

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Early American Landscape Painting (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How does an artist show light in a painting?</li> <li>• Why might you need some dark colors also?</li> <li>• Why did these artists like to paint the land?</li> <li>• What is a landscape?</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching landscape with foreground; middle ground; background</li> <li>• Using yellow and white to show sunlight.</li> <li>• Using neutral colors and blue to show shadows.</li> <li>• Color blending.</li> </ul>	<ul style="list-style-type: none"> <li>• American history – mid 19<sup>th</sup> century</li> <li>• How the frontiers people explored the western part of North America.</li> <li>• Similarities/differences of landmarks now/then.</li> <li>• Colored pencil drawing adding yellow and white to show light source.</li> <li>• Tempera painting with white/yellow/ and neutrals to show landscape with foreground, middle ground and background, with highlights.</li> </ul>
<p><b><u>UNIT: Frederic Edwin Church and the Hudson River School (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Why was the Hudson River so important?</li> <li>• Have you visited the Hudson River?</li> <li>• Is there a river near here?</li> <li>• Would you like to paint a river landscape?</li> <li>• What would you include in it?</li> </ul>	<ul style="list-style-type: none"> <li>• Painting water using blue, green, and white.</li> <li>• Drawing the river landscape with foreground details.</li> <li>• Drawing scenery</li> </ul>	<ul style="list-style-type: none"> <li>• Hudson River Valley in mid 19<sup>th</sup> century.</li> <li>• Hudson River Valley now</li> <li>• Esopus Creek</li> <li>• New Paltz river community.</li> <li>• Landscape painting with foreground river.</li> <li>• Torn paper collage of river landscape.</li> <li>• Tissue paper river collage.</li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

<b>UNIT/ESSENTIAL QUESTIONS</b>	<b>SKILLS/TECHNIQUES</b>	<b>HISTORY/CULTURE/SUGGESTED LESSONS</b>
<p><b><u>UNIT: Paleolithic Cave Art (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• When and why did people live in caves?</li> <li>• Why did they make art there?</li> <li>• Why do you think they made animals and women subjects?</li> <li>• How did the ancient people express their art ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Texture rubbing on crumpled paper.</li> <li>• Ink on textured paper.</li> <li>• Charcoal and pastel blending.</li> <li>• Animal representational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Paleolithic art (ancient time-line)</li> <li>• Europe on world map</li> <li>• Textured paper bag with earth color cave wall with bison or animal from Attimira</li> <li>• Papier-mâché or paper clay Venus of Willendorf sculpture</li> </ul>
<p><b><u>UNIT: Art of Asia: Origami (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where are Asia, China, and Japan?</li> <li>• Where did the ancient Asians get their ideas for their artwork?</li> <li>• What would you make if you were Japanese?</li> <li>• How did they show their appreciation of the land and animals in their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper folding, creasing, and scoring.</li> <li>• 3D sculpture construction</li> </ul>	<ul style="list-style-type: none"> <li>• The culture of Asia and the Far East</li> <li>• Agrarian culture</li> <li>• Far East geography</li> <li>• Paper folding – animal, bird, lantern, boat</li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: The River of History: New Paltz (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What peoples from far away came to New Paltz long ago?</li> <li>• What did their houses look like?</li> <li>• How did they play and work on the Wallkill River?</li> <li>• Can a river be in a landscape drawing?</li> <li>• What will New Paltz look like in 200 years?