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<tr>
<th>UNIT/ESSENTIAL QUESTIONS</th>
<th>SKILLS/TECHNIQUES</th>
<th>HISTORY/CULTURE/SUGGESTED LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT: Early American Landscape Painting</strong> (3 weeks)</td>
<td>Sketching landscape with foreground; middle ground; background</td>
<td>American history – mid 19th century</td>
</tr>
<tr>
<td>- How does an artist show light in a painting?</td>
<td>- Using yellow and white to show sunlight.</td>
<td>- How the frontiers people explored the western part of North America.</td>
</tr>
<tr>
<td>- Why might you need some dark colors also?</td>
<td>- Using neutral colors and blue to show shadows.</td>
<td>- Similarities/differences of landmarks now/then.</td>
</tr>
<tr>
<td>- Why did these artists like to paint the land?</td>
<td>- Color blending.</td>
<td>- Colored pencil drawing adding yellow and white to show light source.</td>
</tr>
<tr>
<td>- What is a landscape?</td>
<td></td>
<td>- Tempera painting with white/yellow/ and neutrals to show landscape with foreground, middle ground and background, with highlights.</td>
</tr>
<tr>
<td><strong>UNIT: Frederic Edwin Church and the Hudson River School</strong> (2 weeks)</td>
<td>Painting water using blue, green, and white.</td>
<td>Hudson River Valley in mid 19th century.</td>
</tr>
<tr>
<td>- Why was the Hudson River so important?</td>
<td>- Drawing the river landscape with foreground details.</td>
<td>Hudson River Valley now</td>
</tr>
<tr>
<td>- Have you visited the Hudson River?</td>
<td>- Drawing scenery</td>
<td>Esopus Creek</td>
</tr>
<tr>
<td>- Is there a river near here?</td>
<td></td>
<td>New Paltz river community.</td>
</tr>
<tr>
<td>- Would you like to paint a river landscape?</td>
<td></td>
<td>Landscape painting with foreground river.</td>
</tr>
<tr>
<td>- What would you include in it?</td>
<td></td>
<td>Torn paper collage of river landscape.</td>
</tr>
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<td>Tissue paper river collage.</td>
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<tr>
<td><strong>UNIT: Paleolithic Cave Art (2 weeks)</strong></td>
<td>- Texture rubbing on crumpled paper.  - Ink on textured paper.  - Charcoal and pastel blending.  - Animal representational drawing.</td>
<td>- Paleolithic art (ancient time-line)  - Europe on world map  - Textured paper bag with earth color cave wall with bison or animal from Attimira  - Papier-mâché or paper clay Venus of Willendorf sculpture</td>
</tr>
<tr>
<td>- When and why did people live in caves?  - Why did they make art there?  - Why do you think they made animals and women subjects?  - How did the ancient people express their art ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT: Art of Asia: Origami (2 weeks)</strong></td>
<td>- Paper folding, creasing, and scoring.  - 3D sculpture construction</td>
<td>- The culture of Asia and the Far East  - Agrarian culture  - Far East geography  - Paper folding – animal, bird, lantern, boat</td>
</tr>
<tr>
<td>- Where are Asia, China, and Japan?  - Where did the ancient Asians get their ideas for their artwork?  - What would you make if you were Japanese?  - How did they show their appreciation of the land and animals in their artwork?</td>
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</table>
| UNIT: The River of History: New Paltz (4 weeks) | • Thread of time cognition  
• Landscape scenery  
• Detail fluency  
• Illusion of depth in drawing  
• Higher order thinking skills  
• Cultural diversity | • French 1600s in New Paltz  
• Dutch 1600s in New Paltz  
• Present day New Paltz  
• Vocabulary: culture, landscape, Wallkill River, French, Dutch, history, dwelling  
• Crayon resist landscape  
• Architectural sketch  
• Landscape with river painting  
• Portrait of French and Dutch in period dress  
• Drawing/painting of own dwelling  
• Assessments  
  o Rubric  
  o Observation  
• Resources  
  o Huguenot Historical Society  
  o [www.hvnet.com/museums/huguenots](http://www.hvnet.com/museums/huguenots) |
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<tr>
<td><strong>UNIT: Louise Nevelson: 3-D Design (5 weeks)</strong>&lt;br&gt;• Where is Russia?&lt;br&gt;• What is sculpture?&lt;br&gt;• Do Nevelson’s sculptures look like real things?&lt;br&gt;• Did Louis Nevelson work in New York?&lt;br&gt;• What does Nevelson’s sculpture look like?</td>
<td>• Paper/tag board folding, scoring, bending&lt;br&gt;• 3-D constructing, building</td>
<td>• 20th century Russia&lt;br&gt;• 20th century New York City&lt;br&gt;• Vocabulary: balance, 3-dimensional, sculpture, abstract, base, Louis Nevelson&lt;br&gt;• Relief sculpture/clay&lt;br&gt;• Free-standing sculpture/wood&lt;br&gt;• Tag board sculpture with base&lt;br&gt;• Wooden assemblage&lt;br&gt;• Relief sculpture with tag board&lt;br&gt;• Cardboard sculpture&lt;br&gt;• Assessments:&lt;br&gt;  o Rubric&lt;br&gt;  o Observation&lt;br&gt;• Resources:&lt;br&gt;  o Video: <em>Louis Nevelson</em>, National Gallery of Art&lt;br&gt;  o Teacher-made examples&lt;br&gt;  o <a href="http://www.artincontext.org">www.artincontext.org</a>&lt;br&gt;  o <a href="http://www.the-artists.org">www.the-artists.org</a>&lt;br&gt;  o <a href="http://www.albrightknox.org/artstart/LNevelson.html">www.albrightknox.org/artstart/LNevelson.html</a></td>
</tr>
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## New Paltz Central School District
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#### Second Grade

