

# Grade 2 Art

## (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
<b>First</b>	<u>Rules</u>	<ul style="list-style-type: none"> <li>• behavior, rules, &amp; expectations</li> </ul>	<ul style="list-style-type: none"> <li>• behaving appropriately for the school setting</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• goals met</li> <li>• individual critique ongoing</li> </ul>	
	<u>Cave</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• animals</li> <li>• elements of art/principles of design</li> <li>• art history – Paleolithic</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• rubbing, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How is a rubbing made?</li> </ul>
	<u>Cave</u>  Standards 1, 3, 4	<ul style="list-style-type: none"> <li>• pigments</li> <li>• elements of art/principles of design</li> <li>• art history – Paleolithic</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• grinding</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is pigment?</li> <li>• How is it used?</li> </ul>
	<u>Color Wheel</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• theories</li> <li>• elements of art/principles of design – color</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• color mixing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What happens when you mix colors?</li> </ul>
	<u>Magic Show</u>  Standard 3	<ul style="list-style-type: none"> <li>• review</li> <li>• elements of art/principles of design – color</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• mixing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How do colors mix?</li> </ul>

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	<u>Line</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>elements of art/principles of design – variety, unity</li> <li>art history</li> <li>art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>mark making</li> <li>Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>directions followed</li> <li>risked experimentation</li> <li>goals met</li> <li>observation of process</li> <li>individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>What kind of lines can you make?</li> </ul>
	<u>Leaves</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>elements of art/principles of design – irregular shapes</li> <li>art history</li> <li>art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>rubbing</li> <li>Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>directions followed</li> <li>risked experimentation</li> <li>goals met</li> <li>observation of process</li> <li>individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>What is an irregular shape?</li> </ul>
	<u>Leaves</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>elements of art/principles of design – irregular shapes</li> <li>art history</li> <li>art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>painting</li> <li>Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>directions followed</li> <li>risked experimentation</li> <li>goals met</li> <li>observation of process</li> <li>individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>What is an example of irregular shapes?</li> </ul>
	<u>Coil Pot #1</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>elements of art/principles of design – spiral</li> <li>art history</li> <li>art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>coiling, hand building</li> <li>Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>directions followed</li> <li>risked experimentation</li> <li>goals met</li> <li>observation of process</li> <li>individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>How do you attach the coils?</li> </ul>
	<u>Flowers</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>elements of art/principles of design</li> <li>art history</li> <li>art vocabulary – resist</li> </ul>	<ul style="list-style-type: none"> <li>drawing, painting – slab - cut-outs</li> <li>Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>directions followed</li> <li>risked experimentation</li> <li>goals met</li> <li>observation of process</li> <li>individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Why do you roll the clay?</li> </ul>

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	<u>Dinosaur</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• Accordion bind</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• book making, binding</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a fold?</li> </ul>
	<u>Pumpkin</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design – symmetry</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, folding</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is symmetry?</li> </ul>
	<u>Snakes</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• scales, spiral, pattern</li> <li>• elements of art/principles of design – pattern</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, designing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a spiral?</li> </ul>
<b>Second</b>	<u>Coil Pot #2</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a coil?</li> </ul>

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	<u>Flowers #1</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• still life</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• gluing, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a still life?</li> </ul>
	<u>Flowers #2</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• still life</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• rubbing, coloring</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Does rubbing lines give a difference effect than rubbing texture?</li> </ul>
	<u>Birds</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• detail</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• seeing, identifying, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How can you draw feathers?</li> <li>• What is a 1/2 step?</li> </ul>
	<u>Fruit</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• still life/overlapping</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary – shading, highlights</li> </ul>	<ul style="list-style-type: none"> <li>• blending</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How does the artist create space?</li> </ul>

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	<u>Egyptian Cats #1</u>  Standards 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• border</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• analyzing, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Why do artists frame their work?</li> </ul>
	<u>Egyptian Cats #2</u>  Standards 1, 3, 4	<ul style="list-style-type: none"> <li>• line direction - fur</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing, seeing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Which way does the hair go?</li> </ul>
	<u>Styrofoam Plates</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• detail</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• overlapping, printing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is detail?</li> </ul>
	<u>PARP Project</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, assembling, gluing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the theme this year?</li> </ul>

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Stamp Cards</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• holiday</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• printing, stamping, folding</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is an ink impression?</li> </ul>
	<u>Visual Thinking Strategies</u>  Standard 3	<ul style="list-style-type: none"> <li>• thinking</li> <li>• visual literacy</li> </ul>	<ul style="list-style-type: none"> <li>• participating in discussion (communication)</li> <li>• looking</li> <li>• responding</li> </ul>	<ul style="list-style-type: none"> <li>• participation</li> <li>• observation of process</li> </ul>	<ul style="list-style-type: none"> <li>• What is going on in this painting?</li> <li>• What did you see that made you say that?</li> </ul>
	<u>Fish Bowl</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• still life, computer</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• dragging (circle, ellipse), mouse coord.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the mouse?</li> </ul>
	<u>Sunset</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• landscape, computer</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• layering, flood filling</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the tool palette?</li> </ul>
	<u>Bookmark</u>  Standards 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• warp and weft</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• weaving</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the pattern?</li> </ul>