</li> </ul>	<ul style="list-style-type: none"> <li>• Thread of time cognition</li> <li>• Landscape scenery</li> <li>• Detail fluency</li> <li>• Illusion of depth in drawing</li> <li>• Higher order thinking skills</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• French 1600s in New Paltz</li> <li>• Dutch 1600s in New Paltz</li> <li>• Present day New Paltz</li> <li>• Vocabulary: culture, landscape, Wallkill River, French, Dutch, history, dwelling</li> <li>• Crayon resist landscape</li> <li>• Architectural sketch</li> <li>• Landscape with river painting</li> <li>• Portrait of French and Dutch in period dress</li> <li>• Drawing/painting of own dwelling</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ Huguenot Historical Society</li> <li>○ <a href="http://www.hvnet.com/museums/huguenots">www.hvnet.com/museums/huguenots</a></li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Louise Nevelson: 3-D Design (5 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where is Russia?</li> <li>• What is sculpture?</li> <li>• Do Nevelson's sculptures look like real things?</li> <li>• Did Louis Nevelson work in New York?</li> <li>• What does Nevelson's sculpture look like?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper/tag board folding, scoring, bending</li> <li>• 3-D constructing, building</li> </ul>	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> century Russia</li> <li>• 20<sup>th</sup> century New York City</li> <li>• Vocabulary: balance, 3-dimensional, sculpture, abstract, base, Louis Nevelson</li> <li>• Relief sculpture/clay</li> <li>• Free-standing sculpture/wood</li> <li>• Tag board sculpture with base</li> <li>• Wooden assemblage</li> <li>• Relief sculpture with tag board</li> <li>• Cardboard sculpture</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Louis Nevelson</i>, National Gallery of Art</li> <li>○ Teacher-made examples</li> <li>○ <a href="http://www.artincontext.org">www.artincontext.org</a></li> <li>○ <a href="http://www.the-artists.org">www.the-artists.org</a></li> <li>○ <a href="http://www.albrightknox.org/artstart/LNevelson.html">www.albrightknox.org/artstart/LNevelson.html</a></li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Cubism: Picasso (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is a cube?</li> <li>• Who was Pablo Picasso and why was he important?</li> <li>• How did cubes inspire him?</li> <li>• How did he make a painting look similar to cubes?</li> <li>• Did he paint things to look real or look abstract?</li> <li>• What is geometric?</li> </ul>	<ul style="list-style-type: none"> <li>• 3-D shape/form awareness</li> <li>• Changing the realistic to abstract</li> <li>• Higher order thinking skills</li> <li>• Shape variation understanding</li> </ul>	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> century Spain</li> <li>• 20<sup>th</sup> century France</li> <li>• 20<sup>th</sup> century America</li> <li>• Vocabulary: modern, abstract, cubism/cube, geometric, shading, 3-dimensional</li> <li>• Geometric portrait/tracing shapes</li> <li>• Coloring reproductions of Picasso</li> <li>• 3-D shading with graphite</li> <li>• Cut out construction paper-geometric shapes</li> <li>• Paper sculpture/folded cubes</li> <li>• “Geometric” portrait or still life</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Picasso reproductions/coloring sheets</li> <li>○ “Cubist” tag board sculpture example</li> <li>○ Tracing templates</li> <li>○ Video: <i>Picasso</i>, National Gallery of Art</li> <li>○ Video: <i>Artists at Work</i>, Wilton Series</li> <li>○ <i>Cubism</i>, Alfred Schmeller</li> <li>○ <i>Picasso</i>, Ernest Raboff</li> <li>○ <a href="http://www.ArtofSile/cubismcolour.msnw">www.ArtofSile/cubismcolour.msnw</a></li> <li>○ <a href="http://www.arthistory.about.com/library/nosearch/np-picassomusicians.htm">www.arthistory.about.com/library/nosearch/np-picassomusicians.htm</a></li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Leonardo da Vinci (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Can an artist be talented in other areas?</li> <li>• What did Leonardo da Vinci do?</li> <li>• How does the Mona Lisa make you feel/think?</li> <li>• How can you be an inventor?</li> <li>• What is an invention?