



Grade 2 - Unit 2 - Textile Design

Unit Focus

In this unit, second graders will be comparing and contrasting cultural uses of textile art from different times and places. They will develop an appreciation for art around the world by analyzing how sharing it contributes to communities. By using materials such as scissors, glue, and paint, they will further show an appreciation for art by demonstrating safe procedures for using and cleaning art tools and equipment.

Stage 1: Desired Results

| Established Goals | Transfer | |
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| Standards National Core Arts Standards <i>Visual Arts: 2</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.2) Compare and contrast cultural uses of artwork from different times and places. (VA:Cn11.1.2.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.2) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr2.2.2.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.2) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2.a) Repurpose objects to make something new. (VA:Cr2.3.2.a) Share: Convey meaning through the presentation of artistic work. (VA:Pr6.1.2) Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. (VA:Pr6.1.2.a) Other Goals Portrait of a Graduate Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2) | <i>Students will be able to independently use their learning to...</i> T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <i>Students will understand that...</i> U1 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist. U2 Artists' creative choices are influenced by their expertise, context, and expressive intent. U3 The context an artist provides as their work is being seen/viewed can have an impact on the audience. | <i>Students will keep considering...</i> Q1 How does knowing more about the topic change or deepen my understanding? Q2 What am I learning or have I learned from creating this work of art? |
| | Acquisition | |
| | Knowledge | Skill(s) |
| | <i>Students will know...</i> K1 Printing is an art form used around the world throughout history, which can be both aesthetic and functional K2 Symbols and patterns can provide meaning to better understand an artwork or artform K3 Pattern, variety, and unity are principles of design often used in fabric creations K4 Printing means to press and lift an inked surface onto another K5 Vocabulary: contrast, cool, warm, monoprint, relief, intaglio, brayer | <i>Students will be skilled at...</i> S1 Analyzing and creating patterns within textile designs S2 Incorporating a variety of patterns in a textile design S3 Printing lines and shapes to create an image of their choice |