

Everett Public Schools

Elementary Art Curriculum Map

Second & Third Grade

[Blank Google Slide Show](#)
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Year 1 (2022 – 2023)

Year 2 (2023 – 2024)

September



[My Feelings Envelopes](#)



[Quilt Square Mural](#)



[My Identity Letter](#)



[Mindful Breaths](#)

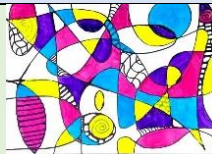
October



[Outdoor Observation](#)



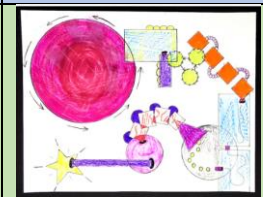
[Colorful Leaf Prints](#)



[Intuitive Line Painting](#)
[Intuitive Line Painting](#)



[Recycle and Refill: Reusable](#)
[Books](#)



[Imagination Invention](#)

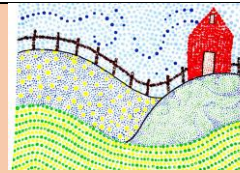
November



[Superhero Cityscapes](#)
[Superhero Skylines](#)



[Geometric Color Wheel](#)
[Geometric Color Wheel](#)



[Balance the Dots](#)

Use tempera paint- not acrylic



[Geometric Color Wheel](#)
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December



[Value Landscapes with Trees](#)



[City Light Landscapes](#)
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[Positive and Negative Handprints](#)

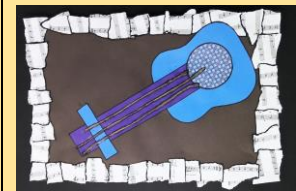


[and Starry Night](#)

[Moonlit](#)



[Make-Believe Masks](#)



[Cubist Instrument Collage](#)

January



[Hide/Seek: The Art of Camouflage](#)



[Chalk Pastel Portraits](#)



[Recycled Pet Shelters](#)

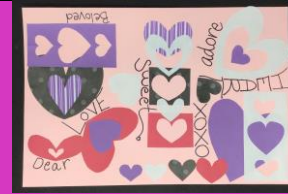


[Robot Homes](#)

February



[Collaged Alebrijes](#)



[Symmetry/Asymetry Art Collage](#)



[Presidential Details](#)

March



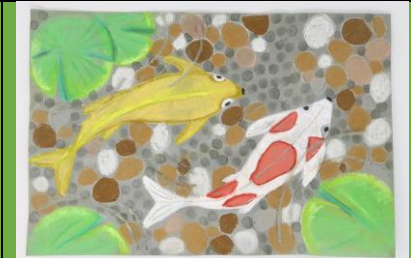
[My Community](#)



[Pictograph Power](#)



[Freestanding Tree Sculpture](#)



[Koi Ponds](#)

April



[Junk Jewelry](#)



[Pop Art Socks](#)



[Mini Weaving](#)



[Painted Paper Weaving](#)

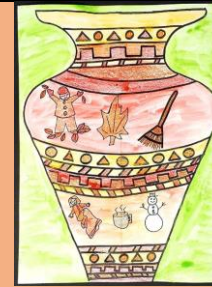
May



[Steady Beat on the Farm](#)



[Fancy Folk Art Flowers](#)



[Amphorae: Artifacts to...](#)



[Wildflower Wonder](#)

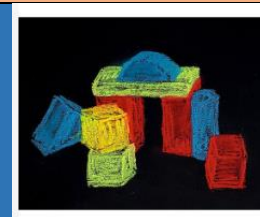
June



[Abstract Insect Sculptures](#)




[Line and Shapes of Unity](#)



[Building Block Still Life](#)

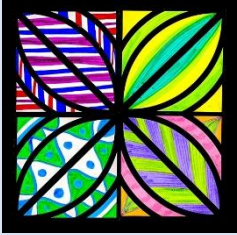


[Grab Bag Art Challenge](#)


Grade Level	2/3 - September
Unit	Social Emotional Learning, Routines, Expectations, getting to know you
Lesson & Project from <i>Art of Education</i>	 <p><u>My feelings Envelope</u></p> <p>Description Students will repurpose envelopes to create miniature books. Students will use the envelopes to convey their feelings about home, school, and community. Students will share completed books with peers.</p>
Teacher Developed Resources	<u>My Feelings Envelope Presentation</u>
Lesson Objectives	<ul style="list-style-type: none"> • Students will repurpose envelopes to create books. • Students will discuss, define, and articulate positive and negative feelings and emotions. • Students will connect home, school, or community life to various feelings and emotions. • Students will select five emotions, which will become the five envelope pages of the book. • Students will insert drawings of the ideas, objects, or events in their lives relating to their selected emotions. • Students will share the completed books with peers.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate how to repurpose envelopes to create accordion books. • Discuss, define, and translate words that express positive and negative emotions. • Suggest how to connect home, school, and community life to various feelings and emotions. • Recommend and suggest specific emotions that will become the envelope pages of the book. • Facilitate and support the drawing process and the final assembly of the books. • Facilitate sharing of the completed books between peers.

WA state Visual Arts Standards	<p>CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Repurpose objects to make something new. VA:Cr2.3.2a</p> <p>RESPONDING Describe what an image represents. VA:Re.7.2.Ka</p> <p>CONNECTING Create works of art about events in home, school, or community life. VA:Cn10.1.2a</p>
Artists	
Literature	
Media	Mixed- book making
Elements	Line, Shape, Color
Assessment & Reflection	<p>Share your book with a partner?</p> <p>Blank Rubric.docx</p>

Grade Level	2/3 - September
Unit	Social Emotional Learning, Routines, Expectations, getting to know you


Lesson & Project <i>from Art of Education</i>	 <h2 data-bbox="443 418 934 479"><u>Quilt Square Mural</u></h2> <p data-bbox="443 500 1976 609">Description Students will examine quilt designs from the past and present and create quilt-inspired artworks. They will combine quilt squares to form a large public mural and investigate how colors suggest mood in a work of art.</p>
Teacher Developed Resources	<p data-bbox="443 621 695 651">Quilt Square Slides</p> <p data-bbox="443 662 781 691">Quilt Square Mural Slides</p>
Lesson Objectives	<ul data-bbox="491 751 1976 1019" style="list-style-type: none"> • Students will identify how colors can connect with emotions. • Students will explore color and pattern combinations during the planning phase of their artwork. • Students will produce a final quilt square design that represents their feelings. • Students will observe how a single quilt square can be part of a larger, more elaborate, collaborative work of art. • Students will analyze how the final quilt square mural contributes to their community. • Students will compare and contrast quilts from the past, present, and in the artwork.
Teaching Strategies	<ul data-bbox="491 1036 1961 1308" style="list-style-type: none"> • Connect how colors can express the emotions of the artist and affect the mood of the viewer. • Facilitate student exploration of color combinations during the planning phase of the artwork. • Guide students in a discussion about how to differentiate quilt square patterns and combine them to create larger quilt designs. • Arrange quilt squares thoughtfully and display the final quilt square mural for the community. • Reflect with students on how the quilt square mural contributes to the larger community. • Assess student understanding of traditional quilts versus contemporary artwork.
WA state Visual Arts Standards	<p data-bbox="443 1325 579 1349">CREATING</p> <p data-bbox="443 1365 1398 1395">Use observation and investigation in preparation for making a work of art.</p> <p data-bbox="443 1406 596 1435">VA:Cr1.2.1a</p>