</li> </ul>	<ul style="list-style-type: none"> <li>• Time/place awareness and sense</li> <li>• Cultural diversity awareness</li> <li>• Self-image enhancement</li> <li>• Portraiture</li> <li>• Landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Italian Renaissance period</li> <li>• Vocabulary: Mona Lisa, Leonardo, landscape, background, portrait, style, realistic, invention</li> <li>• Self portrait in style of Leonardo</li> <li>• Portrait of Mona Lisa</li> <li>• Imaginary landscape with river</li> <li>• Portrait of Leonardo</li> <li>• Sketch an “invented machine”</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video on Leonardo, National Gallery of Art</li> <li>○ Slides of Leonardo’s work</li> <li>○ Books about Leonardo/Mona Lisa</li> <li>○ Teacher – made copy of the Mona Lisa</li> <li>○ <i>Da Vinci</i>, Patrice Bousset</li> <li>○ <i>Leonardo da Vinci</i>, Hellmut Wohl</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Ancient Roman Architecture (3-4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is architecture?</li> <li>• How did the ancient Romans/Italians build their buildings?</li> <li>• What did their buildings look like?</li> <li>• What is a column?</li> <li>• What is an arch?</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric shape identification</li> <li>• Visual perception acuity</li> <li>• Part-to-whole relationship</li> <li>• Fine motor skills</li> <li>• Tracing template skills</li> <li>• Eye/hand coordination</li> <li>• Timeline knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Roman and Romanesque style</li> <li>• Ancient Rome/Italy</li> <li>• High Renaissance art/architecture</li> <li>• Vocabulary: ancient, arch, column, Rome/Roman, Italy, architecture</li> <li>• Façade drawing with graphite</li> <li>• Column/pediment construction with cardboard/tag board</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ <i>The Four Books of Architecture</i>, Andrea Palladio</li> <li>○ <a href="http://www.archpedia.com/styles-Renaissance-5.html">www.archpedia.com/styles-Renaissance-5.html</a></li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Animals in Art (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where are animals found in Art?</li> <li>• Who used animals first in their artwork?</li> <li>• Why would you put animals in your artwork?</li> <li>• Which animals/creatures would you use?</li> <li>• Which artists portrayed lots of animals?</li> </ul>	<ul style="list-style-type: none"> <li>• Higher order thinking skills</li> <li>• Detail fluency</li> <li>• Animal appreciation</li> <li>• Animal rendering</li> <li>• Landscape with animal drawing</li> <li>• Knowledge of landscape painting</li> <li>• Animal sculpture knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• 18<sup>th</sup> – 19<sup>th</sup> century landscape painting</li> <li>• Cave art</li> <li>• Rock art</li> <li>• Native stone or wooden sculpture of animals</li> <li>• Abstract animal sculpture of Northwest Indians</li> <li>• Vocabulary: cave art, rock art, abstract, motif, details, scale, landscape, habitat, animal</li> <li>• Clay animal sculpture</li> <li>• Drawing animals and habitat</li> <li>• Landscape with animal drawing</li> <li>• “Creature creation”</li> <li>• Assessments: <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Wilton Art Appreciation Series 200 – <i>Animals</i></li> <li>○ Reproductions of animals found in art</li> <li>○ Animal sketch books</li> <li>○ Reproduction of <i>The Peaceable Kingdom</i></li> </ul> </li> </ul>



**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: North American Ceramic Work (4-5 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Who were/are native North Americans?</li> <li>• What is clay?</li> <li>• How did they use clay art?</li> <li>• What is a pictograph?</li> <li>• What is a motif?</li> <li>• Can you create your own motif?</li> <li>• How would you change their designs (motifs?)</li> </ul>	<ul style="list-style-type: none"> <li>• Plasticine modeling/joining 3-D forms</li> <li>• Etching/imprinting clay</li> <li>• Hand building techniques</li> <li>• Design a clay vessel to use</li> <li>• Design a clay mask for decoration or play</li> </ul>	<ul style="list-style-type: none"> <li>○ Eskimo/Innuait</li> <li>○ Zuni, Hopi, Pueblo</li> <li>○ Vocabulary: mask, slab, coil, etch, vessel, Eskimo/Innuait, Zuni, Hopi, Pueblo, nature, texture, motif</li> <li>○ Modeling 3-D forms with plasticene</li> <li>○ Coil/slab hand building with clay</li> <li>○ Mask making with clay and other materials</li> <li>○ Vessel making with clay</li> <li>○ Slab hanging with etched motifs</li> <li>○ Pendant from ceramic clay</li> <li>• Assessments: <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources: <ul style="list-style-type: none"> <li>○ Video: <i>Native Art of North America</i></li> <li>○ Book: <i>Innuait, The Art of the Canadian Eskimo</i>, W.T. Larmour</li> <li>○ Book: <i>The World of the American Indian</i></li> <li>○ Prints, posters, slides of Native American art</li> <li>○ Book: <i>Art of Oceania, Africa, and the Americas</i>, The Metropolitan Museum of Art</li> <li>○ Book: <i>Ceramics, A Handbook</i>, Glenn C. Nelson</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: I Am the Artist (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is an artist?