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</table>
| **UNIT: Cubism: Picasso (4 weeks)**  | • 3-D shape/form awareness  
• Changing the realistic to abstract  
• Higher order thinking skills  
• Shape variation understanding  | • 20th century Spain  
• 20th century France  
• 20th century America  
• Vocabulary: modern, abstract, cubism/cube, geometric, shading, 3-dimensional  
• Geometric portrait/tracing shapes  
• Coloring reproductions of Picasso  
• 3-D shading with graphite  
• Cut out construction paper-geometric shapes  
• Paper sculpture/folded cubes  
• “Geometric” portrait or still life  
• Assessments:  
  o Rubric  
  o Observation  |
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</table>
| UNIT: Leonardo da Vinci (4 weeks) | • Time/place awareness and sense  
• Cultural diversity awareness  
• Self-image enhancement  
• Portraiture  
• Landscape | • Italian Renaissance period  
• Vocabulary: Mona Lisa, Leonardo, landscape, background, portrait, style, realistic, invention  
• Self portrait in style of Leonardo  
• Portrait of Mona Lisa  
• Imaginary landscape with river  
• Portrait of Leonardo  
• Sketch an “invented machine”  
• Assessments:  
  o Rubric  
  o Observation  
• Resources:  
  o Video on Leonardo, National Gallery of Art  
  o Slides of Leonardo’s work  
  o Books about Leonardo/Mona Lisa  
  o Teacher – made copy of the Mona Lisa  
  o *Da Vinci, Patrice Boussel*  
  o *Leonardo da Vinci, Hellmut Wohl* |
### UNIT/ESSENTIAL QUESTIONS

**UNIT: Ancient Roman Architecture (3-4 weeks)**
- What is architecture?
- How did the ancient Romans/Italians build their buildings?
- What did their buildings look like?
- What is a column?
- What is an arch?

### SKILLS/TECHNIQUES

- Geometric shape identification
- Visual perception acuity
- Part-to-whole relationship
- Fine motor skills
- Tracing template skills
- Eye/hand coordination
- Timeline knowledge

### HISTORY/CULTURE/SUGGESTED LESSONS

- Roman and Romanesque style
- Ancient Rome/Italy
- High Renaissance art/architecture
- Vocabulary: ancient, arch, column, Rome/Roman, Italy, architecture
- Façade drawing with graphite
- Column/pediment construction with cardboard/tag board
- Assessments:
  - Rubric
  - Observation
- Resources
  - *The Four Books of Architecture*, Andrea Palladio
## UNIT/ESSENTIAL QUESTIONS

**UNIT: Animals in Art (3 weeks)**
- Where are animals found in Art?
- Who used animals first in their artwork?
- Why would you put animals in your artwork?
- Which animals/creatures would you use?
- Which artists portrayed lots of animals?

