Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 2nd   Subject: Visual Arts

Adoption Date: 1/19/16   Revision Date: 1/7/19

	MP1	MP2	MP3	MP4
Scope and Sequence	What differences exist between realism and abstract art? (8 weeks)	Can you evaluate the characteristics of a self-portrait? (1 week) How can you apply techniques to create a self-portrait? (4 weeks) How can you create a face with correct proportions? (4 weeks)	Can you evaluate makes a sculpture a sculpture? (4 weeks) Can you analyze the role art plays in book making? (2 weeks) Can you create a original story and illustrate the events? (3 weeks)	Can you understand the qualities that create perspective in a 2D artwork? (1 week) How do artists apply perspective techniques in their works? (4 weeks) How can we create works of art based on the physical world? (4 weeks)
Instructional Materials	Klimt prints acrylic paint paint pens gold tempera watercolor crayon	classroom print collection drawing paper pencils color wheel poster Portraits acrylic paint 8x10 canvas brushes proportions packet	Pink Felt sewing machine (teacher) foil recycled water bottles paper mache construction paper bone folders story developing worksheet	watercolor crayons tempera paint watercolor paper Clip of "Wizard of OZ" poppy field scene Georgia O'Keefe prints Still life objects colored pencils Matisse prints "Goldfish" fish fish bowl

Activities	Activity One: Compare and contrast realistic tree paintings with abstract tree paintings, discuss and evaluate the differences using the smartboard and worksheets Activity Two: Use watercolor crayons to paint a realistic tree with fall colored leaves Activity Three: Use tempera paint and collage construction paper to create an abstract tree similar to Klimt's Tree of Life	Activity One: Using prints from classroom collection, discuss portraits and proper facial feature placement. Activity Two: Pre-test, draw a self-portrait using a mirror Activity Three: Practice drawing proper placement of facial features Activity Four: Paint a self-portrait with acrylic paint, mixing to change color value and tones. Activity Five: Create a frame to display painting using gold paint and glue for texture	Activity One: Discuss sculpture. View different examples. Compare and contrast different historical sculptures Activity Two: Read "Jillian Jigs" and discuss the storyline and how students can apply those same ideas for their stories Activity Three: Using paper Mache and foil on a plastic bottle, create a pig puppet Activity Four: Create a storybook to accompany the pig that describes the character of the pig and includes a beginning, middle and end Activity Five: In small groups read stories to the PreK using their puppets	Activity One: Discuss the concept of perspective and how things get smaller as they get farther away. Activity Two:Participate in discussion and draw examples of how we use perspective on a flat piece of paper/ canvas/ board. Activity Three: View a clip from "The Wizard of OZ" showing the fields of poppies, use watercolor sticks to draw a field of poppies in perspective, use water to activate watercolor sticks and add black tempera paint to center of each flower following the rules of perspective Activity Four: View Matisse's Goldfish painting and using real fish, draw from life the bowl of fish
Standards	Activity One: VPA.1.2.2.A.1 Activity Two:VPA.1.4.2.B.1 Activity Three: VPA.1.1.2.D.1 Activity Four: VPA.1.1.2.D.2	Activity One: VPA.1.1.2.D.1 Activity Two: VPA.1.1.2.D.2 Activity Three: VPA.1.1.2.A.1 Activity Four: VPA.1.4.2.B.1 Activity Five: VPA.1.1.2.D.1	Activity One: VPA.1.3.2.D.1 Activity Two:VPA. 1.4.2.B.1 Activity Three: VPA.1.1.2.D.1 Activity Four: VPA.1.1.2.D.2 Activity Five: VPA.1.4.2.A.3	Activity One: VPA.1.1.2.D.2 Activity Two:VPA. 1.3.2.D.1 Activity Three: VPA.1.2.2.A.1 Activity Four: VPA. 1.1.2.D.2

Accommodations and Modifications	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans Preferential seating	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans Preferential seating	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans Preferential seating	English language learners: Preferential seating, provide images or visual aids whenever possible At Risk of School Failure: Use peer buddy, adjust time for completion Gifted and Talented Students: provide opportunities for self-directed activities Students with 504 plans Preferential seating
Interdisciplinary Connections	Activity One and Two: Representing nature accurately (Science)	Activity One:Color mixing (Science) Activity Two: Identify basic shapes to represent facial features (Math)	Activity Three, Four and Five: Writing and reading short stories (Literature & ILA)	Activity One, Two, and Three: Perspective principles (Science)
Assessments	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project
21st Century Themes and Skills	CRP2	CRP6	CRP6	CRP8