</li> <li>• How does an artist speak through art?</li> <li>• In what different ways/forms does art appear?</li> <li>• How can you make art?</li> <li>• How are you an artist?</li> <li>• What would you like to say through your art?</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Risk-taking</li> <li>• Self image enhancement</li> <li>• Personal creative development</li> <li>• Portraiture with proportional features</li> <li>• Pattern motif with star</li> <li>• Use of ruler/straight edge</li> <li>• Fine motor development</li> </ul>	<ul style="list-style-type: none"> <li>• Portraiture in various cultures</li> <li>• Islamic architectural elements</li> <li>• Art examples from Egyptian, Greek, Roman, and other cultures</li> <li>• Vocabulary – portrait, Sully, Van Gogh, line, pattern, design, artist, art</li> <li>• Self portrait with patterned border</li> <li>• Drawing/painting of home environment</li> <li>• Creative experiences with symbols and elements/principles of design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>Adventures in Art and Artists at Work</i> (Wilton Art Appreciation Series)</li> <li>○ Slides, reproductions of various art from various cultures</li> <li>○ <i>Principles of Design: Pattern</i>, Albert W. Porter</li> <li>○ <i>Pattern Design</i>, Archibald Christie</li> <li>○ <i>Encyclopedia of Ancient Egypt</i>, Gill Harvey</li> <li>○ <i>The Art of Ancient Egypt</i>, Shirley Gulbok</li> <li>○ <i>Art Smart</i>, Susan Rodriguez</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Art IS... (2-3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is art to you?</li> <li>• How can you make art?</li> <li>• Where is art?</li> <li>• Are you an artist?</li> <li>• How many kinds of art can you name?</li> <li>• What is creativity?</li> </ul>	<ul style="list-style-type: none"> <li>• Higher order thinking skills (transference), analysis</li> <li>• Listening/responding skills</li> <li>• Personal creative development</li> <li>• Self-expression of meaningful feelings, emotions, ideas</li> <li>• Exploration of various media</li> </ul>	<ul style="list-style-type: none"> <li>• The artist as a “mirror” of time/place</li> <li>• The art of chosen culture</li> <li>• Vocabulary – culture, artist, create, subject, theme, emotion, feelings, mood</li> <li>• Rubber stamping with art sayings</li> <li>• Embellishments of magazine cutouts with mixed media</li> <li>• Lettering <i>Art Is...</i> with illustration</li> <li>• “I Am the Artist” journal cover design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ <i>Adventures in Art and Artists at Work</i> (Wilton)</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: The Nature of Art (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is nature?</li> <li>• How do things found in nature inspire you?</li> <li>• What art looks like nature?</li> <li>• Do you like and appreciate nature?</li> <li>• How would you use nature for your art work?</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic valuing in art and nature</li> <li>• Visual training</li> <li>• Self confidence</li> <li>• Nature observation skills</li> <li>• Idea/detail fluency</li> <li>• Knowledge transference</li> </ul>	<ul style="list-style-type: none"> <li>• Various landscapes in different cultures at different times</li> <li>• Use of natural materials in artwork by various cultures at various times</li> <li>• Vocabulary – nature, artist, landscape, architecture, detail, collage, hand building clay, inspire</li> <li>• Nature collage</li> <li>• Landscape drawing/painting</li> <li>• Ceramic hand building</li> <li>• Mosaic</li> <li>• Nature printing</li> <li>• Wooden Sculpture</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Observation</li> <li>○ Rubric</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Various slides, filmstrips, videos about natural phenomena and nature in art and nature’s inspiration for art in various scientific disciplines (earth science)</li> </ul> </li> <li>• Books:               <ul style="list-style-type: none"> <li>○ <i>Down the Colorado</i>, John W. Powell</li> <li>○ <i>The Hudson River School</i>, Louise Minks</li> <li>○ <i>Nature Printing</i>, Laura D. Bethmann</li> <li>○ <i>Appalachian Wilderness</i>, Elliot Porter</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Millions of Colors (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How many colors are there?