

National:

2nd Grade Scope and Sequence

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2nd Grade Course Overview

Course Description

2nd grade students will continue to explore and experiment with a wide variety of art media. They will be introduced to new media as well as engage with familiar media through new techniques and processes. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, texture, space, and value, as well as principles of design that include repetition, pattern, rhythm, and balance. Students will explore diverse concepts such as sustainability, natural and constructed environments, public sculptures, mood and emotion, and making art for a community. They will connect artmaking to different purposes, audiences, times, and places. Students will present their artwork, explain their artistic choices and interests, and provide feedback to others.

Demonstration Time

7 hours

Student Work Time

38 hours

Elements of Art:

Line, Shape, Color, Form, Texture, Space, Value

Principles of Design:

Repetition, Pattern, Balance, Rhythm
























Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Mixed Media, Photography, Fibers, Ceramics

Course Notes:

UNIT 1: Imagining Line, Color, and Repetition

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Questions: 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?</p> <p>1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>Students will practice creativity and innovative thinking while exploring line, color, and repetition. Students will apply their knowledge to imagine, plan, and create two original works of art using contour lines.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Line • Color 	Imagine, Make, Plan	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> • Drawing (markers) • Painting (watercolor) • Collage 	<ul style="list-style-type: none"> • Color • Line • Shape • Repetition 		
Demonstration Time	Student Work Time		
1 hour	3 hours		
Focus Standards	Unit Essential Questions		
VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.	What kind of conditions and attitudes support new ideas?		
VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	How can artists use media to explore and support personal expression?		
VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.	How can conversations during and after the creation of artwork help artists grow?		
Anchor Resources			
VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.	 Park Design Challenge		
VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	 My Favorites Dice Game		

Lessons	Key Resources	Artist Connections	
 Contour Self-Portraits	 What is a Contour Line Drawing?	 Alexander Calder	
 Formline Art and Me	 What is Cultural Appropriation?	 Northwest Coast Formline Design	
 Playing with Repetition	 Basic Collage Vocabulary	 Monika Forsberg  Henri Matisse	
Anchor Charts		Videos	Suggested Assessments
 Expanded Color Wheel	 Line	 What is Line?	 Exit Ticket
 Basic Drawing Vocabulary	 The Elements of Art	 (Beginner)	 Identity Artist Statement
 Talking About Art	 Collage Center	 What is Portraiture?  What is Collage?	 Artist Statement Template
Notes and Adjustments			
Reflections on Instruction			



























UNIT 2: Investigating Shape, Pattern, and Form

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Questions: 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?</p> <p>2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p>2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will investigate shape, pattern, and form through a variety of media and processes. Students will apply their understanding to create works of art inspired by nature.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> Shape Pattern Form 	Investigate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> Collage Fibers Sculpture 	<ul style="list-style-type: none"> Form Balance 		
Demonstration Time	Student Work Time		
1 hour	7 hours		
Focus Standards	Unit Essential Questions		
VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.	How do artists determine what materials they like working with?		
VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	How do artists create art carefully and safely?		
VA:Cr2.3.2a Repurpose objects to make something new.	What is the purpose of using found objects to create art?		

Anchor Resources			
VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.		Experimental Thumbnails	
VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		Art Tools and Materials Skit	
VA:Cr2.3.2a Repurpose objects to make something new.		Found Object Landscapes Guide	
Lessons	Key Resources	Artist Connections	
Fancy Folk Art Flowers	Folk Art Flowers Planning Guide	Flowers in Art History	
Fiber Cactus Sculpture	Embroidery Stitches	20 Contemporary Fiber Artists	
Abstract Insect Sculptures	Abstracting an Insect	Ten Environmental Artists	
Anchor Charts		Videos	Suggested Assessments
What is Collage?	Best Options for Collage Adhesives	What is Shape? (Beginner)	Before and After: Self Assessment & Reflection
Basic Collage Vocabulary	Hand Sewing Supplies	What is Pattern?	Exit Ticket
Construction Ideas for Sculptures		What is Form? (Beginner)	
		What is Sculpture?	
Notes and Adjustments			
Reflections on Instruction			