	<p>PRESENTING Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. VA:Pr6.1.2a</p> <p>RESPONDING Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. VA:Re8.1.2a</p> <p>CONNECTING Compare and contrast cultural uses of artwork from different times and places. VA:Cn11.1.2a</p>
Artists	Faith Ringgold
Literature	<u>Tar Beach</u> , Faith Ringgold
Media	Colored Markers
Elements	Color, Pattern, Line, Variety
Assessment & Reflection	Quilt Design Comparison Blank Rubric.docx

Grade Level	2/3- September
Unit	Fall & Nature
Lesson & Project from <i>Art of Education</i>	 <p>Colorful Leaf Prints</p>

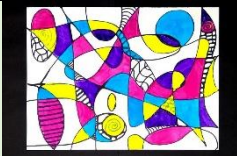
	Description Students will use leaves gathered from the environment around them to use in colorful paintings. They will explore how leaves can be printed using different materials.
Teacher Developed Resources	Colorful Leaf Prints Presentation Colorful Leaf Prints Presentation 2
Lesson Objectives	<ul style="list-style-type: none"> • Students will practice watercolor techniques and supply care. • Students will explore ways to make leaf prints. • Students will choose a color scheme for their artwork based on prior knowledge. • Students will observe and evaluate the finished prints in a gallery walk.
Teaching Strategies	<ul style="list-style-type: none"> • Lead a discussion on student observations of leaves or plants in their environment. • Guide a discussion on color schemes students might choose. • Show or review watercolor techniques and supply care. • Demonstrate how to create leaf prints. • Facilitate a gallery walk of the finished prints.
WA state Visual Arts Standards	CREATING Create personally satisfying artwork using a variety of artistic processes and materials. VA:Cr2.1.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA:Cr2.2.3a CONNECTING Develop a work of art based on observations of surroundings. VA:Cn10.1.3a
Artists	Emilia Van Next Markovich
Literature	Leaves, by David Ezra Stein
Media	Mixed Media- watercolor, colored pencils, tempera paint (leaf prints), pealed crayons (leaf rubbings)
Elements	Organic Shape, Color, Variety

Assessment & Reflection	Gallery Walk Guide Observations & Compliments Blank Rubric.docx
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Grade Level	2/3 - October
Unit	Fall & Nature
Lesson & Project from <i>Art of Education</i>	<div data-bbox="441 506 657 828">  </div> <p><u>Outdoor Observation</u></p> <p>Description Students will observe and draw in their visual journals. Students will investigate how nature connects with their senses and describe characteristics of the natural world vs. constructed environments. Students will add text and color to emphasize meaning.</p>


Teacher Developed Resources	<p><u>Outdoor Observation Slide Show</u></p> <p><u>100 Sketch book ideas</u></p> <p><u>100 silly drawings</u></p> <p><u>Tips for Drawing from Observation</u></p> <p><u>Prompts for Outdoor Sketching</u></p> <p><u>Organic Vs Geometric Shapes</u></p> <p><u>What is Visual Journaling?</u></p> <p>Pro Packs:</p> <p><u>Sketchbook Ideas That Really Work</u></p> <p><u>Making Elementary Sketchbooks Meaningful</u></p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about and practice visual journaling. • Students will demonstrate an understanding of the difference between natural and constructed objects. • Students will draw natural objects from observation outdoors. • Students will select subject matter to draw based on prompts about their senses. • Students will integrate text, poetry, or other supporting information into their visual journals. • Students will articulate their artistic choices with peers.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce the practice of visual journaling. • Differentiate organic from geometric shapes to distinguish natural objects from constructed objects. • Facilitate the experience of drawing outside in a group setting. • Guide students through a series of drawing prompts to help them select subject matter. • Show opportunities to integrate text, poetry, or other supporting information into the visual journal. • Support students as they recall and articulate the reasons for their artistic choices.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>RESPONDING</p> <p><u>VA:Re.7.1.2a</u></p> <p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p>

	VA:Re.7.2.Ka Describe what an image represents. CREATING VA:Cr2.3.Ka Create art that represents natural and constructed environments. VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.
Artists	Georgia O'Keeffe
Literature	Georgia O'Keeffe (Revised Edition) (Getting to Know the World's Greatest Artists)
Media	Drawing media
Elements	Line & Shape
Assessment & Reflection	Tell, Explain, Describe, Critique Guide Blank Rubric.docx

Grade Level	2/3 - October
Unit	Line Drawing & Painting
Lesson & Project from <i>Art of Education</i>	 <u>Intuitive Line Painting</u> Description Students will learn about art and mindfulness and make an intuitive line drawing. Students will add unity, visual interest, and emotion using shape, pattern, and various materials. Students will display the completed painting with a descriptive artist statement.


Teacher Developed Resources	Neurographic Line Drawing/Painting Guided Drawing Meditation Line Types of Lines The Emotion of Line Emotional Color Pairing Cultural Symbols Guide
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about mindfulness and its connection to art. • Students will explore connecting with the mind to create an intuitive line drawing. • Students will add patterns until the piece is visually satisfying. • Students will choose a color to convey emotion while adding paint to the drawing. • Students will evaluate, prepare, and display their artwork.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about mindfulness. • Demonstrate using mindfulness to create an intuitive line, then adding a pattern to create interest. • Facilitate a discussion about color and emotion, guiding students to purposeful painting. • Assist and guide students in the evaluation, preparation, and display of artwork
WA state Visual Arts Standards	<p>CREATING Create personally satisfying artwork using a variety of artistic processes and materials. VA:Cr2.1.3a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. VA:Cr1.2.5a</p> <p>RESPONDING Speculate about processes an artist uses to create a work of art. VA:Re.7.1.3a Identify and analyze cultural associations suggested by visual imagery. VA:Re.7.2.5a</p>