</li> <li>• Where do colors come from?</li> <li>• Can colors be bright and dull?</li> <li>• What colors do you think have to be here first?</li> <li>• How can you change a color?</li> <li>• What is a color wheel?</li> <li>• What are the primary, secondary, and intermediate colors?</li> <li>• What are neutral colors?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal creative development/expression</li> <li>• Risk taking skills/behaviors</li> <li>• Fine motor skills</li> <li>• Color blending</li> <li>• Scientific method of inquiry/questioning</li> <li>• Color discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Colors in differing cultural aspects such as architecture, painting, mosaics, clothing, etc.</li> <li>• Vocabulary – color, hue</li> <li>• Color wheel making</li> <li>• Oil pastel drawings</li> <li>• Straw painting</li> <li>• Mixed media tissue collage</li> <li>• Multi colored printing</li> <li>• Tempera painting</li> <li>• Water color techniques</li> <li>• Tints, tone, shade blending</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video – <i>Color</i> (Wilton, Series 200)</li> <li>○ Slides of artwork, nature, built environments, etc.</li> <li>○ Color reproductions of various styles/periods of painting (Impressionism, Fauvism, etc.)</li> <li>○ Teacher made color paddles, color wheel</li> <li>○ <i>Light and Color in Painting</i> (slides), The National Gallery of Art</li> <li>○ <i>Color and Value</i>, Joseph A. Cutto</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

<b>UNIT/ESSENTIAL QUESTIONS</b>	<b>SKILLS/TECHNIQUES</b>	<b>HISTORY/CULTURE/SUGGESTED LESSONS</b>
<p><b><u>UNIT: African-American Art (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where do African Americans come from?</li> <li>• Who was William J. Johnson? (and others)</li> <li>• How does a person's life/culture affect his/her artwork?</li> <li>• Does it matter what race you are?</li> <li>• What does his painting _____ look like? How does it use color? How does it make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Art "criticism"-responding/valuing</li> <li>• Cultural awareness/acceptance</li> <li>• Style awareness</li> <li>• Theme awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Harlem Renaissance, New York City – 20<sup>th</sup> century</li> <li>• William J. Johnson or _____</li> <li>• Vocabulary-theme, African-American, style, race, William J. Johnson or _____, Harlem Renaissance</li> <li>• Drawing/painting genre or surreal</li> <li>• Portraiture</li> <li>• Drawing African–American themes</li> <li>• Illustrating verse around African-American themes</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>The Harlem Renaissance, Working with Pattern</i> (Scholastic Art)</li> <li>○ <i>The Art of Oceana, Africa, and the Americas</i></li> <li>○ Reproductions of various African-American artists</li> <li>○ <a href="http://www.nmaa-ryder.si.edu/Johnson/hisstory.html">www.nmaa-ryder.si.edu/Johnson/hisstory.html</a></li> <li>○ <a href="http://www.nmaa-ryder.si.edu/Johnson/resource.html">www.nmaa-ryder.si.edu/Johnson/resource.html</a></li> <li>○ <a href="http://www.liu.edu/cwis/cwp/library/aavaahp.html">www.liu.edu/cwis/cwp/library/aavaahp.html</a> (African Americans in the visual arts, a historical perspective)</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Multi-Cultural Diversity (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is a culture?</li> <li>• Are you in a culture?</li> <li>• Do cultures have different art styles/themes/images?</li> <li>• Do cultures change?</li> <li>• What does your culture look like?