UNIT 3: Perceiving Natural and Constructed Environments

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description				
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>7.1 Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	Theme		Processes and Skills	Anticipatory Set	
	<ul style="list-style-type: none"> Natural and Constructed Environments 		Perceive, Analyze	Anticipatory Sets With FLEX	
	Media		Elements of Art and Principles of Design		
	<ul style="list-style-type: none"> Collage Painting (tempera) Drawing (crayons, oil pastel, chalk pastel) Ceramics 		<ul style="list-style-type: none"> Color Space Rhythm Texture 		
	Demonstration Time		Student Work Time		
	1 hour		6 hours		
Focus Standards	Unit Essential Questions				
VA:Re7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.	How do artists observe the natural world? How is the natural world different from the constructed world?				
VA:Re7.2.2a Categorize images based on expressive properties.	What can we learn from our responses to expressive art?				
VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	How can artists use media to explore and support personal expression?				
Anchor Resources					
VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.	Exploring Aesthetic Characteristics				
VA:Re.7.2.2a Categorize images based on expressive properties.	Expressive Property Sort				

Lessons	Key Resources	Artist Connections	
 Koi Ponds	 Types of Koi Fish	 Henri Matisse	
 Steady Beat on the Farm	 Barnyard Brainstorming	 Grant Wood	
 Nature Within Nature	 Making Texture in Clay	 Ceramic Artists Inspired By Nature	
Anchor Charts		Videos	Suggested Assessments
 Ideas for Making Painted Paper	 Talking about Art	 What is Color?	 Gallery Walk Guide
 The Emotion of Color	 Using Oil Pastels	 (Beginner)	 Color Wheel Challenge 1
 The Elements of Art	 Basic Painting Vocabulary	 What is Space?	 Stoplight Exit Ticket
 Chalk Pastel Techniques	 Chalk Pastel Tools	 (Beginner)	
 What is Texture?  (Beginner)			
Notes and Adjustments			
Reflections on Instruction			







UNIT 4: Discovering Sustainability

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Questions: 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?</p>		<p>Students will explore the way artists discuss, reflect, and add details to their artwork. Students will apply their understanding to create original artworks inspired by sustainability.</p>		
		Theme	Processes & Skills	Anticipatory Set
		<ul style="list-style-type: none"> Sustainability 	Reflect, Refine, Revise	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Sculpture Mixed Media Printmaking 	<ul style="list-style-type: none"> Form Color Line 	
Demonstration Time	Student Work Time			
1 hour	5 hours			
Focus Standards		Unit Essential Questions		
<p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p>		<p>What insight can be gained by discussing artwork with others? What is the purpose of art critique?</p>		
<p>VA:Cr2.3.2a Repurpose objects to make something new.</p>		<p>What is the purpose of using found objects to create art? What are the relationships between art and sustainability?</p>		
Anchor Resources				
<p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p>		🔗 Interview with the Artist		
Lessons	Key Resources	Artist Connections		
🔗 Paper Mache Play	🔗 Dialogue Planning Sheet	🔗 Nick Cave		
🔗 Junk Jewelry	🔗 Found Junk Jewelry	🔗 10 Functional Designers		
🔗 Found Object Monotypes	🔗 Types of Textures	🔗 Hervé Tullet		








Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none">  Form  Basic Sculpture Vocabulary  Monoprint Processes 	<ul style="list-style-type: none">  Found Objects Materials Menu  The Elements of Art 	<ul style="list-style-type: none">  Gallery Walk Guide  Exit Slip 3 2 1  Two Stars and a Wish
Notes and Adjustments		
Reflections on Instruction		