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	<u>Dolls Around the World</u>  Standards 1, 2, 3	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What are the patterns?</li> </ul>
	<u>Asian New Year</u>  Standards 3, 4	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing, coloring, scratching</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How do you draw scales?</li> </ul>
	<u>Hearts</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design – color</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• painting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is positive and negative space?</li> </ul>
	<u>Initial – Illuminated Letters</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• illumination</li> <li>• letter forms</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, assembling</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is an initial?</li> </ul>

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	<u>Valentines</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• symbols, symmetry review</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• folding, cutting, creasing, tracing, decorating</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• How do you make symmetry?</li> </ul>
	<u>Fantasy</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• conglomerate animals</li> <li>• elements of art/principles of design</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• imaging, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is combination?</li> </ul>
	<u>Sticky Stuff</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• review shape</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, assembling</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is overlapping?</li> </ul>
<b>Third</b>	<u>Mermaid #1</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• slab, bas-relief</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• hand building</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is relief?</li> </ul>

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Fairies</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is outline?</li> </ul>
	<u>Animals</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• fur, direction</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Which way does fur grow?</li> </ul>
	<u>Floral Fantasy</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• assemblage</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, printing, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is detail?</li> </ul>
	<u>Four Gentlemen</u>  Standards 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• brush strokes</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• assembling forms, painting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What are brush strokes?</li> </ul>

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# Grade 2 Art

## (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>PARP</u>	<ul style="list-style-type: none"> <li>• PARP topic</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• stamping, cutting, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the theme?</li> </ul>
	<u>Scary Animals</u>	<ul style="list-style-type: none"> <li>• review</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What direction does the fur point?</li> </ul>
	<u>Mermaid #2</u>	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• glazing, decorating</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is glaze?</li> </ul>
	<u>Strings</u>	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• painting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a line?</li> </ul>
	<u>Animals</u>	<ul style="list-style-type: none"> <li>• sculpture, 3-D</li> <li>• elements of art/principles of design - shape</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• hand building, attaching</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What are the steps needed for successful attachment_____?</li> </ul>

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# Grade 2 Art (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Doll Exchange</u>  Standards 3, 4	<ul style="list-style-type: none"> <li>• messengers of peace</li> <li>• international introduction</li> <li>• art history</li> </ul>		<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is peace?</li> </ul>
	<u>Landscape</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• painting, sponging</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is overlapping?</li> </ul>
	<u>Flowers</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• composition</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• painting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is composition?</li> </ul>
	<u>Clown</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• shape</li> <li>• elements of art/principles of design – shapes/texture</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing, painting, resisting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the shape?</li> </ul>

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# Grade 2 Art (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Butterflies</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design – color</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• stenciling, masking</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Which is stencil?</li> <li>• Which is the mask?</li> </ul>
	<u>Animals #2</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• ceramic</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• glazing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is glaze?</li> </ul>
	<u>Portfolio Preparation</u>  Standard 3	<ul style="list-style-type: none"> <li>• portfolio review</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• analyzing, choosing, judging, selecting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you like it?</li> </ul>
	<u>Abstract</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• marble – action movement</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• painting</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a line?</li> </ul>

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# Grade 2 Art

## (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Bubbles</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a print?</li> </ul>
	<u>Eye Spy</u>  Standard 3	<ul style="list-style-type: none"> <li>• review</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• looking, identifying</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• goals met</li> <li>• observation of process</li> </ul>	<ul style="list-style-type: none"> <li>• What do you see?</li> </ul>
	<u>Art Exhibit</u>  Independent	<ul style="list-style-type: none"> <li>• reception</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• appreciating</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• celebrate!</li> </ul>	<ul style="list-style-type: none"> <li>• Why do artists show their work?</li> </ul>
	<u>Cartooning</u>  Standards 1, 2, 4	<ul style="list-style-type: none"> <li>• character development</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a character?</li> </ul>

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# Grade 2 Art

## (Miss Hammond)

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Trimester	Project	Content Introduction	Skills Introduction and/or Practice	Assessment	Essential Questions
	<u>Wizards</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• fantasy</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is line?</li> </ul>
	<u>Cut Flowers</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• positive/negative</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• cutting, gluing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a collage?</li> </ul>
	<u>Vase</u>  Standards 1, 2	<ul style="list-style-type: none"> <li>• reception</li> <li>• elements of art/principles of design</li> <li>• art history</li> <li>• art vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• printing, cutting, gluing, drawing</li> <li>• Identify tools and/or materials &amp; their use.</li> </ul>	<ul style="list-style-type: none"> <li>• directions followed</li> <li>• risked experimentation</li> <li>• goals met</li> <li>• observation of process</li> <li>• individual critique ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• What is a still life?</li> </ul>

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