</li> <li>• How can you express/tell about your culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of cultural diversity/acceptance</li> <li>• Transference of knowledge of human traits to concrete art works</li> <li>• How the artists are inspired by their culture</li> </ul>	<ul style="list-style-type: none"> <li>• History through art of various cultures at various times, e.g., Ancient Greek/Roman, African, European, Asian</li> <li>• Vocabulary – the country/region studied themes/motifs/place names/nature</li> <li>• Ceremonial or utilitarian artwork of various cultures</li> <li>• Sculpture of various cultures</li> <li>• Zuni, Hopi, Pueblo pottery motifs</li> <li>• Cunieform/pictograph/heiroglyphs of ancient culture</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>Multi-cultural Books to Make and Share</i>, Susan Gaylord</li> <li>○ <i>Global Art</i>, Mary Ann Kohl and Jean Potter</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Meet the Artist: Matisse (4 weeks) (or another artist)</u></b></p> <ul style="list-style-type: none"> <li>• Do you like Matisse’s work?</li> <li>• Is it simple or complicated?</li> <li>• What colors does he use a lot?</li> <li>• What do the lines do?</li> <li>• Is his work real or abstract?</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting and gluing</li> <li>• Overlapping shapes</li> <li>• Making tints, shades, and tones</li> <li>• Fine motor skills</li> <li>• Making simple/abstract things</li> </ul>	<ul style="list-style-type: none"> <li>• Early 20<sup>th</sup> century France</li> <li>• Late 19<sup>th</sup> century France</li> <li>• Fauvism period</li> <li>• Vocabulary – abstract, simple, intense color, tints, shades, contrast, mobile, mixed-media</li> <li>• Matisse style painting</li> <li>• Construction/fadeless paper cut-outs/glue</li> <li>• Mobile with simple curvilinear shapes</li> <li>• Mosaic with Matisse simple form</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ Matisse reproductions</li> <li>○ <i>The Art of Matisse</i>, Julian Pendall</li> </ul> </li> </ul>



**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Cartooning (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Do cartoons look like real things or real people?</li> <li>• How do cartoon faces tell how the character feels?</li> <li>• What is a cartoon?</li> <li>• Are cartoons a form of art?</li> <li>• Can you draw a cartoon?</li> </ul>	<ul style="list-style-type: none"> <li>• Simplification of images</li> <li>• Graphic representation of facial expressions</li> <li>• Eye/hand coordination</li> <li>• Fine motor skills</li> <li>• Caricature</li> <li>• Imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoons in the news</li> <li>• Publications for humor, satire, or advertisement of various cultures</li> <li>• Vocabulary – cartoon, simple, simplify, facial expression, advertise, humor, funny, silly</li> <li>• Cartoon character invention/drawing</li> <li>• Animation flip book</li> <li>• Cartoon story board</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Be a Cartoonist</i>, Mid-Com</li> <li>○ <i>I Can Draw Cartoons</i>, Walter Foster and Len Epstein</li> <li>○ <i>Blitz Cartooning Kit</i>, Bruce Blitz</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: <i>The Starry Night</i> of Van Gogh (3-4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Do stars have to look like dots and circles?</li> <li>• Can stars swirl like spirals?</li> <li>• How did Vincent Van Gogh paint stars?</li> <li>• What is a brush stroke?</li> <li>• Who was Vincent Van Gogh?</li> <li>• Can groups of stars make a picture of something?</li> </ul>	<ul style="list-style-type: none"> <li>• Higher order thinking (analysis)</li> <li>• Science ↔ Art transference</li> <li>• Astronomy</li> </ul>	<ul style="list-style-type: none"> <li>• Post Impressionist Period</li> <li>• Present culture/astronomy</li> <li>• Vocabulary – swirl, spiral, star, shimmer, glitter, Vincent Van Gogh, brushstroke, astronomy, telescope, constellation, movement</li> <li>• Drawing/painting starts</li> <li>• Creating spiral design</li> <li>• Making foil/glitter star collage</li> <li>• Drawing Van Gogh’s self portrait</li> <li>• Creating a new constellation of stars</li> <li>• Landscape in Van Gogh’s style of brush stroking</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>The World of Van Gogh</i>, Robert Wallace</li> <li>○ <i>Van Gogh</i>, Grace Evans (with slides)</li> <li>○ <i>Moment and Rhythm</i>, Gerald Brommer</li> <li>○ <i>The Starry Night</i> reproduction</li> <li>○ <a href="http://www.ibiblio.org/wm/paint/auth/gogh/starry-night">www.ibiblio.org/wm/paint/auth/gogh/starry-night</a></li> <li>○ <a href="http://www.mgscr.hubblesite.org">www.mgscr.hubblesite.org</a></li> <li>○ <a href="http://www.hubblesite.org/newscenter/newsdesk/archive/releases/2004/10/">www.hubblesite.org/newscenter/newsdesk/archive/releases/2004/10/</a></li> <li>○ <a href="http://www.mgsre.hubblesite.org/hu/db/2004/10/images/a/formats/web-print.jpg">www.mgsre.hubblesite.org/hu/db/2004/10/images/a/formats/web-print.jpg</a></li> <li>○ Reproductions/slides: <i>The Inquiring Eye: Post Impressionism</i>, National Gallery of Art</li> </ul> </li> </ul>

**New Paltz Central School District**  
**ART**  
**Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Ceramic Hand Building</u></b>  <b><u>(3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where does clay come from?</li> <li>• How can clay be changed in shape?</li> <li>• What could you make from clay?</li> <li>• Why did ancient cultures (people) make things out of clay?</li> <li>• How could you build with clay pieces?</li> </ul>	<ul style="list-style-type: none"> <li>• Eye/hand coordination</li> <li>• Fine motor skills</li> <li>• Clay modeling and joining</li> <li>• Slab/coil making</li> </ul>	<ul style="list-style-type: none"> <li>• Zuni, Hopi, Pueblo Native American cultures</li> <li>• African cultures</li> <li>• Ancient Greece (and others)</li> <li>• Vocabulary – clay, model, slab, coil, build, construct, molif, various cultures’ names</li> <li>• Native American pottery/clay work</li> <li>• African masks</li> <li>• Bas-relief clay design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Native Art of North America</i>, J Weston Walch</li> <li>○ <i>The World of the American Indian</i>, The National Geographic Society</li> <li>○ <i>Ceramics, A Potter’s Handbook</i>, Glenn C. Nelson</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: 3-D Has Sides and Thickness</u></b> <b><u>(3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How can you make/build art that stands up?</li> <li>• How many different ways can you measure things?</li> <li>• What is sculpture?</li> <li>• What does “three dimensional” mean?</li> <li>• What can you use to join the parts of a sculpture?</li> <li>• Does a sculpture have to be balanced? Symmetrical?</li> </ul>	<ul style="list-style-type: none"> <li>• Measure</li> <li>• Identify three dimensional objects</li> <li>• Compare 2D to 3D</li> <li>• Fastening, gluing, taping skills</li> <li>• Folding skills</li> <li>• Clay modeling (fine motor skills)</li> <li>• Cutting/tearing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Various cultures and their 3D art examples</li> <li>• Zuni, Hopi, Pueblo Indian pottery</li> <li>• African masks</li> <li>• 19<sup>th</sup> – 20<sup>th</sup> century western sculpture</li> <li>• Vocabulary – three dimensional, thick, measure, sculpture, slab, coil, mobile, assemblage</li> <li>• Various additive sculpture</li> <li>• Various subtractive sculpture</li> <li>• Mobile</li> <li>• Relief Sculpture</li> <li>• Clay hand building/modeling/joining</li> <li>• Architecture components</li> <li>• Paper folding sculpture</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Louise Nevelson</i>, National Gallery of Art</li> <li>○ <i>Discover Art</i>, L. Chapman</li> <li>○ <i>Art in Action</i>, G. Hubbard</li> <li>○ Slides, filmstrips with examples of sculpture around the world at different periods</li> <li>○ <i>Let’s Discover Paper</i>, J. Rhomberg</li> <li>○ <i>The Internet-Linked Encyclopedia of Ancient Egypt</i>, Gill Harvey</li> </ul> </li> </ul>

Second Grade

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
		<ul style="list-style-type: none"><li>○ <i>The Art of Ancient Egypt</i>, Shirley Glubok</li><li>○ Video: <i>Native Art of North America</i>, J. Weston Walch</li><li>○ <i>Paper Capers</i>, Steve and Megumi Biddle</li><li>○ <i>The ABC's of Origami</i>, Claude Sarasas</li><li>○ <i>Shape and Form</i>, Albert W. Potter</li></ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Rock Art (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Why did people paint on rocks and rock walls?</li> <li>• What colors did they use?</li> <li>• How did they make their “paint”?</li> <li>• What things did they usually paint?</li> <li>• Are there paintings still here today?</li> <li>• Did they make rock sculpture?