## SKILLS/TECHNIQUES

- Higher order thinking skills
- Detail fluency
- Animal appreciation
- Animal rendering
- Landscape with animal drawing
- Knowledge of landscape painting
- Animal sculpture knowledge

## HISTORY/CULTURE/SUGGESTED LESSONS

- 18th – 19th century landscape painting
- Cave art
- Rock art
- Native stone or wooden sculpture of animals
- Abstract animal sculpture of Northwest Indians
- Vocabulary: cave art, rock art, abstract, motif, details, scale, landscape, habitat, animal
- Clay animal sculpture
- Drawing animals and habitat
- Landscape with animal drawing
- “Creature creation”
- Assessments:
  - Rubric
  - Observation
- Resources:
  - Wilton Art Appreciation Series 200 – *Animals*
  - Reproductions of animals found in art
  - Animal sketch books
  - Reproduction of *The Peaceable Kingdom*
## New Paltz Central School District
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</table>
| **UNIT: North American Ceramic Work (4-5 weeks)** | • Plasticine modeling/joining 3-D forms  
  • Etching/imprinting clay  
  • Hand building techniques  
  • Design a clay vessel to use  
  • Design a clay mask for decoration or play | o Eskimo/Innuit  
  o Zuni, Hopi, Pueblo  
  o Vocabulary: mask, slab, coil, etch, vessel, Eskimo/Innuit, Zuni, Hopi, Pueblo, nature, texture, motif  
  o Modeling 3-D forms with plasticene  
  o Coil/slab hand building with clay  
  o Mask making with clay and other materials  
  o Vessel making with clay  
  o Slab hanging with etched motifs  
  o Pendant from ceramic clay |
| o Who were/are native North Americans?  
  o What is clay?  
  o How did they use clay art?  
  o What is a pictograph?  
  o What is a motif?  
  o Can you create your own motif?  
  o How would you change their designs (motifs?) | | |
| • Assessments:  
  o Rubric  
  o Observation | | |
| • Resources:  
  o Video: Native Art of North America  
  o Book: Innuit, The Art of the Canadian Eskimo, W.T. Larmour  
  o Book: The World of the American Indian  
  o Prints, posters, slides of Native American art  
  o Book: Ceramics, A Handbook, Glenn C. Nelson | | |
**UNIT/ESSENTIAL QUESTIONS** | **SKILLS/TECHNIQUES** | **HISTORY/CULTURE/SUGGESTED LESSONS**
--- | --- | ---
**UNIT: I Am the Artist (3 weeks)**
- What is an artist?
- How does an artist speak through art?
- In what different ways/forms does art appear?
- How can you make art?
- How are you an artist?
- What would you like to say through your art?
- Confidence
- Risk-taking
- Self image enhancement
- Personal creative development
- Portraiture with proportional features
- Pattern motif with star
- Use of ruler/straight edge
- Fine motor development

