



# Grade 2 Curriculum Map

## Art

Month	Theme	Content Areas	Strategies/Best practices use to teach the skills and concepts	How students will demonstrate their understanding	Resources for this Unit	British Columbian Curriculum Standards Learning Outcomes	Expected Student Learning Results
April	Line and Shape	<u>Lines all around:</u> <ul style="list-style-type: none"> <li>- Identify lines in art and nature</li> <li>- Create a composition with lines</li> </ul> <u>Lines show movement:</u> <ul style="list-style-type: none"> <li>- Identify lines that show movement</li> <li>- Express ideas using lines</li> </ul>	<u>Access Prior knowledge</u> Display illustrations from a picture book while covering the text. Have children use pictures to identify the story in the artwork. Discuss how sometimes the historical and cultural heritage associated with the artwork can also provide context for the story.	Produce art pieces: <ul style="list-style-type: none"> <li>• My Fall Tree</li> <li>• “Dance for Joy” drawing</li> </ul>	Teacher Edition Art Everywhere Page 22a to 40, Art Print 1, Reading skill Card 1, Big Book, Markers, construction paper, tissue paper, pencil, glue, crayons, paper plate, tempera paints, paintbrushes	A1, A3, A4, B2, B3, B4, C1, D1, D2	1a – d, 2a – b, 3c, 4a- b
May		<u>Geometric Shapes:</u> <ul style="list-style-type: none"> <li>- Identify art elements such as geometric shapes</li> <li>- Make a collage using geometric</li> </ul>	<u>Visual aid</u> Use visuals to support comprehensible input. Display a picture of a tree.	Produce Art pieces <ul style="list-style-type: none"> <li>• Food Collage</li> <li>• Free-form flip art</li> <li>• Favourite- people portrait</li> </ul>	Teacher Edition Art Everywhere Page 22a to 40, Art Print 1, Reading skill Card 1, Big Book, Markers, construction paper, tissue paper, pencil,	A1, A2, A3, A4, A5, B2, B3, B4, C1, D1, D2	1a – d, 2a – b, 3c, 4a- b

		<p>shapes</p> <p><u>Free-form shapes:</u></p> <ul style="list-style-type: none"> <li>- Identify free-form shapes</li> <li>- Use free-form shapes in art</li> </ul> <p><u>Shapes and People:</u></p> <ul style="list-style-type: none"> <li>- Identify art elements such as shapes in a portrait</li> <li>- Create a portrait of people</li> </ul>	<p><u>(Geometric shapes):</u></p> <p>Cut shapes out of construction paper and then cut them apart to form new shapes. Ask children to identify each new shape and to compare and contrast their attributes</p>		<p>glue, crayons, paper plate, tempera paints, paintbrushes</p>		
<b>June</b>	Colour and Value	<p><u>Colors work together:</u></p> <ul style="list-style-type: none"> <li>- Identify and make primary and secondary colors</li> <li>- Practice skills necessary for producing constructions</li> </ul> <p><u>Warm and cool colors:</u></p> <ul style="list-style-type: none"> <li>- Identify warm and cool colors</li> <li>- Express feelings by using a variety of colors in artworks</li> </ul>	<p><u>Unit Vocabulary discussion</u></p> <p>Have volunteers read aloud the vocabulary words. Work with students to make a word web about the topic, Color, using the vocabulary words and definition. Encourage students to share what they already know about color.</p>	<p>Produce art pieces:</p> <ul style="list-style-type: none"> <li>• Rainbow Pinwheel</li> <li>• Mood Painting</li> </ul>	<p>Teacher Edition Art Everywhere Page 42a to 60, white paper, scissors, tempera paints, glue stick, brad, drinking straw, paintbrushes, construction paper, wallpaper sample, oil pastels, crayons</p>	<p>A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>
<b>July</b>		<p><u>Light and dark colors:</u></p> <ul style="list-style-type: none"> <li>- Understand values, tints, and shades</li> <li>- Create effective compositions using color and value</li> </ul> <p><u>Colors tell stories:</u></p> <ul style="list-style-type: none"> <li>- Identify mood and stories in art</li> <li>- Express ideas in</li> </ul>	<p><u>Color role-play</u></p> <p>Hold up colored paper one sheet at a time. Have students act out how they feel, name the feeling and tell why.</p> <p><u>Mixing colors</u></p> <p>Have children practice mixing colors. Then have them choose colors to express their feelings and ideas.</p>	<p>Produce art pieces:</p> <ul style="list-style-type: none"> <li>• Fall Bouquet Painting</li> <li>• Story Puppet Scene</li> <li>• Crayon-Resist Seascape</li> </ul>	<p>Teacher Edition Art Everywhere Page 42a to 60, white paper, scissors, tempera paints, glue stick, brad, drinking straw, paintbrushes, construction paper, wallpaper sample, oil pastels, crayons</p>	<p>A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>