</li> <li>• When did cultures paint inside caves?</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of time – past/present</li> <li>• Simple image recognition</li> <li>• Pre-reading skills</li> <li>• Drawing skills</li> <li>• Blending colors</li> <li>• Recreating ancient images/icons</li> <li>• Drawing animals</li> </ul>	<ul style="list-style-type: none"> <li>• Paleolithic art</li> <li>• Pre-Columbian Native American Art</li> <li>• Ancient rock art traditions</li> <li>• Vocabulary – rock art, earth colors, cuneiform, petroglyphs, pictograph</li> <li>• Paper Mache</li> <li>• Rock painting</li> <li>• Ceramic slab painting</li> <li>• Mobile with petroglyphs</li> <li>• Mural with rock art images</li> <li>• Cuneiform design</li> <li>• Crumpled paper painting</li> <li>• Styrofoam etching print</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Native Art of North America</i>, J.W. Walsh</li> <li>○ Posters/prints of petroglyphs/rock art images</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Second Grade**

<b>UNIT/ESSENTIAL QUESTIONS</b>	<b>SKILLS/TECHNIQUES</b>	<b>HISTORY/CULTURE/SUGGESTED LESSONS</b>
		<ul style="list-style-type: none"><li>○ <i>A Guide to Zuni Fetishes and Carvings</i>, Kent McManis</li><li>○ <i>Rock Art of the Southwest</i>, Liz and Peter Welsh</li><li>○ <a href="http://www.mnsu.edu/emuseum/prehistory/rockart/definitions.html">www.mnsu.edu/emuseum/prehistory/rockart/definitions.html</a></li><li>○ <a href="http://www.upenn.edu/museum/games/cuneiform.html">www.upenn.edu/museum/games/cuneiform.html</a></li><li>○ <i>Paleolithic Cave Art</i>, Peter Ucko and Andree' Rosenfeld</li><li>○ Video: <i>Animals</i> - Wilton Art Appreciation Series</li><li>○ Video: <i>Native Americans: The First Peoples</i>, Edu. Videos</li><li>○ <a href="http://www.pueblopottery.net">www.pueblopottery.net</a></li><li>○ <a href="http://www.puebloarts.com">www.puebloarts.com</a></li></ul>

**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: What's the Matter? ( 2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is matter?</li> <li>• What kinds of matter can artists, shape, mold, or model?</li> <li>• How do artists make art that looks like different matter?</li> <li>• How can you make things into art that look like water? like ice? like steam?</li> <li>• What kind of matter is artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of different forms of matter</li> <li>• Higher order thinking skills.</li> <li>• Personal creative development</li> <li>• Media manipulation</li> <li>• Drawing, painting, and sculpting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Various cultures that use or depict differing types of matter to create art</li> <li>• Winslow Homer</li> <li>• Van Gogh's <i>The Starry Night</i></li> <li>• Vocabulary – matter, artwork, creativity, spiral, solid, gas, texture</li> <li>• Resources               <ul style="list-style-type: none"> <li>○ <i>Form and Space</i></li> </ul> </li> </ul>



**New Paltz Central School District  
ART  
Second Grade**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Spanish Art With Diego Rivera (4 weeks) (or others)</u></b></p> <ul style="list-style-type: none"> <li>• Where do Spanish people live?</li> <li>• Where is Mexico? Spain? South America?</li> <li>• How does the country a person lives in affect his/her art?</li> <li>• Who was Diego Rivera?</li> <li>• What was his art like?</li> <li>• What is a mural?</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish language (words chosen by teacher)</li> <li>• Diversity awareness/empathy/acceptance</li> <li>• Enlarging images (scale/proportion)</li> <li>• Figure drawing</li> <li>• Color knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Diego Rivera’s country and times</li> <li>• Vocabulary – Diego Rivera, mural, painting, scale, proportion, intermediate colors</li> <li>• Kraft roll mural</li> <li>• Painting in Rivera’s style</li> <li>• Paper cut-outs (collage)</li> <li>• Figure drawing</li> <li>• Spanish phrase/vocabulary illustration</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <a href="http://www.cfta.net/lessons/spanish/level2/diego.html">www.cfta.net/lessons/spanish/level2/diego.html</a></li> <li>○ <i>Los Soridos Para Empezar</i>, Barbara Gregorich</li> <li>○ “¿Hablo Español?”, Lynn Brisson</li> <li>○ <i>Beginner’s Spanish</i>, Mark Stacey</li> </ul> </li> </ul>