

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Art Second Grade**

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p><b>Name of Unit</b>  <b>Line</b>  <b>Different tools make different kinds of lines</b>    <b>6 Weeks</b></p>	<p style="text-align: center;"><b><u>Content Standards</u></b>  <b><u>1.students will understand, select and apply media, techniques and processes</u></b>  1.a differentiate between a variety of media, techniques and processes;  1.b describe how different media, techniques and processes cause different effects and personal responses;  1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories  1.d use art media and tools in a safe and responsible manner</p> <p><b><u>2.Students will understand and apply elements and organizational principles of art</u></b>  2. C uses the elements of art and principles of design to communicate ideas.</p>	<p><b><u>Line Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. Learning about the future year’s art curriculum and art room standards</li> <li>2. Identify, create and use: straight, dotted, zigzag, wavy, bumpy, curly, curve lines</li> <li>3. Identify, create and use: horizontal, vertical and diagonal lines</li> <li>4. Identify, create and use thin and thick lines for different purposes</li> </ol> <p><b><u>Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. Use the elements of art and organizational principles of art to communicate ideas in still-life’s and weaving</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student Oral Response</li> <li>• Student Work (same for all concepts throughout the year)</li> </ul>	<p>Art lessons throughout the year include:  1.Artroom Resource books  2.Look at former students work  3. YouTube  4.”Get to know the Artist” series of books  5.Differnt art DVD’s  6. Smart board  7. “Art Fun in a Bag” – Claude Monet</p> <p><b><u>Line Lessons</u></b></p> <ol style="list-style-type: none"> <li>1.Bad Hair day – variety of lines</li> <li>2. Thin and Thick line to create primary animals</li> <li>3. Weaving – vertical line – warp and horizontal line- weft Navajo blankets</li> <li>4. Still-life – using vertical, horizontal, and diagonal lines</li> <li>5. Drawing contour lines for the Center School calendar.</li> </ol>

	<p><b><u>3. Students will consider, select and a range of subject matter, symbols and ideas</u></b>  3.b select and use subject matter, symbols and ideas to communicate meaning</p> <p><b><u>4.Students will understand the visual arts in relation to history and cultures</u></b>  4.b identify specific works of art as belonging to particular styles, cultures, times and places;</p> <p><b><u>5.Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work</u></b>  5.b describe visual characteristics of works of art using visual arts terminology</p> <p><b><u>6.Students will make connections between the visual arts, other disciplines and daily life</u></b>  6demonstrate understanding of how the visual arts are used in the world around us; and</p>	<p><b><u>Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. Use symbols of Native American Navajo in weaving and creating their own symbols to represent and communicate ideas.</li> </ol> <p><b><u>Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. Using specific works of art and Native American samples to help students identify particular styles and designs</li> </ol> <p><b><u>Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. Use art terminology for different types of artwork – Still-life, seascape, landscape, and cityscape</li> </ol> <p><b><u>Concept:</u></b></p> <ol style="list-style-type: none"> <li>1. Understanding that symbols of art from different daily lives can be found in different objects</li> </ol>		
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<p><b>Name of Unit</b>  <u><b>Shapes &amp; Form</b></u>  <b>Shapes come in many types and sizes two-dimensional. Form is three-dimensional, and takes up space</b></p> <p><b>8 Weeks</b></p>	<p><b>Content Standards</b>  <u><b>1.Students will understand, select and apply media, techniques and processes;</b></u>  1.a a differentiate between a variety of media, techniques and processes</p> <p><u><b>4.Students will understand the visual arts in relation to history and cultures</b></u>  4.a recognize that the visual arts have a history and a variety of cultural purposes and meanings</p>	<p><b>Shape Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Name, find and use: geometric shapes – circles, squares, rectangles, triangles, ovals, parallelograms, hexagons, trapezoids (interdisciplinary lesson with math)</li> <li>2. Find and use organic shapes</li> <li>3. Identify and know the difference between geometric and organic shapes</li> </ol> <p><b>Form/Sculpture Concepts</b></p> <ol style="list-style-type: none"> <li>1. Identify and create a clay sculpture using the hand building method of coiling</li> </ol>	<ul style="list-style-type: none"> <li>• Shape Assessment</li> </ul>	<p><b><u>Shape &amp; Form Lessons</u></b></p> <ol style="list-style-type: none"> <li>1)Mola designs using geometric and organic shapes</li> <li>2)Claude Monet’s Seascape lesson using geometric shapes</li> <li>3) Maria – Navajo artist coil pots</li> <li>4) Getting to know Shape and Form in art video tape</li> <li>5)Chinese lanterns – (red week)</li> <li>6)Egyptian jewelry – (white week)</li> </ol>
<p><b>Name of Unit</b>  <u><b>Color &amp; Value</b></u>  <b>Every color can be bright, dull, dark, or light.</b></p>	<p><b>Content Standards</b>  <u><b>1.Students will understand, select and apply media, techniques and processes</b></u>  1.a differentiate between a variety of media, techniques</p>	<p><b>Color/Value Concepts</b></p> <ol style="list-style-type: none"> <li>1. Identify, classify and use primary colors to mix secondary colors</li> <li>2. Identify and use warm and cool colors</li> </ol>	<ul style="list-style-type: none"> <li>• Color Assessment</li> </ul>	<p><b><u>Color &amp; Value Lessons</u></b></p> <ol style="list-style-type: none"> <li>1)Primary colored animals – shapes and lines – brush size</li> <li>2) Claude Monet’s Holland landscape –</li> </ol>

