Students will practice safe and proper use of art materials.
- Students will experiment with various materials and media to build skills while making artwork.
- Students will work towards quality craftsmanship.

GUIDING QUESTIONS

Process/Content

- What fosters a safe environment for children to take creative risks? (Cr1.1.2)
- How do artists work? (Cr2.1.2)
- How do artists and designers learn from trial and error? (Cr2.1.2)
- How do artists and designers care for and maintain materials, tools, and equipment? (Cr2.2.2)
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment to keep the studio space safe? (Cr2.2.2)
- How do artists grow and become accomplished in art forms? (Cr2.1.2)
- How can artists repurpose objects to make something new? (Cr2.3.2)

Reflective

- What role does persistence play in revising, refining, and developing work? (Cr2.1.2)
- How can art be made with various materials and tools to explore personal interests, questions and curiosity? (Cr1.2.2)
- How does discussing and reflecting with peers about choices made in creating artwork help students see potential options for their artwork? (Cr3.1.2)

FOCUS STANDARDS

- Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.
- Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

- Cr2.2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- Cr2.3.2 Repurpose objects to make something new.
- Cr3.1.2 Discuss and reflect with peers about choices made in creating.

Unit 2: Personal

ESSENTIAL QUESTION

BIG IDEAS

How can art represent me?

- Students will explore their identity through art.
- Students will communicate their ideas through a piece of art.
- Students will explore, develop, create, through their personal expression.

GUIDING QUESTIONS

Process/Content

- How can students learn to brainstorm and safely explore artmaking with various materials and tools? (Cr1.1.2, Cr1.2.2)
- How do personal interests, questions, and curiosity develop and inspire student artmaking? (Cr2.1.2)
- How does learning about art impact how we perceive the world? (Re7.1.2)
- How can a student use learned art vocabulary to express personal preferences about artwork? (Re9.1.2)
- How does engaging in creating art enrich people's lives? (Cn10.1.2)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? (Cn10.1.2)

Reflective

- How does discussing and reflecting with peers impact their creative art-making choices? (Cr.3.1.2)
- How can students use learned art vocabulary to express preferences about artwork? (Re9.1.2)
- What can we learn from our responses to art? (Re7.1.2)
- How does comparing one's own interpretation of a work of art with the interpretation of others inform artmaking?
- How do life experiences influence the way I relate to art?
- How can art represent my artistic voice?
- What do I want others to learn about me through my art?
- How can I learn from others' input about my work?
- How do I provide and reciprocate constructive feedback?
- How do I generate creative ideas?

FOCUS STANDARDS

- Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.

- Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.
- Cr.3.1.2 Discuss and reflect with peers about choices made in creating artwork.
- Cn10.1.2 Create works of art about events in home, school, or community life.
- Re7.1.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- Re9.1.2 Used learned art vocabulary to express preferences about artwork.

Unit 3: Art Influences

ESSENTIAL QUESTION

How does art record and communicate the human experience?

BIG IDEAS

- Students will explore the contexts, histories, cultures and traditions of art forms as inspiration.

GUIDING QUESTIONS

Process/Content

- How can art from different cultures be used to enhance and empower the lives of young artists? (Cr2.3)
- How can artwork be categorized based on a theme for an exhibit? (Pr4.1.2)
- How do objects, artifacts, and artwork collected preserved, or presented either by artists, museums, or other venues, communicate meaning and provide a record of social, cultural and political experiences resulting in the cultivation of appreciating and understanding? (Pr6.1)
- How does learning about art impact how we perceive the world? (Re7.1)
- How do images influence our views of the world? (Re7.2)
- How can the viewer “read” a work of art as text? (Re8.1)
- How can comparing and contrasting cultural uses of artwork from different times and places deepen understanding of the art? (Cn11.1.2)

Reflective

- How does the history, culture, and politics of various art influences shape ideas, beliefs, and art? (Pr6.1)
- How does knowing and using visual art vocabularies help us understand and interpret works of art? (Re8.1)
- In what ways is personal preference different from an evaluation? (Re.9.1)
- How does engaging in creating art enrich people’s lives? (Cn10.1)
- How does making art attune people to their surroundings? Cn10.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? (Cn10.1)
- How does art help us understand the lives of people of different times, places, and cultures? (Cn 11.1)
- How is art used to impact the views of a society? (Cn11.1)
- How does art preserve aspects of life? (Cn11.1)

FOCUS STANDARDS

- Cr2.3.2 Repurpose objects to make something new.
- Pr4.1.2 Categorize artwork based on a theme or concept for an exhibit.
- Pr6.1.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- Re7.1.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- Re7.2.2 Categorize images based on expressive properties.
- Re8.1.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
- Re9.1.2 Use learned art vocabulary to express preferences about artwork.
- Cn10.1.2 Create works of art about events in home, school, or community life.
- Cn11.1.2 Compare and contrast cultural uses of artwork from different times and places.

Unit 4: Designing for an Audience

ESSENTIAL QUESTION

How can art communicate ideas?

BIG IDEAS

- Students will collaborate while working through the creative process.
- Students will consider their audience while they create.
- Students will explore how artists communicate through art.

GUIDING QUESTIONS

Process/Content

- How can an artist categorize artwork based on a theme or concept for an exhibit? (Pr4.1.2)
- How are artworks cared for and by whom? (Pr4.1)
- What criteria, methods, and processes are used to select work for preservation or presentation? (Pr4.1)
- Why do people value objects, artifacts, and artwork and select them for presentation? (Pr4.1)
- What methods and processes are considered when preparing artwork for presentation or preservation? (Pr5.1)
- How does refining artwork affect its meaning to the viewer? (Pr5.1)
- What criteria are considered when selecting work for presentation, a portfolio, or a collection? (Pr5.1)
- What is an art museum? (Pr6.1)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (Pr6.1)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (Pr6.1)

Reflective

- Why do people value objects, artifacts, and artwork, and select them for presentation? (Pr4.1)
- How does art exhibited inside and outside of schools contribute to communities? (Pr6.1.2)

FOCUS STANDARDS

- Pr4.1.2 Categorize artwork based on a theme or concept for an exhibit.
- Pr5.1.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation..
- Pr6.1.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.