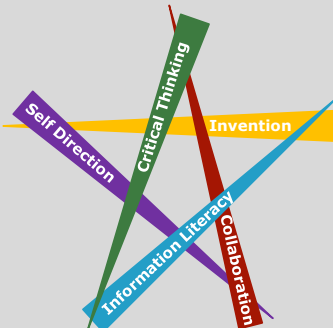


**Curriculum Development Course at a Glance
Planning for 2nd Grade Visual Arts**

Content Area	Visual Arts	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Artists make choices that communicate ideas in works of art	VA09-GR.2-S.1-GLE.1	
	2. Characteristics and expressive features of art and design are used to identify and discuss works of art	VA09-GR.2-S.1-GLE.2	
2. Envision and Critique to Reflect	1. Visual arts use various literacies to convey intended meaning	VA09-GR.2-S.2-GLE.1	
3. Invent and Discover to Create	1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design	VA09-GR.2-S.3-GLE.1	
4. Relate and Connect to Transfer	1. Visual arts respond to human experience by relating art to the community	VA09-GR.2-S.4-GLE.1	

Colorado 21st Century Skills



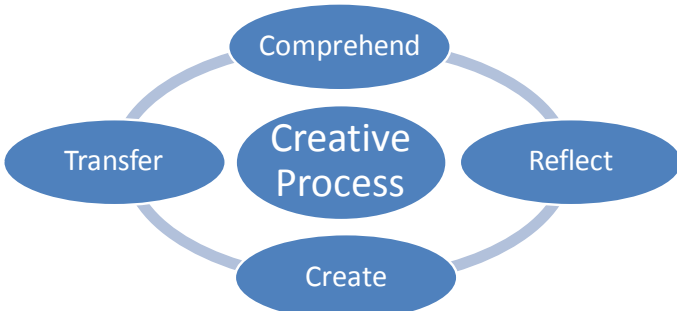
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Reflecting on Community Experiences	Instructor Choice	Instructor Choice
Where do Ideas Come From?	Instructor Choice	Instructor Choice

**Curriculum Development Overview
Unit Planning for 2nd Grade Visual Arts**

Unit Title	Reflecting on Community Experiences		Length of Unit	Instructor Choice
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2 VA09-GR.2-S.2-GLE.1 VA09-GR.2-S.3-GLE.1 VA09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do artists reflect on their experiences? (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Why are communities different? • What is the artist’s role in the community? 			
Unit Strands	Comprehend/Reflect/Create /Transfer			
Concepts	Patterns, Symbols, Communication, Reflection, Life Connections/Human Experience, Collaboration, Community, Understanding			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Reflections on personal experiences inform an individual’s understanding of community. (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What are some methods for reflecting on experiences? (i.e. discussion, art-making, etc.)	How do reflections of personal experiences inform the understanding of community?
Patterns and symbols can communicate the relationships within a community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What patterns or symbols would represent community? (i.e. a grouping of silhouetted figures)	What kinds of relationships can people have in a community? How can symbols and patterns be used to communicate community?
Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique. (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What types of art communicates community? (i.e. public art, collaborative, personal, cultural etc.) What artists have created community-based art? What are some examples of collaborative art? (i.e. books, murals, etc.)	How can artwork communicate community experiences? Why does collaboration create community? What other ways do communities collaborate besides art-making? What makes some collaboration successful and other not?

**Curriculum Development Overview
Unit Planning for 2nd Grade Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Different relationships that are found in communities (VA09-GR.2-S.1-GLE.1-EO.a,b,c) and (VA09-GR.2-S.2-GLE.1-E.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community. . (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) 	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community (VA09-GR.2-S.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Use appropriate materials and media to communicate their ideas of community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Create presentation-ready works of art. community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Personal experiences and collaboration allows artists to reflect on their community.</i></p>
<p>Academic Vocabulary:</p>	<p>Communication, reflection, life connections, human experience, collaboration</p>
<p>Technical Vocabulary:</p>	<p>Media, presentation-ready, murals, patterns, symbols</p>

**Curriculum Development Overview
Unit Planning for 2nd Grade Visual Arts**

Unit Title	Where do Ideas Come From?		Length of Unit	Instructor Choice
Focusing Lens(es)	Exploration	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2 VA09-GR.2-S.2-GLE.1 VA09-GR.2-S.3-GLE.1 VA09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Where do ideas come from? (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Why would an artist keep a sketchbook • What is an idea? 			
Unit Strands	Comprehend/Reflect/ Create / Transfer			
Concepts	Observation, Memory, Imagination, Investigation, Discovery, Ideas, Documentation, Reflection, Choices			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Observation, memory, imagination, and investigation lead to discovering unique ideas which are necessary in developing creative works (VA09-GR.2-S.1-GLE.1-EO.c.)	What techniques can artists use to discover ideas?	Why does an artist want to discover unique ideas? Do all artists choose the same techniques for discovering ideas?
Documentation and planning allows artists to capture ideas for future use (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What are some techniques that can be used to document ideas? Why do artists' keep a sketchbook? What might an artist put in a sketchbook?	How does an artist decide which ideas are worth using? Does an artist use all the ideas in their sketchbook? Do artists keep their mistakes?
Making choices through exploration and reflection expands the discovery of ideas. (VA09-GR.2-S.1,2) and (S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What types of choices can an artist make?	How does an artist get a good idea? How do artists make choices about their art work?

**Curriculum Development Overview
Unit Planning for 2nd Grade Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • A variety of expressive features/methods artists use to support the exploration and discovery of ideas (i.e. observation, imagination, etc.) (VA09-GR.2-S.1-GLE.1,,2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Ways to use sketchbooks effectively (VA09-GR.2-S.1-GLE.1,,2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) • Techniques for idea development such as brainstorming, thumbnail sketches, concept maps, collaboration, etc. (VA09-GR.2-S.1-GLE.1, 2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) • Ways to talk about art (artist statement, critiques, etc.) and reflect on artistic choices. (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) 	<ul style="list-style-type: none"> • Document ideas using a variety of expressive features/ techniques (i.e. drawing, collage, photography, etc.) (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Generate ideas using techniques like brainstorming, thumbnail sketches, concept maps, collaboration, etc. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Reflect upon choices (i.e. artist statements, critiques, etc.) (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Investigating and documenting observations in a sketchbook helps an artist imagine ideas for future artworks.</i></p>
<p>Academic Vocabulary:</p>	<p>Observation, memory, imagination, investigation, discovery, ideas, documentation, reflection, brainstorming, concept maps</p>
<p>Technical Vocabulary:</p>	<p>Critique, thumbnail sketch, artist statement, expressive features</p>