		<p>artworks</p> <p><u>Colors in seascapes :</u></p> <ul style="list-style-type: none"> <li>- Identify seascapes and horizon lines</li> <li>- Create an effective seascape</li> </ul>	<p><u>Close-up paintings</u></p> <p>Have children to imagine they are insects. Have them to examine a flower, leaf, or other natural object. Ask them to use their sense to identify the variations in the objects and to discuss them. Then have them practice important painting skills and paint the object from an insect's point of view, filling the entire sheet of paper as Georgia O'keeffe did.</p>				
<b>September</b>	<p>Pattern, Rhythm and Texture (Halloween Preparation)</p>	<p><u>Shapes make patterns:</u></p> <ul style="list-style-type: none"> <li>- Identify pattern and repetition</li> <li>- Create a frame, using shape patterns</li> </ul> <p><u>Colors make patterns:</u></p> <ul style="list-style-type: none"> <li>- Identify principles, such as patterns</li> <li>- Create color patterns using prints</li> </ul>	<p><u>Pattern repetition</u></p> <p>Show students an artwork of a quilt. Ask them what shapes make up the big star in the quilt. Point to the arms of the star and to the flowers. Name the shape and tell them that repeating shapes, lines or colors make a pattern.</p> <p><u>Recognize a pattern</u></p> <p>Display visuals of various flags. Ask students to tell how the flags are different.</p> <p><u>Predicting colors</u></p> <p>Show students' crayons arranged in repeating color patterns, such as red-blue-green/ red-blue-green. Ask them to tell which color comes next.</p>	<p>Produceart pieces:</p> <ul style="list-style-type: none"> <li>• Patterned Picture Frame</li> <li>• Patterned stand-up animal</li> </ul>	<p>Teacher Edition Art Everywhere Page 62a to 80, ruler, construction paper, crayons, markers, paints, paintbrushes, found objects- seashells, pom-poms, scraps, glue, sponges, tempera paints, clothespins, yarn, tape, paper strips, butcher paper, stapler</p>	<p>A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>
<b>October</b>		<p><u>Patterns show rhythm :</u></p> <ul style="list-style-type: none"> <li>- Identify principles such as rhythm</li> <li>- Create pictures</li> </ul>	<p><u>Clap Rhythm</u></p> <p>Clap distinct rhythmic patterns with long and short beats. Ask student to repeat each clapping</p>	<p>Produceart pieces:</p> <ul style="list-style-type: none"> <li>• Rain forest scene</li> <li>• Found object</li> </ul>	<p>Teacher Edition Art Everywhere Page 62a to 80, ruler, construction paper, crayons, markers,</p>	<p>A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>