<p><b>Value refers to dark and light in painting or drawing</b></p> <p><b>11 Weeks</b></p>	<p>and processes; 1.b describe how different media, techniques and processes cause different effects and personal responses;</p>	<p>3. Identify and use value – tints and shades 4. Introduces and use monochromatic colors</p>		<p>primary colors mixed make secondary colors 3) Claude Monet’s seascape – monochromatic colors 4) Georgia O’Keeffe’s value cityscape 5) Georgia O’Keeffe’s abstract warm/cool flower still-life 6) Grant Wood’s abstract landscape – family of colors 7) “Our World is a Rainbow” – colors themes from around the world</p>
<p><b>Name of Unit</b> <b><u>Balance</u></b></p> <p><b>Balance is the comfortable arrangement of things in art</b></p> <p><b>2 Weeks</b></p>	<p><b><u>Content Standards</u></b> <b><u>1.Students will understand, select and apply media, techniques and processes</u></b> 1.a differentiate between a variety of media, techniques and processes;</p>	<p><b><u>Concepts</u></b> 1. Identity and use symmetrical balance</p>		<p><b><u>Balance Lesson</u></b> 1.Mola symmetrical animals 2) Egyptian jewelry – symmetrical beetles</p>

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Name of Unit</b> <u><b>Texture</b></u> <b>Texture is how a surface of something feels or looks</b>  <b>2 Weeks</b>	<b>Content Standards</b> <u><b>5.Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work</b></u> 5.a identify various purposes for creating works of art	<u><b>Texture Concepts</b></u> 1. Identify and use to create landscape artwork and hair in portrait artwork		<u><b>Texture Lessons</b></u> 1) Grant Wood's landscape with texture 2) Portrait with numerous lines to create hair texture
<b>Name of Unit</b> <u><b>Space</b></u> <b>We use illusions to make space in art</b>  <b>4 Weeks</b>	<b>Content Standards</b> <u><b>2.Students will understand and apply elements and organizational principles of art</b></u> 2.b describe how different expressive features, and ways of organizing them, cause different responses; and	<u><b>Space Concepts</b></u> 1. Identify and create a seascape using foreground, middleground and background 2. Identify and create a landscape using foreground, middleground and background		<u><b>Space Lessons</b></u> 1) Grant Wood's landscape using different sizes of trees and objects 2) Claude Monet's seascape using different sizes of sailboats to create perspective 3) Using Microsoft Paint to create landscape or seascape 4) Using "Drawing for Kids" computer icon to create landscape or seascape with an

				abstract Theme
<p><b>Name of Unit</b> <b><u>Pattern &amp; Rhythm</u></b> <b>Pattern decorates surfaces with planned, repeated units. Rhythm is the repetition of shapes, lines, and forms.</b></p> <p><b>3 Weeks</b></p>	<p><b><u>Content Standard</u></b> <b><u>1.Students will understand, select and apply media, techniques and processes</u></b> 1.c. use different media, techniques and processes cause different effects and personal responses</p>	<p><b><u>Pattern &amp; Rhythm Concepts</u></b> 1. Identify, create and name different types of patterns</p>		<p><b><u>Pattern/Rhythm lessons</u></b> 1)Assort artworks from artist that do still-life – create a fruit bowl still-life 2)Georgia O’Keeffe’s cityscape – create stencils for rhythm building shapes 3)Create pattern abstract animal as a team</p>
<p><b>Name of Unit</b> <b><u>Unity</u></b> <b>Unity means that all is in harmony. Variety adds interest</b></p> <p><b>Weeks Throughout the year</b></p>	<p><b><u>Content Standard</u></b> <b><u>4.Students will understand the visual arts in relation to history and cultures</u></b> 4.b identify specific works of art as belonging to particular styles, cultures, times and places; and</p>	<p><b><u>Unity/Art History</u></b> 1. View, identify and create artwork that comes from different time periods, styles and cultures</p>		<p><b><u>Unity Lessons</u></b> Throughout the year looking at different artwork thru “Famous Artist’s Birthdays”</p>