- Portraiture in various cultures
- Islamic architectural elements
- Art examples from Egyptian, Greek, Roman, and other cultures
- Vocabulary – portrait, Sully, Van Gogh, line, pattern, design, artist, art
- Self portrait with patterned border
- Drawing/painting of home environment
- Creative experiences with symbols and elements/principles of design
- Assessments
  - Rubric
  - Observation
- Resources:
  - *Adventures in Art and Artists at Work* (Wilton Art Appreciation Series)
  - Slides, reproductions of various art from various cultures
  - *Principles of Design: Pattern*, Albert W. Porter
  - *Pattern Design*, Archibald Christie
  - *Encyclopedia of Ancient Egypt*, Gill Harvey
  - *The Art of Ancient Egypt*, Shirley Gulbok
  - *Art Smart*, Susan Rodriguez
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<td><strong>UNIT: Art IS… (2-3 weeks)</strong></td>
<td>Higher order thinking skills (transference), analysis</td>
<td>The artist as a “mirror” of time/place</td>
</tr>
<tr>
<td>What is art to you?</td>
<td>Listening/responding skills</td>
<td>The art of chosen culture</td>
</tr>
<tr>
<td>How can you make art?</td>
<td>Personal creative development</td>
<td>Vocabulary – culture, artist, create, subject, theme, emotion, feelings, mood</td>
</tr>
<tr>
<td>Where is art?</td>
<td>Self-expression of meaningful feelings, emotions, ideas</td>
<td>Rubber stamping with art sayings</td>
</tr>
<tr>
<td>Are you an artist?</td>
<td>Exploration of various media</td>
<td>Embellishments of magazine cutouts with mixed media</td>
</tr>
<tr>
<td>How many kinds of art can you name?</td>
<td></td>
<td>Lettering <em>Art Is</em>… with illustration</td>
</tr>
<tr>
<td>What is creativity?</td>
<td></td>
<td>“I Am the Artist” journal cover design</td>
</tr>
</tbody>
</table>