		<p>showing rhythm</p> <p><u>Patterns and textures in weaving:</u></p> <ul style="list-style-type: none"> <li>- Identify patterns and textures</li> <li>- Construct a weaving</li> </ul> <p><u>Patterns show texture :</u></p> <ul style="list-style-type: none"> <li>- Understand that patterns can show texture</li> <li>- Create a textured rubbing</li> </ul>	<p>pattern.</p> <p>Texture time Display materials such as wool, corduroy, silk and fake fur. Ask Children to touch each one and describe how it feels.</p> <p>Draw lines Say words that describe texture, such as sharp, soft and bumpy, and tell students to illustrate each with lines only.</p>	<ul style="list-style-type: none"> <li>weaving</li> <li>Textured animal rubbing</li> </ul>	<p>paints, paintbrushes, found objects- seashells, pom-poms, scraps, glue, sponges, tempera paints, clothespins, yarn, tape, paper strips, butcher paper, stapler</p>		
<b>November</b>	Form and Space	<p><u>Shapes and forms:</u></p> <ul style="list-style-type: none"> <li>- Identify shape and form</li> <li>- Express ideas and feelings in art-works- clay pinch pot</li> <li>- Make and identify patterns</li> </ul> <p><u>Sculpted forms:</u></p> <ul style="list-style-type: none"> <li>- Identify elements such as space</li> <li>- Express ideas using forms</li> </ul>	<p>Discuss the skill Help children develop and organize ideas from the environment. Hold up several pairs of similar objects from the classroom or natural environment. Ask them to use their senses to identify art elements and principles, such as color, texture, line, shape and pattern. Have them tell how the objects are alike and how they are different. Explain that looking for similarities and differences in artworks will help them notice many things such as shape, color, pattern, and texture.</p>	<p>Produceart pieces:</p> <ul style="list-style-type: none"> <li>Decorated Clay Bowl</li> <li>Foil sculpture</li> </ul>	<p>Teacher Edition Art Everywhere Page 82a to 100, clay, objects for creating patterns and textures in clay- paper clip, coffee, stirrer, straw, pen cap, twigs, craft sticks, seashells, tempera paints, paintbrushes, aluminium foil, scissors, cardboard, tape, glue, boxes, paper tubes, construction paper, found objects – yarn, craft sticks, papers, leaves, twigs</p>	A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2	1a – d, 2a – b, 3c, 4a- b
<b>December</b>		<p><u>Relief sculpture :</u></p> <ul style="list-style-type: none"> <li>- Identify relief sculptures</li> <li>- Create an effective relief</li> </ul>	<p>Discuss art concepts Have children identify which form each artwork is most like and tell why. Share background</p>	<p>Produceart pieces:</p> <ul style="list-style-type: none"> <li>Clay tile relief sculpture</li> <li>Amazing school</li> </ul>	<p>Teacher Edition Art Everywhere Page 82a to 100, clay, objects for creating patterns and textures in clay- paper</p>		

	Form and Space	<p>sculpture</p> <p><u>Architecture:</u></p> <ul style="list-style-type: none"> <li>- Identify shape and form</li> <li>- Practice skills necessary for producing modelled forms</li> <li>- Compare and contrast</li> </ul> <p><u>Landscapes:</u></p> <ul style="list-style-type: none"> <li>- Recognize landscapes</li> <li>- Create an effective landscape using elements and principles</li> </ul>	<p>information. Read the artworks' titles and ask children to identify a construct, or meaning behind the artwork, that could explain why the artist made the artwork he did. Have children describe the forms and variations in the forms.</p>	<ul style="list-style-type: none"> <li>• model</li> <li>• 3-D landscape painting</li> </ul>	<p>clip, coffee, stirrer, straw, pen cap, twigs, craft sticks, seashells, tempera paints, paintbrushes, aluminium foil, scissors, cardboard, tape, glue, boxes, paper tubes, construction paper, found objects – yarn, craft sticks, papers, leaves, twigs</p>		
<b>January</b>		<p><u>Emphasis using color:</u></p> <ul style="list-style-type: none"> <li>- Identify principles such as emphasis</li> <li>- Create effective compositions with emphasis using color</li> </ul> <p><u>Emphasis using size:</u></p> <ul style="list-style-type: none"> <li>- Identify principles such as emphasis</li> <li>- Create a collage with emphasis</li> </ul>	<p><u>Warm-up</u></p> <p>Select books having colourful covers in which one color stands out. Have children identify the color that stands out on each.</p> <p><u>Discuss Art concepts</u></p> <p>Ask children to read page 106. Tell them that emphasis can be used to help show the main idea of an artwork. Then display Art prints. Ask children to tell which parts are emphasized.</p>	<p>Produce art pieces:</p> <ul style="list-style-type: none"> <li>• “Around the town” painting</li> <li>• Found object collage</li> </ul>	<p>Teacher Edition Art Everywhere Page 102a to 120, clay, pencils, construction paper, scissors, tempera paints, watercolour paints, paintbrushes, cardboard or construction paper, glue, scissors, found objects- bubble wrap, twigs, pine needles, cloth scraps, recyclables, oil pastels, crayons, markers, yarn</p>	<p>A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>
<b>February</b>	Balance, Unity and Value	<p><u>Balance using shapes:</u></p> <ul style="list-style-type: none"> <li>- Identify balance and symmetry</li> <li>- Produce a balanced sun print</li> </ul> <p><u>Balance using color:</u></p> <ul style="list-style-type: none"> <li>- Identify</li> </ul>	<p><u>Warm-up</u></p> <p>Have children balance while standing on both feet and on one foot, with one arm out and then both. Ask which was easiest. Have children to use total physical response to understand symmetry.</p>	<p>Produce art pieces:</p> <ul style="list-style-type: none"> <li>• Sun print</li> <li>• Famous- person portrait</li> <li>• Celebration Vest</li> </ul>	<p>Teacher Edition Art Everywhere Page 102a to 120, clay, pencils, construction paper, scissors, tempera paints, watercolour paints, paintbrushes, cardboard or construction paper,</p>	<p>A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>

