

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	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. Focus is on: ▪ Line ○ Rough/smooth ○ Horizontal/vertical ○ Broken/solid ○ Diagonal/zig-zag ○ Movement/calm ▪ Color ○ Value ○ Hues ○ Tints/shades ○ Warm/cool • Shape Possible Projects :	I. Foundations: II. Create/Make III. Perform/Present IV. Respond/Critique 1.1	Benchmarks: Activity A: I. Respond/Critique 1.1 Learning Goal: The student will compare and contrast the characteristics of artworks from teacher-selected pictures or images of artworks 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: ▪ <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) 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>	Activity A: Scoring Key for correct answers

Grade 2	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	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. Focus is on: A. Elements: ▪ Texture ○ Applications such as wet, slippery, spiky, bumpy, sharp, rough ▪ Form: 3 dimensional ○ Height/width/depth ▪ Space ○ Positive/negative B. Principles: ▪ Rhythm ▪ Pattern/motif ▪ Unity ▪ Balance ○ Symmetrical /asymmetrical ▪ Contrast Possible Projects ▪ Collage “How Do I Want the World to Be”	I. Foundations: 3.1 II. Create/Make III. Perform/Present	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. 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>	Activity A: Scoring Key for correct answers Activity B: Scoring Key for correct answers