**Assessments**
- Rubric
- Observation

**Resources**
- *Adventures in Art and Artists at Work* (Wilton)
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<td><strong>UNIT: The Nature of Art (3 weeks)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is nature?</td>
<td>• Aesthetic valuing in art and nature</td>
<td>• Various landscapes in different cultures at different times</td>
</tr>
<tr>
<td>• How do things found in nature inspire you?</td>
<td>• Visual training</td>
<td>• Use of natural materials in artwork by various cultures at various times</td>
</tr>
<tr>
<td>• What art looks like nature?</td>
<td>• Self confidence</td>
<td>• Vocabulary – nature, artist, landscape, architecture, detail, collage, hand building clay, inspire</td>
</tr>
<tr>
<td>• Do you like and appreciate nature?</td>
<td>• Nature observation skills</td>
<td>• Nature collage</td>
</tr>
<tr>
<td>• How would you use nature for your art work?</td>
<td>• Idea/detail fluency</td>
<td>• Landscape drawing/painting</td>
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<td></td>
<td>• Knowledge transference</td>
<td>• Ceramic hand building</td>
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<td></td>
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<td>• Mosaic</td>
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<td></td>
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<td>• Nature printing</td>
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<td>• Wooden Sculpture</td>
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<td>• Assessments</td>
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<td>o Observation</td>
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<td>o Rubric</td>
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<td></td>
<td></td>
<td>• Resources:</td>
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<tr>
<td></td>
<td></td>
<td>o Various slides, filmstrips, videos about natural phenomena and nature in art and nature’s inspiration for art in various scientific disciplines (earth science)</td>
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<td></td>
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<td>• Books:</td>
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<td></td>
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<td>o <em>Down the Colorado</em>, John W. Powell</td>
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<tr>
<td></td>
<td></td>
<td>o <em>The Hudson River School</em>, Louise Minks</td>
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<td></td>
<td>o <em>Nature Printing</em>, Laura D. Bethmann</td>
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<td>o <em>Appalachian Wilderness</em>, Elliot Porter</td>
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| **UNIT: Millions of Colors (3 weeks)**  
- How many colors are there?  
- Where do colors come from?  
- Can colors be bright and dull?  
- What colors do you think have to be here first?  
- How can you change a color?  
- What is a color wheel?  
- What are the primary, secondary, and intermediate colors?  
- What are neutral colors?  |  
- Personal creative development/expressions  
- Risk taking skills/behaviors  
- Fine motor skills  
- Color blending  
- Scientific method of inquiry/questioning  
- Color discrimination  |  
- Colors in differing cultural aspects such as architecture, painting, mosaics, clothing, etc.  
- Vocabulary – color, hue  
- Color wheel making  
- Oil pastel drawings  
- Straw painting  
- Mixed media tissue collage  
- Multi colored printing  
- Tempera painting  
- Water color techniques  
- Tints, tone, shade blending  
- Assessments:  
  - Rubric  
  - Observation  |  
- Resources:  
  - Video – *Color* (Wilton, Series 200)  
  - Slides of artwork, nature, built environments, etc.  
  - Color reproductions of various styles/periods of painting (Impressionism, Fauvism, etc.)  
  - Teacher made color paddles, color wheel  
  - *Light and Color in Painting* (slides), The National Gallery of Art  
  - *Color and Value*, Joseph A. Cutto |
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| **UNIT: African-American Art (4 weeks)** | • Art “criticism”-responding/valuing  
• Cultural awareness/acceptance  
• Style awareness  
• Theme awareness | • Harlem Renaissance, New York City – 20th century  
• William J. Johnson or _____  
• Vocabulary-theme, African-American, style, race, William J. Johnson or _____, Harlem Renaissance  
• Drawing/painting genre or surreal  
• Portraiture  
• Drawing African–American themes  
• Illustrating verse around African-American themes  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o *The Harlem Renaissance, Working with Pattern* (Scholastic Art)  
  o *The Art of Oceana, Africa, and the Americas*  
  o Reproductions of various African-American artists  
  o [www.nmaa-ryder.si.edu/Johnson/hisstory.html](http://www.nmaa-ryder.si.edu/Johnson/hisstory.html)  
  o [www.nmaa-ryder.si.edu/Johnson/resource.html](http://www.nmaa-ryder.si.edu/Johnson/resource.html)  
  o [www.liu.edu/cwis/cwp/library/aavaahp.html](http://www.liu.edu/cwis/cwp/library/aavaahp.html) (African Americans in the visual arts, a historical perspective) |
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| **UNIT: Multi-Cultural Diversity (4 weeks)** | • Appreciation of cultural diversity/acceptance  
• Transference of knowledge of human traits to concrete art works  
• How the artists are inspired by their culture | • History through art of various cultures at various times, e.g., Ancient Greek/Roman, African, European, Asian  
• Vocabulary – the country/region studied themes/motifs/place names/nature  
• Ceremonial or utilitarian artwork of various cultures  
• Sculpture of various cultures  
• Zuni, Hopi, Pueblo pottery motifs  
• Cuneiform/pictograph/heiroglyps of ancient culture  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o *Multi-cultural Books to Make and Share*, Susan Gaylord  
  o *Global Art*, Mary Ann Kohl and Jean Potter |
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| UNIT: Meet the Artist: Matisse (4 weeks) (or another artist) | Cutting and gluing  
Overlapping shapes  
Making tints, shades, and tones  
Fine motor skills  
Making simple/abstract things | Early 20th century France  
Late 19th century France  
Fauvism period  
Vocabulary – abstract, simple, intense color, tints, shades, contrast, mobile, mixed-media  
Matisse style painting  
Construction/fadeless paper cut-outs/glue  
Mobile with simple curvilinear shapes  
Mosaic with Matisse simple form  
Assessments  
  o Rubric  
  o Observation  
Resources  
  o Matisse reproductions  
  o *The Art of Matisse*, Julian Pendall |
| Do you like Matisse’s work?  
Is it simple or complicated?  
What colors does he use a lot?  
What do the lines do?  
Is his work real or abstract? | | |
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<td><strong>UNIT: Cartooning (4 weeks)</strong></td>
<td>Simplification of images</td>
<td>Cartoons in the news</td>
</tr>
<tr>
<td>- Do cartoons look like real things or real people?</td>
<td>Graphic representation of facial expressions</td>
<td>Publications for humor, satire, or advertisement of various cultures</td>
</tr>
<tr>
<td>- How do cartoon faces tell how the character feels?</td>
<td>Eye/hand coordination</td>
<td>Vocabulary – cartoon, simple, simplify, facial expression, advertise, humor, funny, silly</td>
</tr>
<tr>
<td>- What is a cartoon?</td>
<td>Fine motor skills</td>
<td>Cartoon character invention/drawing</td>
</tr>
<tr>
<td>- Are cartoons a form of art?</td>
<td>Caricature</td>
<td>Animation flip book</td>
</tr>
<tr>
<td>- Can you draw a cartoon?</td>
<td>Imagination</td>
<td>Cartoon story board</td>
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<td>Assessments</td>
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<td></td>
<td></td>
<td>- Rubric</td>
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<td>- Observation</td>
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<td>Resources:</td>
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<tr>
<td></td>
<td></td>
<td>- Video: <em>Be a Cartoonist</em>, Mid-Com</td>
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<td>- <em>I Can Draw Cartoons</em>, Walter Foster and Len Epstein</td>
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<td>- <em>Blitz Cartooning Kit</em>, Bruce Blitz</td>
</tr>
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</table>
## UNIT/ESSENTIAL QUESTIONS