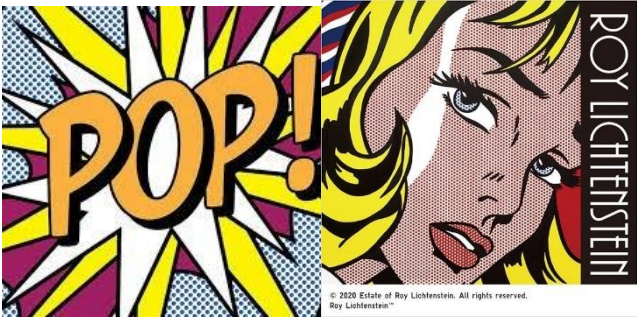
Artists	<p>Sonia Delaunay: <u>A Life of Sonia Delaunay</u>, August 22, 2017, by Cara Manes, Fatinha Ramos</p> <p>Wassily Kandinsky</p> <p>Wassily Kandinsky https://youtu.be/0Kpl4B1J9sk</p> <p>Russian, 1866–1944</p> <p>Wassily Kandinsky pioneered abstract painting in the early 20th century. He believed that geometric forms, lines, and colors could express the inner life of the artist—a theory quite evident in his own explosive paintings, which were often inspired by music. (Artsy.net)</p> <div data-bbox="443 483 1316 797">  </div> <p><u>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art</u> Hardcover – Picture Book, February 11, 2014 (Available from Amazon) by Barb Rosenstock (Author), Mary GrandPre (Illustrator)</p>
Literature	<p><u>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract</u> February 11, 2014 (Available from Amazon) by Barb Rosenstock , Mary GrandPre</p>
Media	<p>Drawing & Painting - colored markers, watercolors or tempera paint</p>
Elements	<p>Line, Shape, Color, Pattern</p>
Assessment & Reflection	<p>Reflective Artist Statement Blank Rubric.docx</p>

Grade Level	2/3 - October
Unit	Landscapes & Cityscapes
Lesson & Project from <i>Art of Education</i>	 <p><u>City Lights in Oil Pastel</u></p> <p>Description Students will create a cityscape while practicing oil pastel blending techniques. Students will use places that have significance to them as inspiration.</p>
Teacher Developed Resources	<p><u>City Lights in Oil Pastel Presentation</u> <u>Scapes!</u></p> <p><u>Expanded Color Wheel</u> <u>Basic Drawing Vocabulary</u> <u>Using Oil Pastels</u> <u>Survey of Architectural Structures</u></p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn and practice blending oil pastels. • Students will choose multiple colors to make the background a colorful sky. • Students will design a cityscape based on places of interest or experience. • Students will turn their cityscape into a silhouette.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate how to blend different colors of oil pastels. • Review how primary colors mix to make secondary and intermediate colors. • Lead a discussion on places that have significance to students and what kinds of buildings or objects they observed. • Demonstrate how to use black oil pastels (or black paper) to create a cityscape.


WA state Visual Arts Standards	<p>CREATING Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. VA:Cr2.2.3a Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4a Identify, describe, and visually document places and/or objects of personal significance. VA:Cr2.3.5a</p> <p>CONNECTING Develop a work of art based on observations of surroundings. VA:Cn10.1.3a</p>
Artists	
Literature	Cool Architecture: 50 fantastic facts for kids of all ages, by Simon Armstrong
Media	Oil Pastels (baby oil, baby wipes)
Elements	Value, Contrast
Assessment & Reflection	Artist Statement Template Blank Rubric.docx


Grade Level	2/3 - November
Unit	Landscapes & Cityscapes

<p>Lesson & Project from <i>Art of Education</i></p>	 <h2><u>Superhero Skylines</u></h2> <p>Description Students will learn about skyscraper architecture and analyze their designs. Students will use basic geometric shapes, patterns, and primary colors to create a superhero-inspired skyline. Students will use a variety of materials and tools to create mixed-media collage artwork.</p>
<p>Teacher Developed Resources</p>	<p>Superhero City Presentation</p> <p>Color Wheel</p> <p>Cartoon Action Bubbles</p> <p>Skyscrapers</p> <p>Basic Shapes</p> <p>Introduction to Stamping</p>
<p>Lesson Objectives</p>	<ul style="list-style-type: none"> • Students will learn what skyscrapers are and describe their architectural details. • Students will examine cartoon illustrated cityscape skylines. • Students will review primary colors and geometric shapes. • Students will create a cityscape with a baseline, overlapping shapes, and a background. • Students will print patterns using woodblocks, shape cutters, and rubber stamps and care for their materials.
<p>Teaching Strategies</p>	<ul style="list-style-type: none"> • Explain what a skyscraper is and discuss its architectural details with students. • Explain what a cityscape is and show students examples of cartoon illustrated skylines. • Review primary colors and geometric shapes with students. • Demonstrate how to create a cityscape using skyscrapers, a baseline, overlapping shapes, and a background. • Demonstrate printmaking techniques and proper care of tools.


<p>WA state Visual Arts Standards</p>	<p>CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA:Cr2.2.1a</p> <p>RESPONDING Interpret art by identifying subject matter and describing relevant details. VA:Re8.1.Ka</p>
<p>Artists</p>	<p>Louis Sullivan</p>  <p>ACHIEVEMENTS Louis Sullivan is considered by many to be the inventor of the skyscraper. His work continues to influence architects today. He was a mentor to Frank Lloyd Wright, another prominent American architect.</p> <p>Roy Lichtenstein - Pop Art</p>  <p><u>Roy Lichtenstein -1923–1997</u></p> <p>Roy Lichtenstein was an American pop artist. Roy Lichtenstein began his career in imitation—beginning by borrowing images from comic books and advertisements in the early 1960s, and eventually encompassing those of everyday objects, artistic styles, and art history itself.</p>

Literature	<p>Andy Warhol What Colors Do You See? Board Book Board book – January 21, 2020</p> <p><u>Roy Lichtenstein (Getting to Know the World's Greatest Artists: Previous Editions)</u></p> <p><u>Part of: Getting to Know the World's Greatest Artists (47 books) by Mike Venezia Mar 1, 2002</u></p>
Media	<p>Collage -</p> <p>Strips of colored construction paper, White drawing paper, Black marker, pencil, and eraser, Scissors, glue sticks, Black tempera paint, stamps, and stamp pad</p>
Elements	Shape (Geometric), Pattern, Color
Assessment & Reflection	<p>Superhero Skyline Lesson Assessment</p> <p>Blank Rubric.docx</p>


Grade Level	2/3 - November		
Unit	Color		
Lesson & Project from <i>Art of Education</i>	<div>A geometric color wheel design featuring various colored triangles and circles arranged in a circular pattern. The colors include primary and secondary colors, as well as their tints and shades.</div> <p><u>Geometric Color Wheel</u></p> <p>Description</p> <p>Students will learn about color and value and create a geometric color wheel design using primary and secondary colors and their tints and shades. Students will reflect on their learning by participating in a class critique using rubrics.</p>		
Teacher Developed	<u>2-3 Nov Color Wheel.pptx</u>		

Resources	<p>What is Color?</p>  <p>The image shows Jack Richeson's Color Wheel, which is a circular diagram of color relationships. It includes primary colors (red, yellow, blue), secondary colors (orange, green, purple), and tertiary colors. Below the wheel are three rows of color swatches: SHADES (adding black), TONES (adding gray), and TINTS (adding white). Each row shows a base color and its variations at 20%, 40%, 60%, and 80% concentration.</p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about primary, secondary, and monochromatic colors. • Students will create a geometric color wheel using overlapping templates. • Students will use paint to fill their designs using primary, secondary, and monochromatic colors. • Students will demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. • Students will participate in a class critique using rubrics.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about primary, secondary, and monochromatic colors. • Demonstrate creating a color wheel and mixing secondary and monochromatic colors. • Review safe procedures for using and cleaning art tools, equipment, and studio spaces. • Facilitate a class critique using rubrics.
WA state Visual Arts Standards	<p>CREATING</p> <p>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA:Cr2.2.2a</p> <p>Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.1.3a</p> <p>RESPONDING</p> <p>Use learned art vocabulary to express preferences about artwork.</p> <p>VA:Re9.1.2a</p>
Artists	
Literature	<p>Mouse Paint Paperback – Picture Book, March 27, 1995</p> <p>by Ellen Stoll Walsh (Author)</p>
Media	<p>Tempera Paint</p>

Elements	Color (primary, secondary,
Assessment & Reflection	Formative Feedback Rubric Blank Rubric.docx


Grade Level	2/3 - December
Unit	Landscapes
Lesson & Project from <i>Art of Education</i>	 <p><u>Value Landscapes with Trees</u></p> <p>Description Students will create and apply tints of a single color to a landscape drawing. Students will learn how to create and place objects in the foreground, middle ground, and background of a landscape.</p>
Teacher Developed Resources	<p><u>Landscape Presentation</u></p> <p><u>Parts of a Landscape</u></p> <p><u>Adding Details to a Landscape</u></p> <p><u>Tints, Tones, and Shades</u></p>
Lesson Objectives	<ul style="list-style-type: none"> • Demonstrate how to show objects in the background, middle ground, and foreground. • Create tints of one color to show depth in a landscape. • Use media to create subject matter, characteristics of form, and mood.
Teaching Strategies	<ul style="list-style-type: none"> • Review horizon lines in landscapes. • Discuss the “rules” of adding objects to a landscape. • Explain tints and shades and how they will play a role in this lesson.

WA state Visual Arts Standards	<p>CREATING Elaborate on an imaginative idea. VA:Cr1.1.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA:Cr1.2.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr3.1.3a</p> <p>RESPONDING Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. VA:Re8.1.3a</p>
Artists	
Literature	Mouse Shapes, Ellen Stoll Walsh
Media	Tempera Paint, Colored Paper, Black Markers, Glue Sticks
Elements	Space, Color, Value
Assessment & Reflection	<p>A Line is a Dot on a Walk Got It! Blank Rubric.docx</p>


Grade Level	2/3 - December
Unit	
Lesson & Project from <i>Art of Education</i>	 <p>Positive and Negative Handprints</p>

	Description Students will investigate the use and meaning of handprints in prehistoric artwork. Then, they will use paint and markers to create composition of handprints demonstrating positive and negative space.
Teacher Developed Resources	Positive and Negative Handprint Slides Handprints in Prehistoric Art Understanding Positive and Negative Space
Lesson Objectives	<ul style="list-style-type: none"> • Students will create a template using basic tracing and cutting techniques. • Students will demonstrate how to create both positive and negative space in a composition. • Students will develop a pattern to create visual interest. • Students will explore the use of basic art materials such as crayons and tempera paint. • Students will discuss the role of handprints as a prehistoric symbol from sites around the world.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce handprints as a prehistoric symbol from sites around the world. • Facilitate classroom discussion about the use and meaning of handprints in prehistoric art. • Define positive and negative space and share how they can be used to create a composition. • Show strategies for effectively tracing a hand and cutting it out to create a stencil. • Illustrate pattern making. • Demonstrate how to spray paint over a stencil to create negative space.
WA state Visual Arts Standards	CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA:Cr2.2.1a RESPONDING Compare images that represent the same subject. VA:Re.7.2.1a CONNECTING Understand that people from different places and times have made art for a variety of reasons. VA:Cn11.1.1a
Artists	Prehistoric art- cave paintings

Literature	
Media	Tempera paint, plastic spray bottles, crayons,
Elements	Space- positive & negative
Assessment & Reflection	Got It! Blank Rubric.docx

Grade Level	2/3 - January
Unit	Portraits
Lesson & Project from <i>Art of Education</i>	 <p><u>Contour Self-Portraits?????????</u></p> <p>Description</p> <p>Students will analyze the work of Alexander Calder. They will use permanent marker to draw three different types of contour line self-portraits and apply watercolor paint to enhance their artwork.</p>
Teacher Developed Resources	<p>Need slideshow</p> <p>Contour & Continuous Line Drawing</p> <p>What is A Contour Line Drawing?</p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will analyze the work of artist Alexander Calder. • Students will learn about the different ways lines can create portraits. • Students will experiment with various contour line drawing techniques to create different styles of self-portraits. • Students will use watercolor paint to enhance their portraits, including parts that look like “mistakes.”

	<ul style="list-style-type: none"> • Students will present their portraits together to show their similarities and differences.
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the life and work of Alexander Calder and his wire sculptures. • Introduce line as an element of art. • Demonstrate and discuss the differences between contour line, continuous contour line, and blind contour line. • Teach watercolor paint care and techniques. • Assist students in preparing their artwork for display. • Facilitate a discussion about the different techniques used to explore the styles of drawing.
WA state Visual Arts Standards	<p>CREATING Brainstorm collaboratively multiple approaches to an art or design problem. VA:Cr1.1.2a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Engage in exploration and imaginative play with materials. VA:Cr1.1.Ka</p> <p>PRESENTING Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA:Pr5.1.2a</p>
Artists	Alexander Calder
Literature	Sandy's Circus: A Story About Alexander Calder Hardcover – Picture Book, September 4, 2008 by Tanya Lee Stone (Author), Boris Kulikov (Illustrator)
Media	Construction paper, Watercolors, Pencil, eraser (we do not have mirrors 6" x 18")- use photos instead?
Elements	Line- contour drawing, Balance
Assessment & Reflection	Exit Ticket Blank Rubric.docx
Grade Level	2/3 - January
Unit	Portraits


Lesson & Project <i>from Art of Education</i>	 <h2 data-bbox="443 488 854 545"><u>Doodle Portrait</u></h2> <p data-bbox="443 570 596 597">Description</p> <p data-bbox="443 609 1940 716">Students will create a collaged portrait drawing using a magazine image, marker washes, and permanent marker. They will experiment with line and pattern to create visual interest through doodle designs and write an artist statement reflecting on their process.</p>
Teacher Developed Resources	<p data-bbox="443 764 653 792">Need Slideshow</p> <p data-bbox="443 808 688 836">Doodle Brainstorm</p> <p data-bbox="443 849 657 876">Types of Pattern</p> <p data-bbox="443 889 638 917">Nature Pattern</p> <p data-bbox="443 930 623 958">Picnic Pattern</p> <p data-bbox="443 971 499 998">Line</p>
Lesson Objectives	<ul data-bbox="491 1019 1514 1157" style="list-style-type: none"> • Students will utilize the power of doodling as a way to overcome creative blocks. • Students will experiment with different styles of doodling. • Students will reimagine a magazine portrait using lines and patterns. • Students will reflect on and write an artist statement about their artwork.
Teaching Strategies	<ul data-bbox="491 1209 1829 1419" style="list-style-type: none"> • Facilitate a discussion on the research behind doodling. • Discuss line as an element of art and pattern as a design principle and how they play into doodling designs. • Assist students with brainstorming doodle designs. • Show how to draw a body, form, or continuation of the magazine image. • Demonstrate how to use marker and water washes to fill in shapes. • Guide students in reflecting on their work by writing an artist statement.

WA state Visual Arts Standards	<p>CREATING VA:Cr1.1.7a Apply methods to overcome creative blocks. VA:Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>RESPONDING VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>
Artists	
Literature	
Media	<ul style="list-style-type: none"> • Magazines • 9" x 12" gray construction paper • Pencil & eraser • Scissors • Glue stick • Water-based markers • Paintbrushes & water cup • Black marker
Elements	Line, Shape, pattern
Assessment & Reflection	Exit Ticket Blank Rubric.docx


Grade Level	2/3 - January
Unit	Portraits

Lesson & Project from <i>Art of Education</i>	 <h2>Chalk Pastel Portraits</h2> <p>Description Students will analyze the work of Paul Klee and use chalk pastels to create an abstract portrait. They will experiment with the principle of balance when considering the placement of lines and shapes in their work.</p>
Teacher Developed Resources	Chalk Pastel Portraits Presentation
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about the artwork and life of Paul Klee. • Students will create portraits inspired by Paul Klee's artwork, Senecio, using chalk. • Students will experiment with a variety of abstraction methods. • Students will explore analogous color theory by blending colored chalk pastels. • Students will reflect on their completed artwork.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce the work of Paul Klee. • Show students images featuring Klee's work and lead a group discussion about the observations. • Compare and contrast traditional portraits with the style seen in Klee's Senecio with students. • Discuss the principle of balance when considering the placement of lines and shapes. • Teach students chalk pastel techniques and discuss color families. • Facilitate student reflection of the completed artwork.
WA state Visual Arts Standards	<p>CREATING Explore and invent art-making techniques and approaches. VA:Cr2.1.4a Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.1.5a</p>

	<p>Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.1.3a</p> <p>RESPONDING</p> <p>Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p>VA:Re8.1.3a</p>
Artists	Paul Klee
Literature	Meet Paul Klee (Meet the Artist)
Media	Drawing - Chalk Pastels
Elements	Shape, Color Abstract Art
Assessment & Reflection	<p>4-3-2-1 Reflection</p> <p>Blank Rubric.docx</p>

Grade Level	2/3 - February
Unit	Form & Clay
Lesson & Project from <i>Art of Education</i>	 <p><u>Trinket Treasure Dish</u></p> <p>Description</p> <p>Students will learn how to create a decorative trinket dish out of clay. They will improve their coiling technique by constructing many coils and arranging them in a variety of ways.</p>
Teacher Developed	Pinch Pot/Mug Lesson

Resources	
Lesson Objectives	<ul style="list-style-type: none"> • Students will speculate about how art can be functional, decorative, and expressive. • Students will learn to plan and design a coil construction in particular dimensions. • Students will explore the clay technique of coiling through practice and repetition of form. • Students will learn how to roll various clay coils and combine them in a decorative way to create an overall design. • Students will learn how to properly join coils together. • Students will learn the process of how to create a functional piece of art.
Teaching Strategies	<ul style="list-style-type: none"> • Lead a discussion on how artwork can serve a purpose and have function. • Explain how shape and dimensions should be considered when planning designs. • Demonstrate how to roll clay coils. • Show various styles of how to arrange coils in a design. • Demonstrate how to join and smooth coils together. • Teach how to achieve balance by creating feet for the dish.
WA state Visual Arts Standards	<p>CREATING Brainstorm multiple approaches to a creative art or design problem. VA:Cr1.1.4a Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.1.5a</p> <p>RESPONDING Speculate about processes an artist uses to create a work of art. VA:Re.7.1.3a</p>
Artists	
Literature	
Media	Clay- coil dish
Elements	Form, Texture
Assessment & Reflection	Blank Rubric.docx Got It!


Grade Level	2/3 - February	
Unit		
Lesson & Project from <i>Art of Education</i>	 <p><u>Collaged Alebrijes</u></p> <p>Description Students will explore the Mexican folk and analyze how line, shape and pattern are represented in alebrijes. They will use patterned papers to create a unique collaged alebrije.</p>	
Teacher Developed Resources	Collaged Alebrijes.pptx Collaged Alebrijes Pastels Only - Celeste.pptx	
Lesson Objectives	<ul style="list-style-type: none"> • Students will analyze the Mexican folk art known as alebrijes. • Students will use printmaking techniques to create patterned and colored papers. • Students will collage printed papers to their unique animal. • Students will use oil pastels to add details to the animal and background. 	
Teaching Strategies	<ul style="list-style-type: none"> • Explain the history of Mexican folk art known as alebrijes. • Introduce and demonstrate how to make patterned collage paper with paint or printmaking supplies. • Guide students in design and creation of their own unique alebrije-inspired animal. • Demonstrate how to add pattern and interest around the animal once the collage is completed. 	
WA state Visual Arts Standards	<p>CREATING Elaborate on an imaginative idea. VA:Cr1.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.</p>	

	VA:Cr2.1.3a RESPONDING Determine messages communicated by an image. VA:Re.7.2.3a
Artists	Mexican Folk Art and artists
Literature	
Media	Collage- colored construction paper, tempera paint, oil pastels, printing plates
Elements	Shape, texture, pattern
Assessment & Reflection	Blank Rubric.docx 4 3 2 1 Reflection

Grade Level	2/3 - March
Unit	
Lesson & Project from Art of Education	 <p><u>My Community</u></p> <p>Description Students will study the artwork of Aminah Brenda Lynn Robinson, with a focus on community pride. Students will draw an illustration about an event or people they admire in their community. Students will use mixed media (fabric, buttons, text) to enhance their meaning.</p>
Teacher Developed Resources	My Community Slideshow

	Community Connections From Stick Person to Shape Person What is Mixed Media?
Lesson Objectives	<ul style="list-style-type: none"> • Students will study the art of Aminah Brenda Lynn Robinson, with a focus on her work celebrating her community. • Students will generate ideas from personal experiences to illustrate an event and people they admire in their community. • Students will create an artwork representative of natural and constructed environments and add important visual details. • Students will describe the events in the artwork and include text as part of the final artwork. • Students will add mixed-media such as buttons or fabric to add symbolic meaning and dimension to their work.
Teaching Strategies	<ul style="list-style-type: none"> • Present a variety of artworks from Aminah Brenda Lynn Robinson for students to explore. • Prompt students to generate inspiration from their personal experiences for an artwork about community. • Show students how to compose a design with multiple people and a detailed environment. • Guide students through the process of writing a description, cutting the text to fit, and attaching it to the artwork. • Demonstrate a variety of strategies to layer and combine mixed-media to finish the artwork.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>RESPONDING</p> <p>VA:Re.7.1.2a</p> <p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>CONNECTING</p> <p>VA:Cn10.1.2a</p> <p>Create works of art about events in home, school, or community life.</p> <p>VA:Cn11.1.1a</p> <p>Understand that people from different places and times have made art for a variety of reasons.</p>

	CREATING VA:Cr2.3.Ka Create art that represents natural and constructed environments.
Artists	Aminah Brenda Lynn Robinson Ekua Holmes
Literature	
Media	Drawing & Mixed Media
Elements	Line, shape, color, texture,
Assessment & Reflection	Blank Rubric.docx

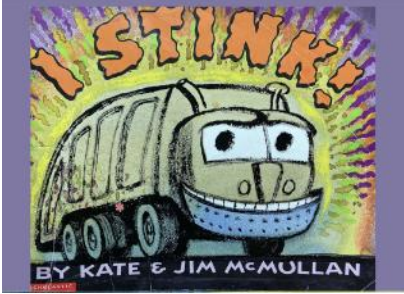
Grade Level	2/3 - March
Lesson & Project from <i>Art of Education</i>	 <p><u>Looking Out at Your Community</u></p> <p>Description Students will explore the theme of community as they reflect on the spaces and places that create their own communities. Students will convey the idea of community by creating architectural drawings of their neighborhoods that will be curated into a collaborative window mural.</p>
Teacher Developed	Community Slide Show


Resources	All About Community Community Connections
Lesson Objectives	<ul style="list-style-type: none"> • Students will reflect on the spaces and places that create their own communities. • Students will create architectural drawings based on their observations of their communities. • Students will collaboratively develop a visual map of the important areas within their communities. • Students will curate a window mural and display drawings to form a larger map of their communities. • Students will reflect on the message that their art conveys about their communities by writing an artist statement.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about the physical spaces that comprise a community. • Lead a brainstorming session, identifying important places within the students' communities. • Demonstrate how to transfer an architectural sketch to a clear transparency film. • Provide strategies for applying color with markers without smearing. • Facilitate the framing process for the window mural mapping of their collaborative community. • Assist in the development of a class artist statement to accompany the exhibit.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>RESPONDING VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p> <p>CONNECTING VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. VA:Cn10.1.3a Develop a work of art based on observations of surroundings.</p> <p>CREATING VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials. VA:Cr1.2.4a</p>

	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Artists	Anna Mary Robertson Moses (September 7, 1860 – December 13, 1961), known by her nickname Grandma Moses, was an American folk artist.
Literature	
Media	Drawing
Elements	Line, shape, color, pattern, texture, space
Assessment & Reflection	Blank Rubric.docx Gallery Walk Guide Artist Statement

Grade Level	2/3 - April
Unit	
Lesson & Project from <i>Art of Education</i>	 <p><u>Junk Jewelry</u></p> <p>Description Students will explore sustainability and the process of using recycled materials for artmaking. Students will create magazine beads, collage brooches, and button pendants using recycled materials and participate in a fashion parade or jewelry shop featuring their creations.</p>

Teacher Developed Resources	2-3 Junk Jewelry (1).pptx 50 Natural and Recyled Materials Found Junk Jewelry The Elements of Art Color Schemes
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about sustainability, repurposing, upcycling, and recycling in art. • Students will make jewelry by experimenting with recycled materials. • Students will apply design elements and color theory. • Students will present the completed jewelry in a fashion parade or jewelry shop. • Students will discuss and reflect with peers about the choices they made in their jewelry creation.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce how the concepts of sustainability, repurposing, upcycling, and recycling can be used in artmaking. • Demonstrate the techniques needed to build the jewelry and the process of experimenting with the materials. • Discuss how to apply design and color theory during jewelry creation. • Facilitate the presentation of a fashion parade or jewelry shop. • Discuss and reflect with students about the choices they made in their jewelry creation.
WA state Visual Arts Standards	<p>NCAS Standards</p> <p>CREATING</p> <p>VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr2.3.2a Repurpose objects to make something new.</p> <p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</p>

Artists	
Literature	
Media	Jewelry Supplies
Elements	Form, color, shape, texture,
Assessment & Reflection	Blank Rubric.docx Gallery Walk Guide

Grade Level	2/3 - April
Unit	
Lesson & Project from <i>Art of Education</i>	 Pictograph Power


	Description Students will research cultures that utilize pictographs within their art and create a symmetrical watercolor wax resist animal drawing. They will create emphasis on the animal's simplified body shape, enhancing with designs, patterns, and symbols that tell a story.
Teacher Developed Resources	Pictograph Power.pptx Pictograph Power.pptx Everyday Life Pictographs Line of Symmetry Cultural Symbols Guide What is the Story? Cultures & Pictographs
Lesson Objectives	<ul style="list-style-type: none"> • Students will research cultural symbolism and pictographs in art. • Students will identify how cultures record and communicate using symbols. • Students will speculate about processes ancient and Indigenous people used to create works of art. • Students will draw an animal and a symbol of that animal. • Students will draw an animal and create a symmetrical design on the animal. • Students will use symbols that tell a story or represent identity or the environment.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce cultures that used pictographs to tell stories and document history. • Identify how cultures record and illustrate stories and history through art. • Lead a discussion speculating about the processes that ancient and Indigenous people used to create works of art. • Show how to draw an animal and create symmetrical designs with the animal's body. • Demonstrate how to use symbols that tell a story or represent identity or the environment.
WA state Visual Arts Standards	NCAS Standards PRESENTING VA:Pr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.


	RESPONDING VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art. CREATING VA:Cr1.1.3a Elaborate on an imaginative idea. VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Artists	
Literature	
Media	
Elements	
Assessment & Reflection	Blank Rubric.docx Stoplight Exit Ticket

Grade Level	2/3 - April
Unit	


Lesson & Project from <i>Art of Education</i>	<div data-bbox="441 172 821 423" data-label="Image"> </div> <h2 data-bbox="441 435 837 493">Mini Weavings</h2> <p data-bbox="441 509 596 542">Description</p> <p data-bbox="441 548 1923 656">Students will learn what a loom is and build one out of popsicle sticks and rubber bands. They will practice their weaving skills and experiment with strips of paper, fabric, and ribbon to weave patterned designs, creating 3–4 finished weavings.</p>
Teacher Developed Resources	<p data-bbox="441 667 793 699">Mini Weavings Slide Show</p> <p data-bbox="441 751 718 784">Weaving Vocabulary</p> <p data-bbox="441 792 651 824">Parts of a Loom</p> <p data-bbox="441 833 695 865">Diagram of a Loom</p> <p data-bbox="441 873 852 906">3 Ways to Make a Frame Loom</p> <p data-bbox="441 914 850 946">Simple Paper Weaving Process</p> <p data-bbox="441 954 747 987">Color Pattern Rhythms</p> <p data-bbox="441 995 1026 1027">Video Guided Questions - What is Fiber Art?</p> <p data-bbox="441 1036 1010 1068">Video Guided Questions - What Is Pattern?</p>
Lesson Objectives	<ul data-bbox="491 1089 1606 1252" style="list-style-type: none"> • Students will learn what a loom is and how it is used to weave cloth and designs. • Students will create a tabby weave using paper, fabric, yarn, and ribbon. • Students will design 3–4 weavings using different patterns. • Students will evaluate the completed weavings.
Teaching Strategies	<ul data-bbox="491 1300 1541 1422" style="list-style-type: none"> • Explain what a loom is and how it is used. • Demonstrate how to construct a frame loom. • Demonstrate safe and proper use of art materials when constructing looms.

	<ul style="list-style-type: none"> • Show how to weave using the plain weave pattern. • Explain different weaving pattern types. • Assist students in evaluating their own work and the work of their peers.
WA state Visual Arts Standards	<p>CREATING VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>RESPONDING VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p>
Artists	<p>Katrina Sanchez Standfield https://fourarts.org/event/a-beautiful-mess-tour/</p>
Literature	<p>Annie and the Old One (Newbery Honor Book) Paperback – Picture Book, May 30, 1985 by Miska Miles (Author), Peter Parnall (Author) Annie and the Old One</p> <p>Charlie Needs a Cloak Paperback – October 25, 1982 by Tomie dePaola (Author, Illustrator)</p>
Media	Fiber Arts
Elements	Texture, Pattern, Color
Assessment & Reflection	Blank Rubric.docx

Grade Level	2/3 - May
Unit	Landscape
Lesson & Project from <i>Art of Education</i>	 <p><u>Steady Beat on the Farm</u></p> <p>Description</p> <p>Students will read the book <i>Farmyard Beat</i> to learn about music and rhythm. They will paint paper with rhythmic mark making while listening to music inspired by farming and create a Grant Wood-inspired collage farm scene using the painted paper.</p>
Teacher Developed Resources	<p>Need Slide Show</p> <p>Ideas for Making Painted Paper</p> <p>Barnyard Brainstorming</p> <p>Venn Diagram</p> <p>Songs inspired by farming</p> <ul style="list-style-type: none"> • “Ballet of Unhatched Chicks” by Modest Mussorgsky • “Prairie” by Joseph Curiale • “The Happy Farmer” by Robert Schumann
Lesson Objectives	<ul style="list-style-type: none"> • Students will listen to the book <i>Farmyard Beat</i>, identifying examples of rhythm and steady beat in the musical story. • Students will listen to music inspired by farming and respond through imaginative exploration with paint. • Students will use tempera, brushes, and forks to create rhythmic marks on their painted papers.

	<ul style="list-style-type: none"> • Students will examine the farm landscape art of Grant Wood, comparing them to the illustrations from Farmyard Beat. • Students will collaborate by sharing and trading painted papers. • Students will create cut paper farm collages, depicting constructed farm environments with visual rhythm.
Teaching Strategies	<ul style="list-style-type: none"> • Read the book, Farmyard Beat, emphasizing examples of rhythm and steady beat in the words and illustrations. • Play music inspired by farming and facilitate mark-making exploration with paint. • Demonstrate how to create painted papers by brushing tempera over the surface and making rhythmic marks. • Share the art of Grant Wood and facilitate a discussion comparing them to the illustrations from Farmyard Beat. • Facilitate collaboration by prompting students to trade painted papers. • Model strategies for creating landscape collages.
WA state Visual Arts Standards	<p>RESPONDING VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>VA:Re.7.2.1a Compare images that represent the same subject.</p> <p>CREATING VA:Cr2.3.Ka Create art that represents natural and constructed environments.</p> <p>VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.</p>
Artists	<p>Grant Wood</p> <p>Grandma Moses (Anna Mary Robertson Moses)</p>
Literature	<p>Farmyard Beat: L. Craig & M. Brown, ISBN 0375864555</p> 

Media	Tempera Paint, collage
Elements	Space, texture, color, shape, line
Assessment & Reflection	Blank Rubric.docx Gallery Walk

Grade Level	2/3 - May
Unit	Folk Art
Lesson & Project from <i>Art of Education</i>	 <p><u>Fancy Folk Art Flowers</u></p> <p>Description Students will explore the traditional flowers found in folk art cut paper designs by creating their own flower. They will use various layers of colored construction paper to create an abstract flower collage.</p>
Teacher Developed Resources	<p>Fancy Folk Flowers Presentation</p> <p>Polish Paper Cutting & Information about Poland</p> <p>Folk Art Flowers Planning Guide</p> <p>What is Collage?</p> <p>Basic Collage Vocabulary</p>


Lesson Objectives	<ul style="list-style-type: none"> • Students will examine Polish folk art and discuss how images influence our views of the world. • Students will experiment with various materials and tools to explore personal interests in creating a paper collage. • Students will demonstrate safe procedures and develop fine motor skills while using scissors and punchers.
Teaching Strategies	<ul style="list-style-type: none"> • Use Polish folk art images as the foundation for a discussion around how images influence our views of the world. • Demonstrate how to create a pattern with cut paper. • Demonstrate how to use paper punchers and scissors to add details.
WA state Visual Arts Standards	<p>CREATING VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design. VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>RESPONDING VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.</p>
Artists	Folk Art & Polish Wycinanki (pronounced vee-chee-non-kee)
Literature	
Media	Collage
Elements	Shape, space (positive and negative), symmetry, balance
Assessment & Reflection	Blank Rubric.docx Exit Ticket

Grade Level	2/3 - May
Unit	


<p>Lesson & Project from <i>Art of Education</i></p>	<div data-bbox="443 172 632 423" data-label="Image"> </div> <div data-bbox="434 431 810 492" data-label="Section-Header"> <h2>Pop Art Socks</h2> </div> <div data-bbox="434 505 598 540" data-label="Section-Header"> <h3>Description</h3> </div> <div data-bbox="434 544 1953 618" data-label="Text"> <p>Students will explore popular culture, patterns, and themes. They will design a pair of socks using color, lines, and patterns in the style of pop art.</p> </div>
<p>Teacher Developed Resources</p>	<div data-bbox="434 660 648 695" data-label="Text"> <p>Pop Socks.pptx</p> </div> <div data-bbox="434 743 644 777" data-label="Text"> <p>Pop Sock Ideas</p> </div> <div data-bbox="434 784 787 820" data-label="Text"> <p>Pop Art Pattern Examples</p> </div> <div data-bbox="457 873 741 1182" data-label="Image"> </div>
<p>Lesson Objectives</p>	<ul style="list-style-type: none"> • Students will participate in a discussion around the pop art movement. • Students will analyze popular culture, patterns, and themes in their personal environment. • Students will design pop art style patterns. • Students will design a pair of socks with patterns influenced by pop art.

Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion around the pop art movement. • Connect popular objects, movies, artists, stores, brands, etc., to the students' personal environment and art. • Demonstrate how to draw pop art patterns and create pop socks.
WA state Visual Arts Standards	<p>RESPONDING VA:Re.7.1.Ka Identify uses of art within one's personal environment.</p> <p>CREATING VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design. VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>
Artists	<p>The 5 W's of Pop Art Jasper Johns, Andy Warhol, Claes Oldenburg Pop Art Timeline</p>
Literature	Dropping In On Andy Warhol
Media	Markers and Socks
Elements	Patterns, color, line, shape
Assessment & Reflection	<p>Blank Rubric.docx Exit Ticket Take an Art Walk</p>

Grade Level	2/3 - June
Unit	Clay Sculpture

Lesson & Project from <i>Art of Education</i>	 <h2 data-bbox="443 381 1129 440">Abstract Insect Sculptures</h2> <p data-bbox="443 456 596 488">Description</p> <p data-bbox="443 493 1955 570">Students will use the scientific observation of insects as inspiration for creating an abstract painted wooden insect sculpture. They will enhance and add detail to their insect with paint.</p>
Teacher Developed Resources	<p data-bbox="443 610 661 643">Need Slide Show</p> <p data-bbox="443 651 726 683">Abstracting An Insect</p> <p data-bbox="443 691 630 724">Parts of a Bug</p> <p data-bbox="443 732 814 764">Building Forms With Shapes</p> <p data-bbox="443 773 802 805">Basic Sculpture Vocabulary</p> <p data-bbox="443 813 1037 846">Video Guided Questions - What Is Sculpture?</p>
Lesson Objectives	<ul data-bbox="491 865 1583 971" style="list-style-type: none"> • Students will observe and investigate the parts of an insect. • Students will play with wooden scraps, imaginatively creating abstracted insect forms. • Students will create an abstract wooden insect sculpture.
Teaching Strategies	<ul data-bbox="491 1027 1661 1133" style="list-style-type: none"> • Facilitate an investigation and discussion into the parts of an insect. • Demonstrate how to arrange wooden scraps to imaginatively create abstracted insect forms. • Model how to glue and paint wooden insect forms.
WA state Visual Arts Standards	<p data-bbox="443 1149 579 1182">CREATING</p> <p data-bbox="443 1190 596 1222">VA:Cr1.1.Ka</p> <p data-bbox="443 1230 1199 1263">Engage in exploration and imaginative play with materials.</p> <p data-bbox="443 1271 596 1304">VA:Cr2.3.2a</p> <p data-bbox="443 1312 1010 1344">Repurpose objects to make something new.</p> <p data-bbox="443 1352 596 1385">VA:Cr1.2.1a</p> <p data-bbox="443 1393 1398 1425">Use observation and investigation in preparation for making a work of art.</p>

	RESPONDING VA:Re.7.2.Ka Describe what an image represents.
Artists	Martin Puryear
Literature	ABC Bug Book for Kids Paperback – April 12, 2022 by Jessica Lee Anderson (Author)
Media	
Elements	
Assessment & Reflection	Blank Rubric.docx 1st, 2nd, 3rd, 4th

Grade Level	2/3 - June
Unit	
Lesson & Project from <i>Art of Education</i>	 <u>Line and Shapes of Unity</u>

	Description Students will identify geometric and organic shapes, negative space, and unity to create an abstract work of art. Students will create an artwork using oil pastels inspired by abstract artist Reggie Laurent's work.
Teacher Developed Resources	Need Slide Show A Line is a Dot on a Walk What is Unity? Types of Lines Organice Vs Geometric Shapes Basic Drawing Vocabulary
Lesson Objectives	<ul style="list-style-type: none"> • Students will view, discuss, and understand what non-objective abstract art is. • Students will discuss artist Reggie Laurent's artwork, his artmaking process and develop their own ideas and artwork. • Students will identify and use vocabulary terms such as organic shapes, negative space, and unity. • Students will repeat and refine their processes as they apply artmaking.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion and explanation on non-objective art with students. • Introduce the work of artist Reggie Laurent • Discuss and encourage student opinions and views on the work and how they feel when they look at it. • Model the drawing of organic lines as well as organic and geometric shapes.
WA state Visual Arts Standards	CREATING VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. RESPONDING VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.
Artists	Reggie Laurent https://youtu.be/zSePol80uU4 Stop at 1:24 - unless you want students to see a collage demonstration.
Literature	

Media	Black Paper, Oil Pastels
Elements	Shapes – organic, geometric, negative space, unity
Assessment & Reflection	Blank Rubric.docx Got It! Thinking About Process

