

## Pine Hill Public Schools Curriculum

Content Area:		<b>Art</b>	
Course Title/ Grade Level:		Art – Grade 2	
Unit 1:	<b>Landscapes</b>	Month:	<b>September/October</b>
Unit 2:	<b>Multicultural Art</b>	Month:	<b>November / December</b>
Unit 3:	<b>Resists</b>	Month:	<b>January / February</b>
Unit 4:	<b>Clay</b>	Month:	<b>March / April</b>
Unit 5:	<b>Symmetry</b>	Month:	<b>May/June</b>
Date Created or Revised:		12-10-12 updated	
BOE Approval Date:		12/18/12	

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Landscapes		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Art – Grade 2		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-4-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	How can I use my own creativity and imagination to create a landscape?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Foreground, middle ground, background</li> <li>• Horizon line</li> <li>• Cityscape</li> <li>• Seascape</li> <li>• Special relationships</li> <li>• Overlapping</li> <li>• Perspective</li> <li>• Texture</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Drawing shapes &amp; lines</li> <li>• Creating familiar objects</li> <li>• Combining shapes</li> <li>• Cutting &amp; Gluing</li> <li>• Utilizing varying materials</li> <li>• Proper use of paint</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Science connections</li> <li>• Social Studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**2009 NJCCCS**

**Standard:**

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture** All students will understand the role

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s):**

**D. Visual Art**

**A. Aesthetic Responses**

**A. History of the Arts and Culture**

**B. Critique Methodologies**

**Content Statement(s):** The basic [elements of art](#) and

**CPI # / CPI(s):**

<a href="#">principles of design</a> govern art creation and composition.	1.1.2.D.1
Recognizing the <a href="#">elements of art</a> and <a href="#">principles of design</a> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2
Dance, music, theatre, and visual artwork from diverse cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1
The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2
Visual statements in art are derived from the basic <a href="#">elements of art</a> regardless of the format and <a href="#">medium</a> used to create the art. There are also a wide variety of <a href="#">art media</a> , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic <a href="#">elements of art</a> and <a href="#">principles of design</a> for personal expression results in <a href="#">visual communication</a> that may be relevant in a variety of settings.	1.3.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3
Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1 1.4.2.A.4 1.4.2.A.2
Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1
Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Multicultural Art		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Art – Grade 2		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-4-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	Can you make a work of art that reflects a culture?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Art History</li> <li>• Art appreciation</li> <li>• Use of paint</li> <li>• Multi-cultural studies</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper clean-up and use of brushes</li> <li>• Learning painting techniques</li> <li>• Discussing art prints</li> <li>• Variety of paint applications</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Social Studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s):**

**D. Visual Art**

**A. Aesthetic Responses**

**A. History of the Arts and Culture**

**B. Critique Methodologies**

<b>Content Statement(s):</b> The basic <a href="#">elements of art</a> and <a href="#">principles of design</a> govern art creation and composition.	<b>CPI # / CPI(s):</b> 1.1.2.D.1
Recognizing the <a href="#">elements of art</a> and <a href="#">principles of design</a> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2
Dance, music, theatre, and visual artwork from diverse cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1

The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2
Visual statements in art are derived from the basic <a href="#">elements of art</a> regardless of the format and <a href="#">medium</a> used to create the art. There are also a wide variety of <a href="#">art media</a> , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic <a href="#">elements of art</a> and <a href="#">principles of design</a> for personal expression results in <a href="#">visual communication</a> that may be relevant in a variety of settings.	1.3.2.D.2
Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3
Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4
Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1 1.4.2.A.4 1.4.2.A.2
Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1
Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2
Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Resists		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> Art – Grade 2		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-4-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the artistic process in creating a resist?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Positive/negative space</li> <li>• Line</li> <li>• Shape</li> <li>• Texture</li> <li>• Art History</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Painting</li> <li>• Proper use of pastels</li> <li>• Mimicking an artist’s style</li> <li>• Understanding the properties of resist</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Science connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Strand(s):</b>	
<b>D. Visual Art</b>	
<b>A. Aesthetic Responses</b>	
<b>A. History of the Arts and Culture</b>	
<b>B. Critique Methodologies</b>	
<b>Content Statement(s):</b> The basic <a href="#">elements of art</a> and <a href="#">principles of design</a> govern art creation and composition.	<b>CPI # / CPI(s):</b> 1.1.2.D.1
Recognizing the <a href="#">elements of art</a> and <a href="#">principles of design</a> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2

Dance, music, theatre, and visual artwork from diverse cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1
The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2
Visual statements in art are derived from the basic <a href="#">elements of art</a> regardless of the format and <a href="#">medium</a> used to create the art. There are also a wide variety of <a href="#">art media</a> , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1
Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic <a href="#">elements of art</a> and <a href="#">principles of design</a> for personal expression results in <a href="#">visual communication</a> that may be relevant in a variety of settings.	1.3.2.D.2
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Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1 1.4.2.A.4 1.4.2.A.2
Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1
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**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Clay		<b>Unit #: 4</b> <b>March / April</b>
<b>Course or Grade Level:</b> Art – Grade 2		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the technical aspects of clay?</li> <li>• Can you describe the use of sculpture in art history?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Multicultural studies</li> <li>• Functional vs non functional</li> <li>• Sculpture in the round vs relief sculpture</li> <li>• Developing 3-dimensional skills</li> <li>• Symmetrical vs asymmetrical</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• How to balance a free standing form</li> <li>• How to incorporate a base that is non-disruptive to design</li> <li>• Sculpting</li> <li>• Manipulating the clay using gross motor skills</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> <li>• Social studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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<b>Strand(s):</b>	
<b>D. Visual Art</b>	
<b>A. Aesthetic Responses</b>	
<b>A. History of the Arts and Culture</b>	
<b>B. Critique Methodologies</b>	
<b>Content Statement(s):</b> The basic <a href="#">elements of art</a> and <a href="#">principles of design</a> govern art creation and composition.	<b>CPI # / CPI(s):</b>
Recognizing the <a href="#">elements of art</a> and <a href="#">principles of design</a>	1.1.2.D.1
	1.1.2.D.2



in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	
Dance, music, theatre, and visual artwork from diverse cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1
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Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Symmetry		<b>Unit #: 5 May / June</b>
<b>Course or Grade Level:</b> Art – Grade 2		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	What is symmetry? How do artists use symmetry in their work?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Radial symmetry</li> <li>• Line of symmetry</li> <li>• Multicultural studies</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Cutting</li> <li>• Color design</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
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<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> <li>• Social studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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Dance, music, theatre, and visual artwork from diverse	1.2.2.A.1

cultures and <a href="#">historical eras</a> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	
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Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1