**UNIT: The Starry Night of Van Gogh (3-4 weeks)**
- Do stars have to look like dots and circles?
- Can stars swirl like spirals?
- How did Vincent Van Gogh paint stars?
- What is a brush stroke?
- Who was Vincent Van Gogh?
- Can groups of stars make a picture of something?

## SKILLS/TECHNIQUES

- Higher order thinking (analysis)
- Science ↔ Art transference
- Astronomy

## HISTORY/CULTURE/SUGGESTED LESSONS

- Post Impressionist Period
- Present culture/astronomy
- Vocabulary – swirl, spiral, star, shimmer, glitter, Vincent Van Gogh, brushstroke, astronomy, telescope, constellation, movement
- Drawing/painting starts
- Creating spiral design
- Making foil/glitter star collage
- Drawing Van Gogh’s self portrait
- Creating a new constellation of stars
- Landscape in Van Gogh’s style of brush stroking
- Assessments
  - Rubric
  - Observation
- Resources:
  - *The World of Van Gogh*, Robert Wallace
  - *Van Gogh*, Grace Evans (with slides)
  - *Moment and Rhythm*, Gerald Brommer
  - *The Starry Night* reproduction
  - [www.ibiblio.org/wm/paint/auth/gogh/starry-night](http://www.ibiblio.org/wm/paint/auth/gogh/starry-night)
  - [www.mgscr.hubblesite.org](http://www.mgscr.hubblesite.org)
  - Reproductions/slides: *The Inquiring Eye: Post Impressionism*, National Gallery of Art
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| UNIT: Ceramic Hand Building (3 weeks) | • Eye/hand coordination  
• Fine motor skills  
• Clay modeling and joining  
• Slab/coil making | • Zuni, Hopi, Pueblo Native American cultures  
• African cultures  
• Ancient Greece (and others)  
• Vocabulary – clay, model, slab, coil, build, construct, molif, various cultures’ names  
• Native American pottery/clay work  
• African masks  
• Bas-relief clay design  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o Video: *Native Art of North America*, J Weston Walch  
  o *The World of the American Indian*, The National Geographic Society  
  o *Ceramics, A Potter’s Handbook*, Glenn C. Nelson |
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| **UNIT: 3-D Has Sides and Thickness (3 weeks)** | • Measure  
• Identify three dimensional objects  
• Compare 2D to 3D  
• Fastening, gluing, taping skills  
• Folding skills  
• Clay modeling (fine motor skills)  
• Cutting/tearing skills | • Various cultures and their 3D art examples  
• Zuni, Hopi, Pueblo Indian pottery  
• African masks  
• 19th – 20th century western sculpture  
• Vocabulary – three dimensional, thick, measure, sculpture, slab, coil, mobile, assemblage  
• Various additive sculpture  
• Various subtractive sculpture  
• Mobile  
• Relief Sculpture  
• Clay hand building/modeling/joining  
• Architecture components  
• Paper folding sculpture  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o Video: *Louise Nevelson*, National Gallery of Art  
  o *Discover Art, L. Chapman*  
  o *Art in Action, G. Hubbard*  
  o Slides, filmstrips with examples of sculpture around the world at different periods  
  o *Let’s Discover Paper, J. Rhomberg*  
  o *The Internet-Linked Encyclopedia of Ancient Egypt, Gill Harvey* |
| • How can you make/build art that stands up?  
• How many different ways can you measure things?  
• What is sculpture?  
• What does “three dimensional” mean?  
• What can you use to join the parts of a sculpture?  
• Does a sculpture have to be balanced? Symmetrical? |
## Second Grade

