



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	2
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make		P		P		P	S
VA:Cr2.1 Organize and develop artistic ideas and work	S	S	P	S	P	S	P
VA:Cr3.1 Refine and complete artistic work.	P						
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.	S			S			
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.							S
VA:Pr6.1 Convey meaning through the presentation of artistic work.		S					

Responding							
VA:Re7.1 Perceive and analyze artistic work.					S		
VA:Re8.1 Interpret intent and meaning in artistic work.				S			
VA:Re9.1 Apply criteria to evaluate artistic work.			S				
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S		S				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							S

UNIT 1: Drawing

Title: Line

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.2	Discuss and reflect with peers about choices made in creating artwork.	x	Content Knowledge	Horizon line, ground line
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.2	Create works of art about events in home, school, or community life.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.2: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cn10.1.2: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cr2.2.2:

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will learn that lines can be found within their environment. Students will continue to explore line as an element of art and expand their line vocabulary. They will learn how to identify and draw environmental lines within a composition.

Activities will include observing and recognizing lines in art and the environment. Students will draw lines within a composition that describe their environment. Students will create artwork exploring lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify what a horizon line and ground line are within our environment (environmental lines)
- Draw horizon line and ground lines within a composition
- Create artwork exploring environmental lines in a variety of media, techniques, and processes.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

wavy, broken, spiral, diagonal, vertical, horizontal, thick, thin

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	complex geometric shapes, trapezoid
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will learn that shape is an element of art. They will begin to identify different kinds of shapes including organic and geometric. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment and the figure. They will explore the relationship of shapes (size and placement) in the figure.

Activities will include observing and recognizing shapes in art, the environment and the figure. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify shape as an element of art
- Identify complex geometric shapes, trapezoid, and organic
- Observe and describe complex geometric shapes, trapezoid, and organic found within our environment and the figure.
- Create artwork using relationships of shapes in the figure.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	organic, geometric, portrait, self portrait

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 3: Space
TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cn10.1.2	Create works of art about events in home, school, or community life.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	Middleground
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cn10.1.2: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will explore spatial relationships. They will identify spatial relationships in artwork such as near/far, front/foreground, back/background and middle/middleground. They will identify the illusion of depth in 2D artwork and continue to use size relationships and overlapping.

Activities will include drawing objects within the environment that occupy space. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify what middle/middleground spatial relationship is in artwork
- Identify and describe the illusion of depth in 2D artwork
- Create artwork utilizing spatial relationships and objects within the environment

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

near/far, front/foreground, back/background

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 4: Painting

TITLE: Color

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	Warm, cool
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Re8.1.2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Re8.1.2: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

People gain insights into meanings of artworks by engaging in the process of art criticism.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify the warm and cool color theories. They will understand that both warm and cool colors evoke feelings in artwork. Students will learn where warm and cool colors are located on the color wheel. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination. They will continue to learn how to properly hold and clean brushes.

Activities will include creating works of art with warm and cool colors in a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify that color is an element of art
- Identify the warm and cool color theories
- Describe the feelings that warm and cool colors bring and how artists use color to bring out the emotion
- Create my own work of art using warm and cool colors

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Primary, secondary, color wheel

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 5: Stamping

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	Variety, design
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

UNIT DESCRIPTION

Students will continue to explore printmaking by using either found objects, natural objects, or both, to stamp. They will recognize and understand how pattern variety relates to design in an artwork and the world around them. Students will discover how artists use printmaking, pattern, and design to convey their ideas.

Activities will include creating artwork with a variety of patterns and designs using found objects, natural objects, or both, to stamp. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Recognize and describe how pattern variety connects to design in artwork and the world
- Identify and describe how artists use printmaking, pattern, and design to convey their ideas
- Create my own artwork with a variety of patterns and designs using found objects and natural objects to stamp

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Alternating pattern (AB)
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment. Drawing materials, pencils, paper etc.	

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.2	Brainstorm collaboratively multiple approaches to an art or design problem.		Content Knowledge	sculpture, crumpling, rolling, folding
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	sculpture, crumpling, rolling, folding
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	sculpture, crumpling, rolling, folding
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.2: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to develop and expand fine motor skills using various media. Students will review collage, cutting shapes (square, rectangle, triangle, circle, oval) and folding paper to create a collage. Students will begin to explore 2D and 3D concepts and learn that form is an element of art. Students will learn about sculpture. They will distinguish the difference between form(3D) and shape(2D). Students will recognize and describe form in artworks and in the environment.

Activities will include creating a form using a variety of materials. Techniques will include crumpling, rolling and folding. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify that form is an element of art
- Identify what a sculpture is
- Identify and describe the difference between form (3D) and shape (2D)
- Demonstrate the techniques of crumpling, rolling, and folding
- Create a form using a variety of materials and applying the techniques of crumpling, rolling, and folding

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	folding, cutting shapes (square, rectangle, triangle, circle, oval), collage

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.2	Experiment with various materials and tools to explore personal interests in a work of art or design.		Content Knowledge	pinch, pinch pot, texture (stippling and scratching)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.2.2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr1.2.2: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?

VA:Cr2.2.2: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will refine 1st grade 3D fine motor skills through the manipulation of clay. They will continue to explore form and create 3D work with an emphasis on pinching. In addition, texture will be further explored and applied to this pinched form using techniques such as stippling and scratching to alter the surface.

Activities will include pinching to create a pinch pot, incorporating texture such as stippling and scratching into the surface. Students will also begin to explore the clay tools and/or found objects to create such texture(s) in their work. Students will learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Target: I CAN

- Identify pinch, pinch pot, texture (stippling and scratching)
- Demonstrate pinching to create a pinch pot
- Create a pinch pot and apply the technique of stippling and scratching to create texture
- Identify and use clay tools and found objects to create texture in my clay project

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	texture (smooth, bumpy, hard, soft), form (cube and cylinder), 2D vs 3D

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.
Drawing materials, pencils, paper etc.