



Sedalla School District #200

Subject Area: Visual Arts			Grade: Second Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Self/Drawing Line & Color	Priority Standard VA: Cr1B.2- Make art or design with various materials and tools to explore personal interests, questions, and curiosity			
	Unit 1 3-6 weeks	<p>Visual Arts: VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design</p> <p>Show Me: FA1,FA2 1.2</p>	<ul style="list-style-type: none">• I can identify and use warm and cool colors• I can identify and create a complex pattern• I can make artwork that represents myself• I can use art materials safely	<p>Essential Questions: How does knowing the contexts histories & traditions of art forms help us create works of art & design?</p> <p>Why do artists follow or break form established traditions?</p> <p>How do artists determine what resources are needed to formulate artistic investigations?</p>



Sedalla School District #200

Subject Area: Visual Arts		Grade: Second Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Seasons/ Nature/ Painting- Shape & Texture	Priority Standard VA:Re7A.2- Perceive and describe aesthetic characteristics of one's natural world and constructed environments			
	Unit 2 3-6 weeks	<p>Visual Arts: VA:Re7A.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments</p> <p>VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.</p> <p>Show Me: FA3 1.5</p>	<ul style="list-style-type: none">• I can paint lines and fill in shapes with even color• I can clean paint brush before changing colors• I can paint lines with control of the brush• I can identify and use invented textures• I can identify and use a horizon line.	<p>Essential Questions: How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p>



Sedalla School District #200

Subject Area: Visual Arts		Grade: Second Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Fantasy/ Sculpture- Form & Space	Priority Standard VA:Cr2C.2- Repurpose objects to make something new.			
	Unit 3 3-6 weeks	<p>Visual Arts: VA:Cr2C.2 Repurpose objects to make something new.</p> <p>VA:Cr2B.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA.Pr6A.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p> <p>Show Me: FA2 1.10</p>	<ul style="list-style-type: none">• I can manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)• I can identify and demonstrate three dimensional sculptures.• I can use my imagination to create art	<p>Essential Questions: How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>



Sedalla School District #200

Subject Area: Visual Arts		Grade: Second Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: World/Mixed Media-Value	Priority Standard VA:Cn10A.2- Create works of art about events in home, school, or community life.			
	Unit 4 3-6 weeks	<p>Visual Arts: VA:Cn10A.2 Create works of art about events in home, school, or community life.</p> <p>VA:Cr3A.2 Discuss and reflect with peers about choices made in creating artwork.</p> <p>VA:Cr1B.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>Show Me: FA5 1.9, 2.3, 4.3</p>	<ul style="list-style-type: none">• I can change pressure to create two values with a crayon or a pencil• I can identify and use color contrast.• I can use a variety of media and techniques to create an artwork.	<p>Essential Questions: How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</p>



Sedalla School District #200

Subject Area: Visual Arts			Grade: Second Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Presenting Artwork/ Museum Information/ Responding to Artwork	Priority Standard VA:Pr6A.2- Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities			
	Unit 5 3- 6 Weeks	<p>Visual Arts: VA:Pr5A.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA:Re8A.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. VA:Cn11A.2 Compare and contrast cultural uses of artwork from different times and places. VA:P4A.4.2 Categorize artwork based on a theme or concept for an exhibit VA:P6A.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. VA:R7B.2 Categorize images based on expressive properties.</p> <p>Show Me: FA2, FA3 ,FA4, FA5 1.6,1.5, 2.2, 1.9</p>	<ul style="list-style-type: none">I can explain different responses you have to different artworksI can identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colorsI can compare and contrast two artworks on: Subject matter Media Use of line, color, shape, and texture Theme Purpose of art in culture	<p>Essential Questions: What is an art museum?</p> <p>How does the presenting & sharing of objects, artifacts & artworks influence & shape ideas, beliefs & experiences?</p> <p>How do objects, artifacts & artworks collected, preserved or presented, cultivate appreciation & understanding?</p>



Sedalla School District #200

Subject Area: Visual Arts		Grade: Second Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic: Exploration	Priority Standard VA. Cr. 2A.2- Experiment with various materials and tools to explore personal interests in a work of art or design			
	Unit 6 3-6 Weeks	<p>Visual Arts: VA:Cn11A.2 Compare and contrast cultural uses of artwork from different times and places.</p> <p>VA:Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem.</p> <p>VA:Cr2A.2 Experiment with various materials and tools to explore personal interests in a work of art or design</p> <p>VA:R9A.2 Use learned art vocabulary to express preferences about artwork.</p> <p>Show Me: FA4, FA5 1.9</p>	<ul style="list-style-type: none">• I can experiment with new materials and new art making experiences• I can create a plan before I create my artwork.• I can reflect and problem solve while creating my artwork,	<p>Essential Questions: How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>