

Second Grade Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence 2016

Grade 2	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 1	<p>On-going: See <i>first grade</i> and add use of variety of brushes and additional watercolor techniques and chalk pastels. Technique of tearing paper. Beginning printmaking/stamping; additive clay sculpture. Analyze use of elements.</p> <p>Focus is on:</p> <ul style="list-style-type: none"> ▪ Line <ul style="list-style-type: none"> ○ Rough/smooth ○ Horizontal/vertical ○ Broken/solid ○ Diagonal/zig-zag ○ Movement/calm ▪ Color <ul style="list-style-type: none"> ○ Value ○ Hues ○ Tints/shades ○ Warm/cool • Shape <p>Possible Projects :</p>	<p>I. Foundations:</p> <p>II. Create/Make</p> <p>III. Perform/Present</p> <p>IV. Respond/Critique 1.1</p>	<p>Benchmarks: Activity A: I. Respond/Critique 1.1</p> <p>Learning Goal: The student will compare and contrast the characteristics of artworks from teacher-selected pictures or images of artworks</p> <p>Assessment Activity A: Compare and contrast the characteristics of at least two teacher-selected pictures or images of artwork by circling the correct characteristic for each piece of artwork from a given list, including:</p> <ul style="list-style-type: none"> ▪ <i>Lines</i>-Curved/straight ▪ <i>Color</i>-Bright/dull ▪ <i>Shape</i>-Geometric/free form ▪ Active line/calm line ▪ Sad/happy (or other moods) <p>Words may be accompanied by symbols to help students identify the differences and similarities with a paper and pencil test <i>or assessment can be completed orally with the student using "Voice thread"</i></p>	<p>Activity A: Scoring Key for correct answers</p>

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Semester 2	<p>On-going: <i>See first grade</i> and add use of variety of brushes and additional watercolor techniques and chalk pastels. Technique of tearing paper. Beginning printmaking/stamping; additive clay sculpture. Analyze use of elements.</p> <p>Focus is on:</p> <p>A. Elements:</p> <ul style="list-style-type: none"> ▪ Texture <ul style="list-style-type: none"> ○ Applications such as wet, slippery, spiky, bumpy, sharp, rough ▪ Form: 3 dimensional <ul style="list-style-type: none"> ○ Height/width/depth ▪ Space <ul style="list-style-type: none"> ○ Positive/negative <p>B. Principles:</p> <ul style="list-style-type: none"> ▪ Rhythm ▪ Pattern/motif ▪ Unity ▪ Balance <ul style="list-style-type: none"> ○ Symmetrical /asymmetrical ▪ Contrast <p>Possible Projects</p> <ul style="list-style-type: none"> ▪ <i>Collage “How Do I Want the World to Be”</i> 	<p>I. Foundations: 3.1</p> <p>II. Create/Make</p> <p>III. Perform/Present</p>	<p>Learning Goal: The student will identify the characteristics of artwork from a variety of cultures by matching unknown artworks to known artwork in at least three different cultures.</p> <p>Assessment Activity B: Identify artwork from at least three cultures (one must be Minnesota American Indian) through sorting art cards or a paper/pencil test of a gallery display (each piece is numbered) including one known piece and at least 2 unknown pieces of artwork from each culture. <i>Smart Board technology could be used in the design of the assessment.</i></p>	<p>Activity A: Scoring Key for correct answers</p> <p>Activity B: Scoring Key for correct answers</p>