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<td>◦ <em>The Art of Ancient Egypt</em>, Shirley Glubok</td>
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<td>◦ <em>Paper Capers</em>, Steve and Megumi Biddle</td>
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<td>◦ <em>The ABC’s of Origami</em>, Claude Sarasas</td>
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| **UNIT: Rock Art (4 weeks)**  
  • Why did people paint on rocks and rock walls?  
  • What colors did they use?  
  • How did they make their “paint”?  
  • What things did they usually paint?  
  • Are there paintings still here today?  
  • Did they make rock sculpture?  
  • When did cultures paint inside caves?  | • Sense of time – past/present  
• Simple image recognition  
• Pre-reading skills  
• Drawing skills  
• Blending colors  
• Recreating ancient images/icons  
• Drawing animals  | • Paleolithic art  
• Pre-Columbian Native American Art  
• Ancient rock art traditions  
• Vocabulary – rock art, earth colors, cuneiform, petroglyphs, pictograph  
• Paper Mache  
• Rock painting  
• Ceramic slab painting  
• Mobile with petroglyphs  
• Mural with rock art images  
• Cuneiform design  
• Crumpled paper painting  
• Styrofoam etching print  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o Video: *Native Art of North America*, J.W. Walsh  
  o Posters/prints of petroglyphs/rock art images  |
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|                          |                   | o  *A Guide to Zuni Fetishes and Carvings*, Kent McManis  
|                          |                   | o  *Rock Art of the Southwest*, Liz and Peter Welsh  
|                          |                   | o  [www.mnsu.edu/emuseum/prehistory/rockart/definitions.html](http://www.mnsu.edu/emuseum/prehistory/rockart/definitions.html)  
|                          |                   | o  [www.upenn.edu/museum/games/cuneiform.html](http://www.upenn.edu/museum/games/cuneiform.html)  
|                          |                   | o  *Paleolithic Cave Art*, Peter Ucko and Andree’ Rosenfeld  
|                          |                   | o  Video: *Animals* - Wilton Art Appreciation Series  
|                          |                   | o  Video: *Native Americans: The First Peoples*, Edu. Videos  
|                          |                   | o  [www.pueblopottery.net](http://www.pueblopottery.net)  
|                          |                   | o  [www.puebloarts.com](http://www.puebloarts.com)  |
## UNIT/ESSENTIAL QUESTIONS

**UNIT: What’s the Matter? (    weeks)**
- What is matter?
- What kinds of matter can artists, shape, mold, or model?
- How do artists make art that looks like different matter?
- How can you make things into art that look like water? like ice? like steam?
- What kind of matter is artwork?

## SKILLS/TECHNIQUES

- Knowledge of different forms of matter
- Higher order thinking skills.
- Personal creative development
- Media manipulation
- Drawing, painting, and sculpting skills

## HISTORY/CULTURE/SUGGESTED LESSONS

- Various cultures that use or depict differing types of matter to create art
- Winslow Homer
- Van Gogh’s *The Starry Night*
- Vocabulary – matter, artwork, creativity, spiral, solid, gas, texture
- Resources
  - *Form and Space*
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| **UNIT: Spanish Art With Diego Rivera (4 weeks) (or others)** | • Spanish language (words chosen by teacher)  
• Diversity awareness/empathy/acceptance  
• Enlarging images (scale/proportion)  
• Figure drawing  
• Color knowledge | • Diego Rivera’s country and times  
• Vocabulary – Diego Rivera, mural, painting, scale, proportion, intermediate colors  
• Kraft roll mural  
• Painting in Rivera’s style  
• Paper cut-outs (collage)  
• Figure drawing  
• Spanish phrase/vocabulary illustration  
• Assessments  
  o Rubric  
  o Observation  
• Resources:  
  o [www.clta.net/lessons/spanish/level2/diego.html](http://www.clta.net/lessons/spanish/level2/diego.html)  
  o *Los Soridos Para Empezar*, Barbara Gregorich  
  o “¿Hablo Espâno?”, Lynn Brisson  
  o *Beginner’s Spanish*, Mark Stacey |
| • Where do Spanish people live?  
• Where is Mexico? Spain? South America?  
• How does the country a person lives in affect his/her art?  
• Who was Diego Rivera?  
• What was his art like?  
• What is a mural? |