



West Windsor-Plainsboro Regional School District
Art
Grade 2

Unit 1: Abstract/Non-Objective	
Content Area: Visual Art	
Course & Grade Level: Art, Grade 2	
Summary and Rationale	
<p>In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.</p> <p>Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation.</p>	
Recommended Pacing	
35 days	
New Jersey Student Learning Standards for Visual and Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
1.5.2.Cn11a	Compare, contrast, and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ITH.2	Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? 	

- Why do artists follow or break from established traditions?
- How do artists work?
- How do artists and designers learn from trial and error?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What is visual art?
- What is the value of engaging in the process of art criticism?
- How does one determine criteria to evaluate a work of art?
- How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society?

Objectives

When CREATING, we are learning to/that:

- Collaborate in small group discussions and/or record ideas
- Practice and develop art making skills individually and/or collaboratively to investigate and envision the next steps in a project.
- View, discuss, and look closely at art from a variety of artists, cultures, countries, time periods, using authentic resources
- Group and individual brainstorming sessions to develop ideas, personal connections, and solutions to artistic problem through meaningful conversations with others
- Independently select and gather supplies, use, clean and put away individual and group materials and tools
- Challenge ourselves to experiment with a variety of materials in order to express my ideas
- Follow art room procedures for obtaining and organizing materials and tools at the beginning and end of each class period
- Practice safe and appropriate use of materials and tools while managing my workspace
- Participate in large and small group critique, turn and talk, and/or gallery walks

When PRESENTING, we are learning to/that:

- Evaluate artwork for display and reflect on why it was chosen
- A portfolio is used to protect our work and we are responsible for the work we created
- Discuss different venues for curating and displaying artworks such as: Art museums, galleries and public spaces
- Art museums are places where a variety of people work such as: educators, docents, conservators, museum technicians and security guards

When RESPONDING, we are learning to/that:

- View a variety of artworks and identify how I personally connect
- Analyze and interpret what makes something a piece of art
- Artwork can be grouped by subject, style, and or materials

- Describe and analyze what an artwork is trying to express
- Describe, identify, analyze subject matter and formal elements of art
- Describe, analyze, and evaluate artwork using the elements of art and principles of design vocabulary

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my life
- Interpret and analyze commonalities between artworks from a variety of cultures
- Artists create artwork that communicates authentic life experiences.

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in instruction along with internet resources.

Unit 2: Portrait/Self-Identity**Content Area: Visual Art****Course & Grade Level: Art, Grade 2****Summary and Rationale**

In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.

Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation.

Recommended Pacing

35 days

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CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
1.5.2.Cn11a	Compare, contrast, and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
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6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists work? 	

- How do artists and designers learn from trial and error?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What is visual art?
- What is the value of engaging in the process of art criticism?
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- How is a personal preference different from an evaluation?
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Objectives

When CREATING, we are learning to/that:

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- Independently select and gather supplies, use, clean and put away individual and group materials and tools
- Challenge ourselves to experiment with a variety of materials in order to express my ideas
- Follow art room procedures for obtaining and organizing materials and tools at the beginning and end of each class period
- Practice safe and appropriate use of materials and tools while managing my workspace
- Participate in large and small group critique, turn and talk, and/or gallery walks

When PRESENTING, we are learning to/that:

- Evaluate artwork for display and reflect on why it was chosen
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- Discuss different venues for curating and displaying artworks such as: Art museums, galleries and public spaces
- Art museums are places where a variety of people work such as: educators, docents, conservators, museum technicians and security guards

When RESPONDING, we are learning to/that:

- View a variety of artworks and identify how I personally connect
- Analyze and interpret what makes something a piece of art
- Artwork can be grouped by subject, style, and or materials
- Describe and analyze what an artwork is trying to express
- Describe, identify, analyze subject matter and formal elements of art

- Describe, analyze, and evaluate artwork using the elements of art and principles of design vocabulary

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my life
- Interpret and analyze commonalities between artworks from a variety of cultures
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Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

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Unit 3: Still Life/Materials Study**Content Area: Visual Art****Course & Grade Level: Art, Grade 2****Summary and Rationale**

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Recommended Pacing

35 days

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CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
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1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Responding

CPI #	Cumulative Progress Indicator (CPI)
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Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
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Instructional Focus	
Unit Enduring Understandings	
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Objectives

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Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

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Resources

Core Text:

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Unit 4: Landscape, Cityscapes/Nature**Content Area: Visual Art****Course & Grade Level: Art, Grade 2****Summary and Rationale**

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Recommended Pacing

35 days

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1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
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Responding

CPI #	Cumulative Progress Indicator (CPI)
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1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting	
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Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.Ith.2	Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ● Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists work? 	

- How do artists and designers learn from trial and error?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What is visual art?
- What is the value of engaging in the process of art criticism?
- How does one determine criteria to evaluate a work of art?
- How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society?

Objectives

When CREATING, we are learning to/that:

- Collaborate in small group discussions and/or record ideas
- Practice and develop art making skills individually and/or collaboratively to investigate and envision the next steps in a project.
- View, discuss, and look closely at art from a variety of artists, cultures, countries, time periods, using authentic resources
- Group and individual brainstorming sessions to develop ideas, personal connections, and solutions to artistic problem through meaningful conversations with others
- Independently select and gather supplies, use, clean and put away individual and group materials and tools
- Challenge ourselves to experiment with a variety of materials in order to express my ideas
- Follow art room procedures for obtaining and organizing materials and tools at the beginning and end of each class period
- Practice safe and appropriate use of materials and tools while managing my workspace
- Participate in large and small group critique, turn and talk, and/or gallery walks

When PRESENTING, we are learning to/that:

- Evaluate artwork for display and reflect on why it was chosen
- A portfolio is used to protect our work and we are responsible for the work we created
- Discuss different venues for curating and displaying artworks such as: Art museums, galleries and public spaces
- Art museums are places where a variety of people work such as: educators, docents, conservators, museum technicians and security guards

When RESPONDING, we are learning to/that:

- View a variety of artworks and identify how I personally connect
- Analyze and interpret what makes something a piece of art
- Artwork can be grouped by subject, style, and or materials
- Describe and analyze what an artwork is trying to express
- Describe, identify, analyze subject matter and formal elements of art

- Describe, analyze, and evaluate artwork using the elements of art and principles of design vocabulary

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my life
- Interpret and analyze commonalities between artworks from a variety of cultures
- Artists create artwork that communicates authentic life experiences.

Over the course of the year, at the teacher’s discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in instruction along with internet resources.