

Stockton Unified School District
Curriculum Map

Visual Art

Grade 2

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Third Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment <p>II. PRODUCING ART - TEXTURE</p> <p>A. Texture in Surroundings</p> <ol style="list-style-type: none"> 1. Textural rubbings 2. Visual/tactile 3. Similarities of Texture 4. Texture in 3-Dimensional Art <p>B. Pattern</p> <ol style="list-style-type: none"> 1. Ordered/random 2. Using texture in artworks 	<p>Critique artworks to identify visual/tactile textures</p> <p>Critique surroundings to identify textures</p> <p>Critique of textures in environment and art texture rubbings</p> <p>Collage from multicolor crayon rubbings</p> <p>Texture of animal skin in a drawing</p> <p>Mexican and South American jewelry</p> <p>Necklace or jewelry using raised areas to create surface texture organized in radial balance</p>	<p>Large Reproductions: <i>Toto</i>, Frank Romero <i>Wolf General</i>, Tarleon Blackwell <i>Spiral Dance</i>, Donna Howell-Sickles <i>African Canvas</i>, Margaret Courtney- Clark <i>Cow Mask</i>, Wee</p>	<p><u>Language Arts</u>: words that describe texture</p> <p><u>Science</u>: animal textures <u>Math</u>: nature symmetry <u>Social Studies</u>: African wish necklaces</p> <p>Literature Link: <i>Too many Tamales</i> by Gary Soto; <i>Have you seen my cat?</i> By Eric Carle; <i>Ed Emberley's Drawing Book of Animals</i> by Ed Emberley</p>

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3, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fourth Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment 	<p>Critique art prints to identify use of color</p> <p>I Spy game to identify colors in the surroundings</p>		<p>Language Arts: words used to identify colors</p>
1, 2, 3, 4, 5	<p>II. PRODUCING ART - COLOR</p> <p>A. Using Color</p> <ol style="list-style-type: none"> 1. Colors - emotion 2. Fantasy and realism 3. Moods/feelings <p>B. Color Mixing/Color Wheel</p> <ol style="list-style-type: none"> 1. Secondary colors 2. Intermediate colors 3. Warm and cool colors 4. Color scheme 5. Tints 6. Shades <p>C. Using Color in Artworks</p>	<p>Color Wheel - Primary and secondary colors on the color wheel</p> <p>Painting of a colorful garden</p> <p>Paintings of functional objects on dry and damp paper to discover fluid paint qualities</p> <p>Painting (watercolor) using warm colors and another using cool colors</p> <p>Painting of predominantly light color values with dark colors values for details and mood</p>	<p>Large Reproductions; <i>The Golden Age; The Crow and the Hummingbird</i>, Joan Brown</p> <p><i>French Pastries</i>, Wayne Thiebaud</p> <p><i>Interior with Dog</i>, Henri Matisse</p> <p><i>Summer</i>, Giuseppe Arcimboldo</p> <p><i>Three Musicians</i>, Pablo Picasso</p>	<p>Science: Color Mixing</p> <p>Literature Link: <i>Redoute: The Man Who Painted Flowers</i>, Carolyn Croll</p> <p><i>Linnea in Monet's Garden</i>, Christna Bjork</p>

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<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Sixth Six Weeks</p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> 1. Exemplary artists/artworks 2. Media, tools, techniques, and processes 3. Influences 4. Themes and styles <p>B. Critique</p> <ol style="list-style-type: none"> 1. Knowledge-based decisions 2. Personal preferences/aesthetic decisions <p>C. Critique Process</p> <ol style="list-style-type: none"> 1. Discussion 2. Analysis 3. Interpretation 4. Judgment <p>II. PRODUCING ART - FORM</p> <p>A. Form</p> <ol style="list-style-type: none"> 1. Shape-to-form in sculpture 2. 3-Dimensional art dimensions 3. Organic/man-made 4. Equal/unequal balance 5. Radial balance <p>B. Creating Artworks</p> <ol style="list-style-type: none"> 1. Processes 2. Materials/tools 	<p>Clay sculpture beginning with a geometric form</p> <p>Sculpture of standing person by pinching, pulling and joining clay</p> <p>Masks illustrating symmetrical (equal) balance</p> <p>3-dimensional scale drawing for a garden, including a sculpture</p>	<p>Large Reproductions: <i>Double Grandmothers in Black and White Dresses</i>, Viola Frey <i>Bear's Lair</i>, Sherry Markovitz <i>Self-portrait</i>, Marisol Cow mask Sun mask</p>	<p><u>Language Arts</u>: words that describe forms</p> <p><i>Abdul Gasazi</i>, Chris Van Allsburg; <i>Mr. Jordan in the Park</i>, Laura Jane Coats</p> <p><u>Language Arts</u>: Write a letter, descriptive phrase <u>Math</u>: Venn diagrams <u>Science</u>: Soil, environment, garden growth <u>Social Studies</u>: masks Literature Links: <i>The Amazing Book of Shapes</i>, Lydia Sharman; <i>Raven's Light: A Myth from the People of the Northwest Coast</i>, retold by Susan Hand</p>

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