		<p>principles such as a balance</p> <ul style="list-style-type: none"> <li>- Create effective portraits.</li> </ul> <p><u>Art to wear:</u></p> <ul style="list-style-type: none"> <li>- Identify pattern and balance</li> <li>- Create a celebration vest</li> </ul>	<p>Partners are to face each other. One partner moves and the other acts as a mirror.</p> <p><u>Discuss Art concepts</u> Have children read pages 114 – 115. Have them lay a pencil along the line of symmetry of each artwork. Talk about how these artworks are not as neatly symmetrical but balanced by color. Discuss how contrast provides emphasis and also helps balance the paintings.</p>		<p>glue, scissors, found objects- bubble wrap, twigs, pine needles, cloth scraps, recyclables, oil pastels, crayons, markers, yarn</p>		
<b>March</b>	Rhythm and Variety	<p><u>Mosaics:</u></p> <ul style="list-style-type: none"> <li>- Identify art principles such as unity</li> <li>- Create an effective mosaic</li> </ul> <p><u>Designs of money:</u></p> <ul style="list-style-type: none"> <li>- Identify art principles such as unity</li> <li>- Recognize cause and effect</li> </ul> <p><u>Still lifes:</u></p> <ul style="list-style-type: none"> <li>- Understand how to achieve variety using art elements</li> <li>- Create an effective still life</li> </ul> <p><u>Stories in cloth art:</u></p> <ul style="list-style-type: none"> <li>- Understand how to achieve variety using art elements</li> </ul>	<p><u>Warm-up</u> Give small yellow and black paper squares to children. Have children arrange them to form a smiley face. Discuss how each piece was needed.</p> <p><u>Discuss art concepts</u> Share Art History on mosaics. Explain that a mosaic has unity because the parts look like they belong together. Display Art print. Have children compare it with the mosaics.</p> <p><u>Money design</u> Have children list and sketch ideas for their money symbols. Have them identify the skills necessary to make a print.</p>	<p>Produce art pieces:</p> <ul style="list-style-type: none"> <li>• Paper-plate mosaic</li> <li>• Money Design</li> <li>• Still-life painting</li> <li>• Story-cloth collage</li> </ul>	<p>Teacher Edition Art Everywhere Page 122a to 140, paper plate, colored paper, foil, glue, scissors, pencils, markers, tempera paints, foam plate, items for still life (example: stuffed animals), brushes, oil pastels, pillowcase or paper, fabric paints, found objects- yarn, buttons, pieces of fabric</p>	<p>A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, D1, D2</p>	<p>1a – d, 2a – b, 3c, 4a- b</p>

## Overall aims for the Grade Two Art Program of Study

Pupils should be able to;

- Create sketches (in books) to record their observations and use them to review and revisit ideas.
- Draw, paint and sculpt with a range of materials, having improved their mastery of art and design techniques.
- Highlight examples of great artists, architects and designers in history.

\*Please note that Art is related to the theme studied in English using various mediums and styles of art.

Over the course of the school year Art classes will be directed by the following ESLRS;

1. AIS is preparing 'global minded' students that;
  - c. Develop and understanding and open minded approach towards other cultures and histories.
  - d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrates a desire to learn and understand.
2. AIS students develop a respect for themselves and others by;
  - a. Co-operating and working together on academic and non-academic group projects.
  - b. Demonstrating a positive attitude, enthusiasm and active participation.
4. At AIS students develop a healthy self-confidence;
  - a. By showing they are prepared to risk take and challenge themselves by trying new things.
  - b. Being motivated learners with a curiosity about the working universe around them.