

# Blackhawk School District

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## CURRICULUM

|                           |                              |
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| <b>Course Title:</b>      | <b>Art</b>                   |
| <b>Grade Level(s):</b>    | <b>Second Grade</b>          |
| <b>Periods Per Week:</b>  | <b>1 period per 6 days</b>   |
| <b>Length of Period:</b>  | <b>40 minutes</b>            |
| <b>Length of Course:</b>  | <b>1 year</b>                |
| <b>Faculty Author(s):</b> | <b>Becky Effert</b>          |
| <b>Date:</b>              | <b>2008/ revised May '09</b> |

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In preparing students for a global economy, visual arts education is a vital component to the Blackhawk community. Visual arts foster the development of critical thinking in problem solving, cultural understanding and awareness, and creative experiences and expression for the purpose of cultivating a lifelong appreciation of the arts.

### **COURSE DESCRIPTION:**

Second Grade students will be involved in an intensive exploration of art. Students will study and create work using various basic art production methods including drawing, painting, and three dimensional work.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| COURSE OUTLINE  | OBJECTIVES (PA standard)   | PROPOSED TIME / ACTUAL TIME  | RESOURCES  | LESSON REFLECTION (for future revisions) |
|---|--|--|--|--|
| <p><b>Drawing</b></p> <p><b>Color</b></p> <p><b>Paint</b></p> <p><b>3-Dimensional</b></p> | <p>9.1.3 A Know and use the elements and principles of each art form to create works in the arts and humanities including elements of color, form/shape, line, space, texture, value and principles of balance, contrast, emphasis/focal point, movement/scale, repetition, unity/harmony.</p> <p>9.1.3 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts including visual arts of paint, draw, craft, sculpt, print, design for environment, communication, multi-media</p> <p>9.1.3 C Recognize and use fundamental vocabulary in visual art</p> <p>9.1.3 E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of art</p> <p>9.1.3.D Recognize and use knowledge of variety of styles within visual arts through exhibition of unique works (formal and informal)</p> <p>9.1.3 E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of art</p> <p><i>9.1.8 G Explain the benefits of practicing</i></p> <p><i>9.1.8 J Incorporate specific uses of traditional (i.e. paint, tools, sponges, etc...) and contemporary (computers, internet, kiln, etc...) technologies within the design for producing and exhibiting works in the arts or the works of others</i></p> | <p><b>6-10</b></p> <p><b>4-5</b></p> <p><b>6-10</b></p> <p><b>6-10</b></p> | <p>Smart board</p> <p>Visual Prints</p> <p>Resource Books</p> <p>Internet Resources</p> <p>Kiln</p> <p>Kiln Supplies:<br/>Clay, Clay Tools, Glaze</p> <p>Handouts (Paper and Ink)</p> <p>Technology:<br/>7.0 Megapixel camera, scanner, color printer with ink, Photoshop, printer paper</p> <p>Scholastic Art Magazine</p> <p>General Painting Supplies: Paint,</p> |  |

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|  | <p><i>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</i></p> <p><i>9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in visual arts at work and in performance spaces.</i></p> <p><i>9.1.8 I Know where art events occur when applicable and how to gain admission</i></p> <p><i>9.2 B and C Relate works in the arts (such as styles and genre) to historical events or time periods, when applicable</i></p> <p><i>9.2 D / E Analyze a work of art and its impact from its historical and cultural perspective, when applicable</i></p> <p><i>9.2 F Know and apply appropriate vocabulary used between art and the other curricular areas.</i></p> <p><i>9.2 G Relate works in the arts to geographic regions</i></p> <p><i>9.2 H Identify describe and analyze the work of Pennsylvania artists.</i></p> <p><i>9.2 I Identify, explain and analyze philosophical beliefs as they relate to works in art</i></p> <p><i>9.2 J / K Identify, explain, and/or analyze historical and cultural differences and traditions</i></p> <p><i>9.4.5 D Recognize and/or explain that choices made by an artist regarding subject matter and themes communicate ideas through works of art</i></p> <p><i>9.4.8 A Compare and contrast examples of group or individual philosophical meanings or a work of art</i></p> <p><i>9.4.8 B Compare and contrast informed individual opinions about the meaning of works of art</i></p> |  | <p>Brushes, Paper</p> <p>General Drawing Supplies: Artist Grade Pencils, Erasers, Paper, Charcoal, Pastels, Chalk, Crayon, pencil Sharpener, Colored Pencils</p> |  |
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|  | <p><i>9.3 A –G Identify and/or analyze art work using the critical process of examination (i.e. compare and contrast, analyze, interpret, evaluate and form judgments) including:</i></p> <ul style="list-style-type: none"><li><i>• Characteristics, Themes, Forms, Techniques, and Style</i></li><li><i>• Appropriate vocabulary</i></li><li><i>• Critical analysis (contextual, formal, and intuitive)</i></li></ul> |  |  |  |
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