

## Scope and Sequence – Second Grade Art

Subject	Grade	9 Weeks
Art	2nd	1 <sup>st</sup> through 3 <sup>rd</sup> Nine Weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:		For example students might participate in the following activities:
(A) compare and contrast variations in objects and subjects from the environment using the senses; and		1. <a href="http://kidsartists.blogspot.com/search?updated-max=2009-11-10T14:17:00%2B01:00&amp;max-results=20">http://kidsartists.blogspot.com/search?updated-max=2009-11-10T14:17:00%2B01:00&amp;max-results=20</a> (Based off of Oldenburg food sculptures)
(B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.		2. <a href="http://splishsplashsplatterart.blogspot.ca/2011/10/jean-dubuffet-sculptures.html?m=1">http://splishsplashsplatterart.blogspot.ca/2011/10/jean-dubuffet-sculptures.html?m=1</a> (Dubuffet sculpture project)
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>
Line, Shape, Color, Texture, Form, Space, Emphasis, Pattern, Repetition, Movement, Rhythm, Balance		Books such as The Dot Book <a href="http://awesomeartists.com/ART/mB&amp;WHandoutTheABCsOfArtElementsOfArt.htm">http://awesomeartists.com/ART/mB&amp;WHandoutTheABCsOfArtElementsOfArt.htm</a> (Poster for the Elements)
<b>Weblinks / Other Resources:</b> <a href="https://www.youtube.com/watch?v=t5mGeR4AQdM">https://www.youtube.com/watch?v=t5mGeR4AQdM</a> (The Dot Book)		
<b>Activities:</b> See above	<b>Other Resources:</b> <a href="http://www.authorstream.com/Presentation/aSGuest85895-827598-elements-of-art/">http://www.authorstream.com/Presentation/aSGuest85895-827598-elements-of-art/</a> (Powerpoint presentation on the elements)	<b>Weblinks:</b>
<b>External Assessment:</b>		<b>Local Assessment:</b>
Art Displays including Artome Art Show and Artsonia Digital Portfolio		Teacher observation, self and peer critique, reflection, and analysis

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(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:		For example students might participate in the following activities:
(A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;		1. <a href="https://www.flickr.com/photos/53042895@N08/6993001554/in/photostream/">https://www.flickr.com/photos/53042895@N08/6993001554/in/photostream/</a> (Ocean Fish lesson)
(B) create compositions using the elements of art and principles of design; and		2. <a href="http://www.Artsonia.com/museum/art.asp?id=27751616&amp;exhibit=713589&amp;gallery=y">http://www.Artsonia.com/museum/art.asp?id=27751616&amp;exhibit=713589&amp;gallery=y</a> (3D recycled Sculpture)
(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials		3. <a href="http://www.unitednow.com/product/10681/soft-kut-jigsaw-print-project-56.aspx">http://www.unitednow.com/product/10681/soft-kut-jigsaw-print-project-56.aspx</a> (Printmaking)
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>
Line, shapes, colors, texture, form, space, 2-D, 3-D, printmaking, modeling		Children's Lit: Sky Color by Peter Reynolds Ish by Peter Reynolds The Days the Crayons Quit by Drew Daywalt
<b>Weblinks / Other Resources:</b>		
<b>Activities: See Above</b>	<b>Other Resources:</b>	<b>Weblinks:</b>
<b>External Assessment:</b>		<b>Local Assessment:</b>
Art Displays including Artome Art Show and Artsonia Digital Portfolio		Teacher observation, self and peer critique, reflection, and analysis

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<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:		For example students might participate in the following activities:
(A) interpret stories, content, and meanings in a variety of artworks;		1. Discuss how the artist is a storyteller in applicable images
(B) examine historical and contemporary artworks created by men and women, making connections to various cultures;		2. <a href="http://cassiestephens.blogspot.com/2014/01/in-art-room-self-portrait-in-kimono.html?utm_source=feedburner&amp;utm_medium=email&amp;utm_campaign=Feed:+CassieStephens+(Cassie+Stephens)">http://cassiestephens.blogspot.com/2014/01/in-art-room-self-portrait-in-kimono.html?utm_source=feedburner&amp;utm_medium=email&amp;utm_campaign=Feed:+CassieStephens+(Cassie+Stephens)</a> (Kimono's from Japan)
(C) analyze how art affects everyday life and is connected to jobs in art and design; and		3. Connection to pottery (pinch pots) <a href="http://minimatisse.blogspot.com/search/label/1st%20Grade">http://minimatisse.blogspot.com/search/label/1st%20Grade</a>
(D) relate visual art concepts to other disciplines.		4. (Math related lesson) <a href="http://www.Artsonia.com/museum/art.asp?id=24731750&amp;exhibit=585012&amp;gallery=y">http://www.Artsonia.com/museum/art.asp?id=24731750&amp;exhibit=585012&amp;gallery=y</a>
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>
Culture and Historical terms		
<b>Weblinks / Other Resources:</b>		
<b>Activities: See Above</b>	<b>Other Resources:</b>	<b>Weblinks:</b> <a href="https://www.youtube.com/watch?v=c2UWzVjdjQE">https://www.youtube.com/watch?v=c2UWzVjdjQE</a> (Traditional Japanese Wear)
<b>External Assessment:</b>		<b>Local Assessment:</b>
Art Displays including Artome Art Show and Artsonia Digital Portfolio		Teacher observation, self and peer critique, reflection, and analysis

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<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:		For example students might participate in the following activities:
(A) support reasons for preferences in personal artworks;		1. Discussion of personal artwork
(B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and		2. <a href="http://ccisdfabartideas.weebly.com/3d-mini-art-museum.html">http://ccisdfabartideas.weebly.com/3d-mini-art-museum.html</a> (Create a mini gallery)
(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.		3. Collect art in personal portfolio, sketchbook and digital portfolio ( <a href="http://www.Artsonia.com">www.Artsonia.com</a> ) Also write personal artist statements about artwork on Artsonia.
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>
Compare/Contrast, Portfolio		Come Look With Me (book series)
<b>Weblinks / Other Resources:</b>		
<b>Activities: See Above</b>	<b>Other Resources:</b>	<b>Weblinks:</b>
<b>External Assessment:</b>		<b>Local Assessment:</b>
Art Displays including Artome Art Show and Artsonia Digital Portfolio		Teacher observation, self and peer critique, reflection, and analysis