



# COPPELL ISD ART YEAR AT A GLANCE

SUBJECT 2ND  
GRADE ART

GRADE 2  
LEVEL

5 UNITS

### Program Transfer Goals

- **OATG1:** APPRECIATE AND EVALUATE THE ARTS
- **OATG2:** CREATE OR PERFORM CREATIVE WORKS OF ART
- **OATG3:** RECOGNIZE HISTORICAL AND CULTURAL INFLUENCE AND IMPACT OF THE ARTS ON THE GLOBAL COMMUNITY AND APPLY THEIR UNDERSTANDING OF THESE RELATIONSHIPS
- **OATG4:** RECOGNIZE AND DEMONSTRATE THE IMPORTANCE OF COLLABORATION IN THE ARTS

### PACING [CONTENT AREAS ARE TO ADJUST THE TIMELINE AS APPROPRIATE - NOTING UNIT TIMELINES AND DISTRICT ASSESSMENTS]

First Nine Weeks		Second Nine Weeks	Third Nine Weeks		Fourth Nine Weeks
Unit 1 Art Room Procedures 2 weeks	Unit 2 Expression 7 weeks		Unit 3 Culture 8 weeks	Unit 4 Service 10 weeks	Unit 5 Discovery 10 weeks
BOY		MOY 5TH GRADE	DCA	EOY/ Final Exams	

UNIT 1 PROCEDURES 2 WEEKS	UNIT 2 EXPRESSION 7 WEEKS	UNIT 3 CULTURE 8 WEEKS	UNIT 4 SERVICE 10 WEEKS	UNIT 5 DISCOVERY 10 WEEKS
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### Assurances for a Guaranteed and Viable Curriculum [STANDARDIZED ACROSS ALL CONTENT AREAS]

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

#### Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

#### Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

**Interdependence: Curriculum Units**

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

The district curriculum units may be found: <http://tinyurl.com/Coppell-Curriculum>

**UNIT 1: ART ROOM PROCEDURES**

**TIMELINE: GRADING PERIOD #1: 2 WEEKS**

**Unit Summary:** Learners will understand Art expectations and procedures....

**Transfer Goal:**

- Use proper procedures in the art room
- Use art to translate their ideas into appropriate actions to improve conditions.

**Students will know...**

- Entrance and exit procedures
- Materials expectations

**Students will be skilled at...**

- Using materials safely and properly
- The rules, procedures and etiquette
- Conflict resolution
- Managing personal space

**UNIT 2: EXPRESSION**

**TIMELINE: GRADING PERIOD #1: 7 WEEKS**

**Unit Summary:** Learners will communicate, integrate and evaluate ideas from self, peers, family or community using the elements and principles of art and expressive qualities.

**Transfer Goal:**

- TG2 . . . create passion-driven artistic expressions utilizing significant themes while communicating their ideas effectively with diverse audiences
- TG6 . . . make purposeful decisions about using the Elements and Principles of Art in order to successfully communicate their inventive ideas

**Students will know...**

- Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with materials, concepts, media and art-making processes.

**Students will be skilled at...**

- Expressing ideas and feelings in artworks
- Communicating stories
- Relating visual arts skills to other disciplines

## UNIT 3: CULTURES

**TIMELINE: GRADING PERIOD #2: 8 WEEKS**

**Unit Summary:** Students will be able to independently use their learning to recognize their own and others' perspectives and develop respect for the traditions and contributions of diverse cultures creating global awareness.

**Transfer Goal:**

- TG1 . . . recognize their own and others' perspectives and develop respect for the traditions and contributions of diverse cultures, creating global awareness.
- TG3 . . . appreciate how history, culture, and personal sensibilities influence the development of products, ideas, concepts, technology and aesthetics.

***Students will know...***

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Individual aesthetic and empathetic awarenesses developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.
- Art communicates meaning and serves as a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding.
- People create and interact with objects, places and design, which shapes and enhances their lives.

***Students will be skilled at...***

- Examining and analyzing historical and contemporary artworks
- Making connections to various cultures
- Comparing and contrasting ideas in diverse artworks
- Creating works of art inspired by various cultural aspects

## UNIT 4: SERVICE

**TIMELINE: GRADING PERIOD #3: 10 WEEKS**

**Unit Summary:** Students will be able to independently use their learning to use the arts to translate their ideas into appropriate actions to improve conditions in our world.

**Transfer Goal:**

- TG4 . . . use the arts to translate their ideas into appropriate actions to improve conditions in our world.

***Students will know...***

- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Art communicates meaning and serves as a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding.

***Students will be skilled at...***

- Demonstrating global awareness for traditions and diverse cultures
- Analyzing how art affects everyday life
- Identifying how art is connected to jobs in art and design
- Creating works of art that have a service aspect

## **UNIT 5: DISCOVERY**

**TIMELINE: GRADING PERIOD #4: 10 WEEKS**

**Unit Summary:** Investigate art as an ongoing interdisciplinary process that involves informed, analytical decision making and visual analysis.

### **Transfer Goal:**

- TG5 . . . investigate art as an ongoing interdisciplinary process that involves informed, analytical decision making and visual analysis.

### ***Students will know...***

- Artists and designers experiment with materials, concepts, media and artmaking processes.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- People gain insights into meaning of artwork by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### ***Students will be skilled at...***

- Explain ideas about portfolio for the purpose of self evaluation
- Utilize new technology to create a work of art
- Demonstrate an understanding of innovation across the history of art

