

Art Curriculum 2014
2nd Grade



Japanese Kimono



Oaxaca Animal



Greek Column



Egyptian Mummy Coffin

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Revised 2014

Subject: Visual Art and World Culture Asian Art	
Grade: 2 nd	
Content / Skill	<p>Recognizing the cultural heritage of Japan.</p> <p>Using pattern, contrast, and balance</p>
Theme	Japanese Textile Design and the Kimono; Traditional Clothing
Essential Question	<p>What is a Kimono?</p> <p>Why did the Japanese decorate their fabrics with pictures of plants and animals?</p>
NJCCCS	<p>The Creative Process (1.1.2.D1, 1.1.2.D2)</p> <p>History of the Arts and Culture (1.2.2.A1)</p> <p>Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5)</p> <p>Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B2, 1.4.2.B3)</p>
Skills / Proficiencies	<p>Understand the culture of Japan has a traditional style of clothing that is still worn for special occasions today.</p> <p>Draw a textile pattern based on a symmetrical kimono design</p> <p>Paint using Water Color and Oil Pastel Resist</p>
Suggested Activities / Projects	<p>Art Criticism discussion of examples of Japanese Kimonos</p> <p>Sketch a Kimono shape and detail it with patterns inspired by Japanese visuals</p> <p>Completed Water Color Painting of a Japanese Kimono</p> <p>Extension: make a Portrait face to go with the Kimono</p>
Assessments / Performance Indicators	<p>Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking.</p> <p>Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers</p> <p>Completes suggested project within the given time frame and is suitable for display</p> <p>Recalls and makes connections to different cultures and examples of their artwork.</p>

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Resource Materials	<p>Japanese Kimono Visuals</p> <p>Kimono Tracer for creating a basic shape</p> <p>“Colors of Japan” a book that illustrates Japanese culture and makes connections to different colors and their cultural significance.</p>
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Subject: Visual Art and World Culture Los Dias de los Muertos	
Grade: 2 nd Grade	
Content / Skill	Papel Picado: Cut Paper, learning advanced techniques in cut paper design
Theme	Los Dias De Los Muertos: Central American Harvest Festival Celebrating Life and Death
Essential Question	What happens during the celebration of Los Dias de los Muertos? Why are Papel Picados used as decorations?
NJCCCS	The Creative Process (1.1.2.D1, 1.1.2.D2) History of the Arts and Culture (1.2.2.A1) Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4) Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.B2, 1.4.2.B3)
Skills / Proficiencies	Understand and identify Symmetry, Positive, and Negative Space in a work of art Use Geometric Shape drawing and an understanding of Symmetry to create Positive Negative construction paper designs. Folding and Cutting Skills Color selection based on a prior knowledge of Color Groups Arrange the pattern and assembling the Banner.
Suggested Activities / Projects	Art Criticism Discussion of Los Dias de los Muertos beliefs and traditions Art Criticism discussion of examples of Optical Illusions dealing with Positive Space, Negative Space, and symmetry Planning a symmetrical design through folding techniques Use strategy to cut complicated patterns
Assessments / Performance	Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. Demonstrates the ability of make critical decisions in order to improve artwork as

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Indicators	well as utilizes constructive criticism from adults and Completes suggested project within the given time frame and is suitable for display Recalls and makes connections to different cultures and examples of their artwork.
Resource Materials	Crizmac Curricular Resource “Central Americas; Los Dias de los Muertos” Supporting Visuals Power Point Slide show illustrating the festivities

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Subject: Art History and World Culture Oaxaca Animal Carvings	
Grade: 2 nd Grade	
Content / Skill	Using Pattern and Color to make ordinary things extraordinary
Theme	Animal Carvings from Oaxaca Mexico
Essential Question	What is the purpose of the animal carvings? Why are they painted so brightly with complimentary patterns and not realistically?
NJCCCS	The Creative Process (1.1.2.D1, 1.1.2.D2) History of the Arts and Culture (1.2.2.A1) Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5) Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B2, 1.4.2.B3)
Skills / Proficiencies	Art Criticism discussions used to understand a work of art and culture. Use imagination and visual resources to draw, perfect, and design patterns on an animal silhouette. Tempera Paint
Suggested Activities / Projects	Art Criticism discussion of Oaxaca animals and cultural way of life. Drawing and working with dynamic pattern activity. Paint using tempera (skill: small to large details).
Assessments / Performance Indicators	Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers Completes suggested project within the given time frame and is suitable for display Recalls and makes connections to different cultures and examples of their artwork.
Resource Materials	Visual examples of Oaxaca Animal Sculptures

