



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	Lines all around: - Identify lines in art and nature - Create a composition with lines Lines show movement: - Identify lines that show movement - Express ideas using lines	Access Prior knowledge 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. Discuss photographs and <u>explore the environment</u> : Help students develop and organize ideas from the environment. Have them identify variations in objects ad subjects using the senses.	Produce art pieces: • My Fall Tree • "Dance for Joy" drawing	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
Мау		Geometric Shapes: - Identify art elements such as geometric shapes - Make a collage using geometric	<u>Visual aid</u> Use visuals to support comprehensible input. Display a picture of a tree. <u>Discuss Art concepts</u>	ProduceArt pieces Food Collage Free-form flip art Favourite-people portrait 	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

		shapes	(Geometric shapes):		glue, crayons, paper		
		onapoo	Cut shapes out of		plate, tempera paints,		
		Free-form shapes:	construction paper and		paintbrushes		
		- Identify free-	then cut them apart to for		-		
		form shapes	new shape. Ask children to				
		- Use free-form	identify each new shape				
		shapes in art	and to compare and				
			contrast their attributes				
		Shapes and People:					
		- Identify art					
		elements such					
		as shapes in a					
		portrait					
		- Create a					
		portrait of					
		people					
June		Colors work together:	Unit Vocabulary	Produceart pieces:	Teacher Edition Art	A1, A2, A3, A4,	1a – d, 2a – b, 3c, 4a- b
		- Identify and	discussion		Everywhere Page 42a	A5, B3, B4, C1,	
		make primary	Have volunteers read	Rainbow	to 60, white paper,	C2, $D1$, $D2$	
		and secondary	aloud the vocabulary	Pinwheel	scissors, tempera		
		colors	words. Work with students	 Mood Painting 	paints, glue stick, brad,		
		- Practice skills	to make a word web about		drinking straw,		
		necessary for	the topic, Color, using the		paintbrushes,		
		producing	vocabulary words and		construction paper,		
		constructions	definition. Encourage students to share what		wallpaper sample, oil		
		Warm and cool colors:	they already know about		pastels, crayons		
		- Identify warm	color.				
		and cool colors	60101.				
		- Express feelings					
		by using a					
	Colour and Value	variety of colors					
		in artworks					
July		Light and dark colors:	Color role-play	Produce art pieces:	Teacher Edition Art	A1, A2, A3, A4,	1a – d, 2a – b, 3c, 4a- b
j		- Understand	Hold up colored paper one		Everywhere Page 42a	A5, B3, B4, C1,	, ,,, ,
		values, tints,	sheet at a time. Have	• Fall Bouquet	to 60, white paper,	C2, D1, D2	
		and shades	students act out how they	Painting	scissors, tempera		
		- Create effective	feel, name the feeling and	Story Puppet	paints, glue stick, brad,		
		compositions	tell why.	Scene	drinking straw,		
		using color and		Crayon-Resist	paintbrushes,		
		value	Mixing colors	Seascape	construction paper,		
		Colors tell stories:	Have children practice		wallpaper sample, oil		
		- Identify mood	mixing colors. Then have		pastels, crayons		
		and stories in	them choose colors to				
		art	express their feelings and				
		 Express ideas in 	ideas.				

		artworks <u>Colors in seascapes :</u> - Identify seascapes and horizon lines - Create an effective seascape	Close-up paintings 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.				
September		Shapes make patterns: - Identify pattern and repetition - Create a frame, using shape patterns Description Colors make patterns: - - Identify principles, such as patterns - Create color patterns using prints	Pattern repetitionShow students an artworkof a quilt. Ask them whatshapes make up the bigstar in the quilt. Point tothe arms of the star and tothe flowers. Name theshape and tell them thatrepeating shapes, lines orcolors make a pattern.Recognize a patternDisplay visuals of variousflags. Ask students to tellhow the flags are different.Predicting colorsShow students' crayonsarranged in repeatingcolor patterns, such as red-blue-green/ red-blue-green.Ask them to tell whichcolor comes next.	 Produceart pieces: Patterned Picture Frame Patterned stand-up animal 	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	A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, D1, D2	1a – d, 2a – b, 3c, 4a- b
October	Pattern, Rhythm and Texture (Halloween Preparation)	Patterns show rhythm : - Identify principles such as rhythm - Create pictures	<u>Clap Rhythm</u> Clap distinct rhythmic patterns with long and short beats. Ask student to repeat each clapping	Produceart pieces: • Rain forest scene • Found object	Teacher Edition Art Everywhere Page 62a to 80, ruler, construction paper, crayons, markers,	A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, D1, D2	1a – d, 2a – b, 3c, 4a- b

		showing rhythm Patterns and textures in weaving: - Identify patterns and textures - Construct a weaving Patterns show texture : - Understand that patterns can show texture - Create a textured rubbing	pattern. Texture time Display materials such as wool, corduroy, silk and fake fur. Ask Children to touch each one and describe how it feels. Draw lines Say words that describe texture, such as sharp, soft and bumpy, and tell students to illustrate each with lines only.	weaving Textured animal rubbing 	paints, paintbrushes, found objects- seashells, pom-poms, scraps, glue, sponges, tempera paints, clothespins, yarn, tape, paper strips, butcher paper, stapler		
November	Form and Space	Shapes and forms: - Identify shape and form - Express ideas and feelings in art-works- clay pinch pot - Make and identify patterns Sculpted forms: - - Identify elements such as space - Express ideas using forms	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.	 Produceart pieces: Decorated Clay Bowl Foil sculpture 	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	A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2	1a – d, 2a – b, 3c, 4a ⁻ b
December		Relief sculpture : - Identify relief sculptures - Create an effective relief	Discuss art concepts Have children identify which form each artwork is most like and tell why. Share background	Produceart pieces: • Clay tile relief sculpture • Amazing school	Teacher Edition Art Everywhere Page 82a to 100, clay, objects for creating patterns and textures in clay- paper		

	Form and Space	sculpture <u>Architecture:</u> - Identify shape and form - Practice skills necessary for producing modelled forms - Compare and contrast <u>Landscapes:</u> - Recognize landscapes - Create an effective landscape using elements and principles	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.	model • 3-D landscape painting	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		
January		Emphasis using color: - Identify principles such as emphasis - Create effective compositions with emphasis using color Emphasis using size: - Identify principles such as emphasis - Identify principles such as emphasis - Create a collage with emphasis with emphasis	Warm-up Select books having colourful covers in which one color stands out. Have children identify the color that stands out on each. Discuss Art concepts 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.	 Produce art pieces: "Around the town" painting Found object collage 	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	A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, D1, D2	1a – d, 2a – b, 3c, 4a- b
February	Balance, Unity and Value	Balance using shapes: - Identify balance and symmetry - Produce a balanced sun print Balance using color: - - Identify	Warm-up 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.	 Produce art pieces: Sun print Famous- person portrait Celebration Vest 	Teacher Edition Art Everywhere Page 102a to 120, clay, pencils, construction paper, scissors, tempera paints, watercolour paints, paintbrushes, cardboard or construction paper,	A1, A2, A3, A4, A5, B3, B4, C1, C2, D1, D2	1a – d, 2a – b, 3c, 4a- b

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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.