

Winslow Township School District

Grade 2 Art

Unit 1: Lines and Shapes

Overview: In this unit of study, students will be introduced to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design connecting lines and shapes to the natural world. They will identify and explain how geometric shapes and organic shapes are used in works of art. Students will create works of art that demonstrate geometric and organic shapes, as well as directional lines.

Overview	Standards for Art	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p style="text-align: center;">Lines and Shapes</p>	<ul style="list-style-type: none"> • 1.5.2.Re3a • 1.5.2.Cr1a • 1.5.2.Cr1b • 1.5.2.Cr2a • 1.5.2.Cr2b • 1.5.2.Cr2c • 1.5.2.Cn10a • 1.5.2.Re7b • 1.5.2.Cr3a • 1.5.2.Pr5a • WIDA 1 	<ul style="list-style-type: none"> • Lines and geometric shapes are principle foundations in the creation of art. • Lines and shapes are also used in the study of Mathematics and Science. • There are various types, directions of lines and qualities of line. • Artists use lines and shapes that are found in nature and the environment. • Lines, geometric, shapes and free forms are found in everyday objects and used in realistic and non-objective art. 	<ul style="list-style-type: none"> • What is shape? • How do geometric and organic shapes vary? • What is a line? • What are the various types of lines? • What are the differences within each of the directional lines?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Students will develop a strong understanding that works of art may include organic and geometric shapes. • Students will identify and utilize various types of lines in patterns and repetition. • Students will identify and utilize directional lines in their creations of art. • Students will be able to identify and explain elements of art: geometric vs. organic shapes, various types of lines and their directions in specific works of art. • Students will be able to explain how geometric shapes and organic shapes vary and are used in works of art and within nature. • Students will be able to create works using a variety of materials that demonstrate geometric and organic shapes, as well as type of lines and utilized the concept of directional lines. • Students will be able to positively critique works of art by themselves and others and recognize themes within them. 		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Lines and Shapes	1.5.2.Re3a	Use art vocabulary to explain preferences in selecting and classifying artwork.	1	9
	1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	1	
	1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	1	
	1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	1	
	1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.		
	1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.	1	
	1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.	1	
	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.	1	
	1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	1	
	1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.		
Assessment, Re-teach and Extension			1	

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Enduring Understanding	Indicator #	Indicator
People evaluate art based on various criteria.	1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
	1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
	1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
	1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences	1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.

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Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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• Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- Teacher designed activities and rubrics implemented to determine student understandings of: Shapes and Lines.
- [Starry Night](#): Students will recreate their own version of Starry Night.
- Students will view a [lava lamp](#) and notice how the shapes are organic.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://artclasscurator.com/artworks-that-use-shape/>
- <https://artprojectsforkids.org/category/view-by-artist/artist-kandinsky/>
- <https://kinderart.com/>

Activities

- [Wassily Kandinsky, Van Gogh, Matisse Virtual field trip Metropolitan Museum](#):
- [Books about Van Gogh](#): Students will identify in lines (and their direction) in famous works of art.
- [Line in Art](#): Students will be introduced to one of the basic elements of art—line—by analyzing types of lines used in various works of art to help students understand how artists use line to convey movement and mood. They will then create an abstract line art piece based on an activity they enjoy to do or watch.
- [Lines of All Kinds](#): Students will be introduced to the vocabulary words: horizontal, vertical, and diagonal. Then they will have the opportunity to paint with many colors within the boundaries of the lines they create.
- [Artwork using Geometric/Organic Shapes](#): Students will observe art that uses Geometric and Organic shapes. Then complete an [activity](#) that requires organic and geometric shape knowledge.
- Students will use playdough and shape cookie cutters to create geometric shapes and then make organic shapes by hand.

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Instructional Best Practices and Exemplars

- | | |
|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 2 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

Social Studies Standards:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Math Standards:

M.2.GMD.A. Measure and estimate lengths in standard units.

M.1.GMD.C. Represent and interpret data.

M.1.G.A. Reason with shapes and their attributes.

Science Standards:

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.