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	Oaxaca information slide show Handouts for reading and visual resource
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Subject: Visual Art and World Culture How to Make a Mummy	
Grade: 2 nd	
Content / Skill	3-Dimensional Mixed Media Composition
Theme	The importance of the Afterlife in Ancient Egypt and their preparation of the body for it.
Essential Question	Why did the Egyptians want to keep the body preserved and burry it with the things that a person used in life? What steps were taken in the process of Mummification?
NJCCCS	The Creative Process (1.1.2.D1, 1.1.2.D2) History of the Arts and Culture (1.2.2.A1) Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5) Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B2, 1.4.2.B3)
Skills / Proficiencies	Understand the reasons for the mummification and elaborate burial process Understand the process of mummification Create a mummy and detailed coffin Drawing an Egyptian face, fashion, and selected hieroglyphics.
Suggested Activities / Projects	Read aloud weekly excerpts from “You Wouldn’t Want To Be: A Mummy in Ancient Egypt.” An exceptionally well illustrated depiction of the mummification process that fits perfectly with the 2 nd grade reading level. Investigation activity. Students use Mummy resources to research and record the steps to mummification. Art Criticism Analysis of the main visual “Sarcophagus of Hennetaway” Tin Foil and Plaster of Paris mummy Drawing, detailing, and constructing a coffin using mixed media

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Assessments / Performance Indicators	<p>Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking.</p> <p>Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers</p> <p>Completes suggested project within the given time frame and is suitable for display</p> <p>Recalls and makes connections to different cultures and examples of their artwork.</p>
Resource Materials	<p>Slide Show “You Wouldn’t Want To Be: A Mummy in Ancient Egypt.”</p> <p>Investigation worksheet and resources.</p> <p>“Sarcophagus of Hennesetawy”</p>

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Subject: Visual Art and World Culture Ancient Greek Architecture	
Grade: 2	
Content / Skill	Architectural Symmetry and straight lines Gesture athletic figure
Theme	Greek Columns: Doric, Ionic and Corinthian
Essential Question	How did the Greeks construct temples using so many columns and how have they stood for centuries? What were the Olympic Games like in Ancient Greece?
NJCCCS 2 ND GRADE	The Creative Process (1.1.2.D1, 1.1.2.D2) History of the Arts and Culture (1.2.2.A1, 1.2.2.A2) Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5) Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B1, 1.4.2.B2, 1.4.2.B3)
Skills / Proficiencies	Follow directions using a folded paper to create a symmetrical column. Draw pattern details selected after one of the three Column Orders. Transfer the drawing to the second symmetrical side. Use drawing directions to create a gesture drawing of an athletic figure.
Suggested Activities / Projects	Greek Introduction Slide show, discussion, and mind mapping activity. Investigation of Greek Column Order and Temple design. Students complete a worksheet identifying the different orders and parts of a temple. Make a column based on one of the three column orders of ancient Greece. Draw a sport figure gesture.
Assessments /Performance Indicators	Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and

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	<p>Completes suggested project within the given time frame and is suitable for display</p> <p>Recalls and makes connections to different cultures and examples of their artwork.</p>
Resource Materials	<p>Greek Introduction Slide show, discussion, and mind mapping activity.</p> <p>Investigation of Greek Column Slide Show detailing Column Order and Temple design. Students complete a worksheet identifying the different orders and parts of a temple.</p> <p>Sport figure drawing book reproductions.</p>

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Subject: Visual Art and World Culture African Kente Cloth	
Grade: 2 nd	
Content / Skill	Weaving and Textile production
Theme	Kente Clothes from Ghana Africa
Essential Question	How is beautifully patterned fabric made out of thread or yarn?
NJCCCS 2 ND GRADE	The Creative Process (1.1.2.D1, 1.1.2.D2) History of the Arts and Culture (1.2.2.A1, 1.2.2.A2) Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5) Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B1, 1.4.2.B2, 1.4.2.B3)
Skills / Proficiencies	Understand the reasons for the beautifully patterned Kente clothes from Ghana Understand the process weaving on a loom. Create a Kente cloth style weaving. Focus on pattern and repetition when selecting color for the weaving.
Suggested Activities / Projects	Oral story of how Weaving was created in Ghana. Discussion of Warp, Weft, and Weaving terms. Art Criticism Analysis of a demonstration; how to weave. Create a 3x10 Kente Cloth replica.

