

## Curriculum at a Glance

### Art

#### Grade 2

**Description:** The foundation for the Darien Public School art curriculum is aligned with the National Core Arts Standards. The scope and sequence of the K-5 curriculum emphasizes four areas: creating, responding, connecting and presenting.

Students progress both artistically and intellectually on a continuum of progressively more advanced projects; students create and develop an understanding of the role of art in their own lives, their world and in an historical context.

As students progress from Kindergarten to fifth grade, their **“creating”** evolves from simple, imaginative mark making, exploring and discovery to becoming proficient fifth graders using more complex tools, materials and applying elaborate concepts. Producing artworks that require divergent thinking, brainstorming, engaging in multiple approaches to design problems, and encouraging independent strategies and unique outcomes is the culminating goal and expectation.

Not only will the skills of applied art increase in complexity, but students’ ability to **respond** critically to their own work through communication and self assessment will evolve. Students will learn to perceive and describe aesthetic characteristics of art in their own world, and the natural world. They will describe and connect to their work through poetry, oral communication and prose. