

Everett Public Schools Guide to the ‘Adventures in Art’ Curriculum Grade: 2

Lesson Sequence	‘Adventures in Art’ Lesson	Learning Target/Objectives by Assessment Strand Key Vocabulary in bold	EALR	Art Media and Reproduction Recommendations
1	Lesson U2: Page 38 Make A Sketchbook <i>Paper Crafts</i>	Creative Process: <ul style="list-style-type: none"> Explain the purpose of a sketchbook, and how artists use them to make notes and practice drawings Craftsmanship/Technique <ul style="list-style-type: none"> Paper folding, punching, pasting and simple stitching 	1.1, 1.2, 2.1	<p>Pre-cut materials. Use legal size copier paper for pages, folded to make pages 7 x 8 1/2” - 4 sheets per kid. Covers can be made of 12x 18” construction paper trimmed to 9x15”.</p> <p>Use hand held, one hole paper punches to make two holes for binding- secure with raffia or twine, and knot on the outside of the cover. Have children make a cover drawing on a contrasting color of paper, sized smaller than the actual cover, centered and pasted down. See handout for more specific instructions.</p> <p>Reproductions: Ohds: 14</p>
2	Lesson 16: Page 40 Using a Sketchbook <i>Drawing</i>	Creative Process: <ul style="list-style-type: none"> Identify more specifically the purpose of a sketchbook Sketching helps artists to carefully observe and learn to see the world around them Sketching helps artists practice drawing and develop ideas, before doing a final work Observing and recording details in drawing 	1.1, 1.2, 2.1	<p>Have students do one or two observational drawings in their sketchbook in pencil or fine tip felt or roller ball pen. Plants and leaves are a good subject for these drawings.</p> <p>Reproductions: Ohds: 14</p>

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3	Lesson 1: Page 8 Drawing a Favorite Tree <i>Drawing</i>	Craft/Tech: <ul style="list-style-type: none"> Creating varieties of lines Drawing from observation - seeing and recording details Communication: <ul style="list-style-type: none"> Discussing student work 	1.1, 1.2, 2.1	Have kids work in pencil or fine tip felt pen- NOT crayon, and from a real tree. You could have them do their drawings in their sketchbooks at home. Follow up with the assess’ (‘CLOSE’) discussion in the teacher’s text. Reproductions: Posters: 8 & 16 Ohds: 13, 14, 15
4	Lesson 2: Page 10 Lines Show Motion <i>Drawing</i>	Composition: <ul style="list-style-type: none"> Demonstrate the use of line to show movement (name the qualities-wavy, zig-zag, etc) Communication: <ul style="list-style-type: none"> How different drawing materials can imply different qualities of movement, or feelings of movement 	1.1, 1.2	Allow several types of drawing media - different kinds of pens, pencils, colored pencils, pastels, crayons, etc. Discuss how the different medium chosen influenced how well the work conveyed a sense of movement. Reproductions: Posters: 10, 16, 20 Ohds: 7, 13, 14, 21
5	Lesson 6: Page 18 Lines, Textures and Spaces <i>Drawing</i>	Craft/Tech: <ul style="list-style-type: none"> Use Lines to create textures Composition: <ul style="list-style-type: none"> Use all the paper space 	1.1, 1.2	Use fine tip pens (roller balls/Niji- types) on white paper. Color can be added after completion by lightly transferring colored chalk from finger to the paper, or with colored pencils. Watercolor can be used if the ink pens are not water-soluble. Reproductions: Posters: 11 & 19 Ohds: 5 & 15

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6	Lesson 27: Page 62 Drawing Animals <i>Drawing</i>	Craft/Tech: <ul style="list-style-type: none"> Creating details/texture in drawings Composition: <ul style="list-style-type: none"> Creating an area of emphasis (Center of Interest) in an artwork Choosing a format for drawing Communication: <ul style="list-style-type: none"> Depicting motion/movement 	1.1, 1.2, 3.1	Use markers, pens or colored pencils for this drawing. You can allow children to select from an assortment of drawing tools. Reproductions: Posters: 8, 16, 23 Ohds: 1, 2, 21, 22
7	Lesson 8: Page 22 Shapes Make Spaces <i>Collage/Paper Crafts</i>	Composition: <ul style="list-style-type: none"> Identifying positive shapes (space) and negative shapes (space) Craft/Tech: <ul style="list-style-type: none"> Cutting complex (freeform) shapes 	1.1, 1.2	Use Tru-ray colored construction paper in a wide variety of bright colors. Use paste or glue sticks as an adhesive. Emphasize cutting and pasting skills and neatness. Reproductions: Posters: 8 & 17 Ohds: 5, 22, 23, 24
8	Lesson 21: Page 50 Portraits and Self-Portraits <i>Drawing</i>	Composition: <ul style="list-style-type: none"> Understands the difference between a portrait and a self-portrait Cr Process: <ul style="list-style-type: none"> Selects drawing tools and materials Cr/Tech: <ul style="list-style-type: none"> Drawing from observation 	1.1, 1.2, 3.2, 3.3	Allow children to select from several drawing mediums. Use white drawing paper. They can do practice drawings in their sketchbooks for this assignment, and do portraits of family members at home. Stress careful observation. Reproductions: Posters: 9, 10, 13, 14 Ohds: 20

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9	Lesson 24: Page 56 People, Near and Far <i>Drawing/Collage</i>	Composition: <ul style="list-style-type: none"> Using overlap, size/scale and high/low to show space in an artwork Cr/Tech: <ul style="list-style-type: none"> Cutting complex/freeform shapes 	1.1, 1.2, 3.1	Use drawing paper, and one colored drawing medium throughout: crayons, oil pastels or felt tip pens for the figures in the mural. Background details can be put in with oil pastel (after the figures are glued) or tempera paint/collage(before the figures are glued). Reposition-able double-sided tape or Fun Tack will help you to plan the figure placement with the children before gluing/pasting. Reproductions: Posters: 9 & 10 Ohds: 10, 11, 22
10	Lesson 25: Page 58 Drawing a Still Life <i>Drawing</i>	Communication: <ul style="list-style-type: none"> Identifying ‘Still Life’ as an artist’s subject. Cr/Tech <ul style="list-style-type: none"> Observing and drawing details Composition: <ul style="list-style-type: none"> Using overlap and size/scale to show space 	1.1, 1.2	Set up a still life in class of interesting and colorful things, such as flowers, plants, fruit, vases, etc. An AV/overhead cart draped with butcher paper, or a cloth works well, and can be wheeled aside if necessary. Children do preliminary drawings in their sketchbooks to work out the composition. Use drawing paper and oil pastels or colored pencils for the final drawing. Reproductions: Posters: 13 & 17 Ohds: 12 & 13

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11	Lesson 17: Page 42 Using Warm and Cool Colors <i>Drawing</i>	Communication: <ul style="list-style-type: none"> Identifies and uses warm and cool colors in a landscape. Comp: <ul style="list-style-type: none"> Creates a ground line in their landscape/uses overlap 	1.1, 1.2	Use crayons, oil pastels, felt pens of colored pencils on drawing paper. Reproductions: Posters: 4, 6, 8, 13, 17 Ohds: 7, 13, 16
12	Lesson 12: Page 30 Mixing Colors of Paint <i>Painting</i>	Cr/Tech: <ul style="list-style-type: none"> Mixing secondary colors from primary colors. Comm: <ul style="list-style-type: none"> Using a color wheel 	1.1, 1.2	Use tempera paint, white drawing paper, #7 brushes and generously sized water containers for rinsing brushes (large yogurt containers work well). See the handout on ‘Painting With Kids’ for specifics on organizing this lesson. Reproductions: Posters: 2, 6, 17 Ohds: 7, 8, 16
13	Lesson 13: Page 32 Painting wet-in-wet <i>Painting</i>	Cr/Tech: <ul style="list-style-type: none"> Creating color washes Controlling wetness in painting Blending colors Communication: <ul style="list-style-type: none"> Using color for expression to create a mood or feeling 	1.1, 1.2, 3.1	Use tempera or watercolor on white drawing paper with flat and round brushes. Caution children about getting the paper too wet, which results in muddy colors. If one patch of wet color touches another wet area, they will bleed together and blend. The object is to teach them to control the wetness to get the colors they want. Too much water can be blotted off the paper with Kleenex. Reproductions: Posters: 10, 19, 20 Ohds: 16

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14	Lesson 14: Page 34 Exploring Brushstrokes <i>Painting</i>	Cr/Tech: <ul style="list-style-type: none"> Using expressive line/brushwork Blending colors Layering media 	1.1, 1.2, 1.3	Work on top of the painting done in lesson 13. Encourage students to use different sizes/types of brushes to find different effects. When paintings are dry, they can draw on them again for further enhancement of the image with oil or chalk pastels. Reproductions: Posters: 9, 10, 11, 17 Ohds: 7, 8, 13, 19
15	Lesson 18: Page 44 Color Value: Mixing Tints and Shades <i>Painting</i>	Cr/Tech: <ul style="list-style-type: none"> Mixing color tints (adding white to make lighter values) Mixing color shades (adding black to make darker values) Comp: <ul style="list-style-type: none"> Painting a Landscape 	1.1, 1.2	Have children work on white drawing paper in tempera with a variety of brush types. Have them work in layers over several days to establish the background colors first. When dry, add more detailed trees, bushes, etc on top. Paints should be mixed on white palettes with generously sized rinsing cups available. If desired, Final touches can be added in chalk or oil pastel when the painting is dry. Reproductions: Posters: 9, 10, 13 Ohds: 7, 10, 11, 13
16	Lesson 19: Page 46 Moods of Weather <i>Painting</i>	Communication: <ul style="list-style-type: none"> Expressive use of art elements in a painting Composition: <ul style="list-style-type: none"> Planning a composition 	1.1, 1.2, 3.1, 2.1	Same as above, with more emphasis on planning the composition, and expressing a mood or feeling. Have students use their sketchbooks to plan their design before beginning, if desired. Reproductions: Posters: 10 & 13 Ohds: 9, 8, 16

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17	Lesson U3: Page 70 Why People Make Art: Symbols in Art <i>Drawing</i>	Communication: <ul style="list-style-type: none"> Symbols are things an artist shows to tell about an invisible quality, such as love (heart) courage (lion) or loyalty (dog). 	1.1, 3.1, 3.2	This lesson can be paired with a district owned video on totem poles or animal fables, such as the tortoise and the hare. Reproductions: Posters: 3, 7, 12 Ohds: 1, 6
18	Lesson 26: Page 60 A Story Collage <i>Collage</i>	Communication: <ul style="list-style-type: none"> Story telling with Images Composition: <ul style="list-style-type: none"> Using freeform shapes to create repetition in an artwork. 	1.1, 1.2, 3.1	Use Tru-ray colored construction paper in bright colors on butcher paper backgrounds as a whole class project, or have kids work in groups, with different stories. Break up the background with large areas of color, as in the Matisse example, before gluing down the freeform shapes. Use glue sticks or paste. Reproductions: Poster: 12 Ohds: 10, 11, 22
19	Lesson 45: Page 100 Art From Many Lands <i>Drawing</i>	Communication: <ul style="list-style-type: none"> Artwork tells us about the things people value the most Cr Process: <ul style="list-style-type: none"> Artists keep their work and choose the best for display. 	1.1, 2.1, 3.1, 3.2, 3.3	Use white drawing paper and allow students to choose a medium for their drawing. Follow up with an examination of their portfolio. Extend this portion of the lesson into lesson 60. Reproductions: Posters: 3 & 12 Ohds: 1, 18, 23
20	Lesson 60: Page 132 Mounting Artwork <i>Paper crafts</i>	CR Process: <ul style="list-style-type: none"> Artists exhibit their best work for others to see. Developing criteria for selecting their best work. Mounting Artwork for Presentation 	1.2, 2.1, 2.2, 3.1, 3.2, 3.3	See handout on “Presenting Student Work” Hang artwork using Fun Tack or push pins. See handout on “Presenting Student Work”

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