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<p>Assessments / Performance Indicators</p>	<p>Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking.</p> <p>Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers</p> <p>Completes suggested project within the given time frame and is suitable for display</p> <p>Recalls and makes connections to different cultures and examples of their artwork.</p>
<p>Resource Materials</p>	<p>Slide Show presentation of the story of Weaving, loom images, Kente Cloth examples, and Warp/Weft visuals.</p> <p>Cardboard looms and yarn resources.</p>

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Subject: Visual Art and World Culture Australian Aboriginal Dreamings	
Grade: 2nd	
Content / Skill	Line Drawing: Dot Painting, Hatching, Cross-Hatching, and Shading
Theme	Australian Aboriginal Dreaming: X-Ray Bark Paintings and Dot Paintings
Essential Question	What materials did Aboriginals use to create works of art? Why did the Aboriginal people paint the inner details of an animal as well as their outer features?
NJCCCS	The Creative Process (1.1.5.D1, 1.1.5.D1) History of the Arts and Culture (1.2.5.A1, 1.2.5.A2, 1.2.5.A3) Performance (1.3.5.D1, 1.3.5.D2, 1.3.5.D3, 1.3.5.D4, 1.3.5.D5) Aesthetic Responses and Critique Methodologies (1.4.5.A1, 1.4.5.A2, 1.4.5.A3, 1.4.5.B1, 1.4.5.B2, 1.4.5.B3, 1.4.5.B4, 1.4.5.B5)
Skills / Proficiencies	Advanced animal study Skeletal system study Line drawing: using Shading, Hatching and Cross Hatching Decoration using dot painting pattern.
Suggested Activities / Projects	Crizmac Curriculum Video: Art of the Australian Aboriginal Art criticism Discussion of the Australian Aboriginal Bark Paintings Create an x-ray animal design Use hatching and cross hatching as well as dot painting techniques.
Assessments / Performance Indicators	Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and Completes suggested project within the given time frame and is suitable for display

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	Recalls and makes connections to different cultures and examples of their artwork.
Resource Materials	Crizmac Curricular Resource Crizmac Curriculum Video: Art of the Australian Aboriginal Supporting Visuals

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Subject: Visual Art and World Culture		North America: Grandma Moses	
Grade: 2 nd Grade			
Content / Skill	Landscape drawing: Creating Space		
Theme	The artwork of North American Artist Grandma Moses		
Essential Question	Why do artists draw images from their immediate surroundings? How do stories and memories become works of art?		
NJCCCS 2 ND GRADE	<p>The Creative Process (1.1.2.D1, 1.1.2.D2)</p> <p>History of the Arts and Culture (1.2.2.A1, 1.2.2.A2)</p> <p>Performance (1.3.2.D1, 1.3.2.D2, 1.3.2.D3, 1.3.2.D4, 1.3.2.D5)</p> <p>Aesthetic Responses and Critique Methodologies (1.4.2.A1, 1.4.2.A2, 1.4.2.A3, 1.4.2.A4, 1.4.2.B1, 1.4.2.B2, 1.4.2.B3)</p>		
Skills / Proficiencies	<p>Landscape drawing and Perspective</p> <p>Pastoral scene details</p> <p>Water Color painting</p>		
Suggested Activities / Projects	<p>Introduction to Grandma Moses with a story “Getting to Know the World’s Greatest Artists; Grandma Moses.”</p> <p>Art Criticism discussion of her painting style.</p> <p>Landscape drawing, pastoral scene details, and water color painting.</p>		
Assessments / Performance Indicators	<p>Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking.</p> <p>Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and</p> <p>Completes suggested project within the given time frame and is suitable for display</p> <p>Recalls and makes connections to different cultures and examples of their artwork.</p>		
Resource Materials	Introduction to Grandma Moses with a story “Getting to Know the World’s Greatest Artists; Grandma Moses.”		

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	Slide show of Moses Artwork Farm Animal Drawing instruction book.
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