UNIT 5: Investigating Home, School, and Community

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description																			
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Questions: 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?</p>		<p>Students will observe how artists incorporate ideas from their home, school, and community life into artwork. Students will apply their understanding by creating two original artworks inspired by their own home, school, and community experiences.</p> <table border="1" data-bbox="1146 407 2001 906"> <thead> <tr> <th data-bbox="1146 407 1430 456">Theme</th> <th data-bbox="1430 407 1717 456">Processes and Skills</th> <th data-bbox="1717 407 2001 456">Anticipatory Set</th> </tr> </thead> <tbody> <tr> <td data-bbox="1146 456 1430 581"> <ul style="list-style-type: none"> • Home • School • Community </td> <td data-bbox="1430 456 1717 581">Synthesize</td> <td data-bbox="1717 456 2001 581">Anticipatory Sets With FLEX</td> </tr> <tr> <th data-bbox="1146 581 1430 630">Media</th> <th colspan="2" data-bbox="1430 581 2001 630">Elements of Art and Principles of Design</th> </tr> <tr> <td data-bbox="1146 630 1430 721"> <ul style="list-style-type: none"> • Collage • Mixed Media </td> <td colspan="2" data-bbox="1430 630 2001 721"> <ul style="list-style-type: none"> • Form </td> </tr> <tr> <th data-bbox="1146 721 1430 769">Demonstration Time</th> <th colspan="2" data-bbox="1430 721 2001 769">Student Work Time</th> </tr> <tr> <td data-bbox="1146 769 1430 906">1 hour</td> <td colspan="2" data-bbox="1430 769 2001 906">5 hours</td> </tr> </tbody> </table>		Theme	Processes and Skills	Anticipatory Set	<ul style="list-style-type: none"> • Home • School • Community 	Synthesize	Anticipatory Sets With FLEX	Media	Elements of Art and Principles of Design		<ul style="list-style-type: none"> • Collage • Mixed Media 	<ul style="list-style-type: none"> • Form 		Demonstration Time	Student Work Time		1 hour	5 hours	
Theme	Processes and Skills	Anticipatory Set																			
<ul style="list-style-type: none"> • Home • School • Community 	Synthesize	Anticipatory Sets With FLEX																			
Media	Elements of Art and Principles of Design																				
<ul style="list-style-type: none"> • Collage • Mixed Media 	<ul style="list-style-type: none"> • Form 																				
Demonstration Time	Student Work Time																				
1 hour	5 hours																				
Focus Standards		Unit Essential Questions																			
VA:Cn10.1.2a Create works of art about events in home, school, or community life.		How can an artist's community and personal experiences inspire artwork?																			
VA:Cr1..2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.		How can artists use media to explore and support personal expression?																			
Anchor Resources																					
VA:Cn10.1.2a Create works of art about events in home, school, or community life.		Home, School, and Community Life																			
Lessons	Key Resources	Artist Connections																			
My Community	From Stick Person to Shape Person	Aminah Brenda Lynn Robinson																			
Joseph Cornell Inspired Boxes	What is Mixed Media?	Joseph Cornell																			

Anchor Charts	Video	Suggested Assessments
 Basic Drawing Vocabulary  Talking about Art	 Colored Pencil Techniques	 Describe Your Drawing  Did I? Finished Artwork Review  #ArtistStatement
Notes and Adjustments		
Reflections on Instruction		

UNIT 6: Creating Art for the Community

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<p>Students will explore art that can be used and seen in the community and consider how the time and place that a work is created influences its creation and reception. Students will apply their understanding by creating uniforms for local heroes and designing a quilt inspired community mural.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> Art for the Community 	<p>Relate</p>
		Anticipatory Set	
		<p>Anticipatory Sets With FLEX</p>	
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Drawing (markers, colored pencil) 	<ul style="list-style-type: none"> Color Line Pattern
		Demonstration Time	Student Work Time
		30 minutes	4 hours
Focus Standards		Unit Essential Questions	
<p>VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.</p>		<p>How can viewing diverse artworks help us understand aspects of different times, places, and cultures? How and why might an artist create artwork for a community?</p>	
<p>VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p>		<p>What can we learn from the location of an artwork? How does art contribute to a community?</p>	
Anchor Resources			
<p>VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places.</p>		<p> Functional Art: Vases Over Time</p>	
Lessons	Key Resources	Artist Connections	
<p> Local Heroes</p>	<p> Uniforms in Art</p>	<p> Rembrandt van Rijn</p>	
<p> Quilt Square Mural</p>	<p> History of American Quilts</p>	<p> Faith Ringgold</p>	

Anchor Charts	Video	Suggested Assessments
 Doll and Uniform Template  Colored Pencil Techniques	 Basic Drawing Vocabulary  Talking about Art	 Artist Statement Template
Notes and Adjustments		
Reflections on Instruction		










UNIT 7: Exploring Sculpture Parks

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>Students will explore digital sculpture parks and analyze the methods for presenting art. Students will consider the way the art contributes to the community. Students will apply their understanding by designing an original piece of sculpture park art.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> Performance Art 	Select, Analyze, Prepare, and Present	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> Sculpture 	<ul style="list-style-type: none"> Form 		
Demonstration Time	Student Work Time		
30 minutes	2 hours		











Focus Standards		Unit Essential Questions	
VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.			
VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.		What is necessary to prepare artwork for presentation?	
VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.		What can we learn from the location of an artwork? How does art contribute to a community?	
Anchor Resources			
VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.		You Make the Museum!	
VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.		Artwork Presentation Memory	
VA:Pr6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.		How Does Art Contribute to Communities?	
Lessons	Key Resources	Artist Connections	
Sculpture Park Art	Preparing Art for Presentation	Claes Oldenburg	
Anchor Charts		Videos	Suggested Assessments
Sculpture Art Talk	Basic Sculpture Vocabulary	What is Sculpture?	Museum Label Reflection
Form	The Elements of Art		Artist Statement Template
Notes and Adjustments			
Reflections on Instruction			












UNIT 8: Interpreting Mood and Emotion

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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?</p>		<p>Students will interpret the ways artists create a sense of mood and emotion in their artwork. Students will apply their understanding to create works of art that uniquely express mood and emotion.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> Mood Emotion 	<p>Interpret</p>
		Anticipatory Set	
		<p>Anticipatory Sets With FLEX</p>	
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Painting (acrylic, tempera) 	<ul style="list-style-type: none"> Value
		Demonstration Time	Student Work Time
		30 minutes	2 hours
Focus Standards		Unit Essential Questions	
<p>VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p>		<p>What emotions can be felt in artwork? How can a viewer understand the feelings of the artist?</p>	
<p>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</p>		<p>How do artists combine experimentation with personal interests and curiosity?</p>	
Anchor Resources			
<p>VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p>		<p>Identifying Mood</p>	
Lessons	Key Resources	Artist Connections	
<p>Expression Through the Abstract</p>	<p>Feelings, Moods, and Emotions</p>	<p>Jackson Pollock</p>	
<p>Sad Drops</p>	<p>Facial Expressions Examples</p>	<p>Pablo Picasso</p>	

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none"> Expanded Color Wheel The Emotion of Color The Emotion of Line The Elements of Art	<ul style="list-style-type: none"> Tints, Tones, and Shades Basic Painting Vocabulary Basic Drawing Vocabulary	<ul style="list-style-type: none"> 4.3.2.1 Reflection Stoplight Exit Ticket
Notes and Adjustments		
Reflections on Instruction		

UNIT 9: Evaluating Composition

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description			
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will examine the elements and principles of art and consider how they are applied to artistic compositions. Students will apply their understanding to create and reflect on three works of art focusing on composition. Students will also explore the process of using vocabulary words to express preferences about works of art.</p>			
		Theme	Processes and Skills		
		<ul style="list-style-type: none"> • Composition 	Evaluate <table border="1" data-bbox="1730 456 2001 565"> <tr> <td data-bbox="1730 402 2001 446">Anticipatory Set</td> </tr> <tr> <td data-bbox="1730 456 2001 565">Anticipatory Sets With FLEX</td> </tr> </table>	Anticipatory Set	Anticipatory Sets With FLEX
Anticipatory Set					
Anticipatory Sets With FLEX					
		Media	Elements of Art and Principles of Design		
		<ul style="list-style-type: none"> • Mixed Media • Collage • Photography 	<ul style="list-style-type: none"> • Line • Shape • Balance • Pattern • Texture • Repetition 		
		Demonstration Time	Student Work Time		
		1 hour	4 hours		
Focus Standards		Unit Essential Questions			
<p>VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.</p>		How does knowing and using art vocabulary help us understand art?			
<p>VA:Re7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</p>		How does observing and describing the world around us influence and inform artwork?			
Anchor Resources					
<p>VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.</p>		 <u>Using Art Vocabulary</u>			
Lessons	Key Resources	Artist Connections			
 <u>Paper Bag Collage</u>	 <u>How to Create Balance in Art</u>	 <u>Art Cards</u>			
 <u>Stepping into Abstract</u>	 <u>Abstract vs. Non-Objective Art</u>	 <u>Willem de Kooning</u>			
 <u>Zooming In on Texture</u>	 <u>Describing Your Surroundings</u>	 <u>Jerry Uelsmann</u>			

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none">  Types of Composition  Types of Balance  Paper Manipulation Techniques  The Elements of Art 	<ul style="list-style-type: none">  The Principles of Design  Basic Painting Vocabulary  Basic Drawing Vocabulary  Perspectives in Photography 	<ul style="list-style-type: none">  Exit Ticket  Before and After Self Assessment & Reflection  Artist Statement Template
<h3 data-bbox="100 358 388 383">Notes and Adjustments</h3>		
<h3 data-bbox="100 854 424 878">Reflections on Instruction</h3>		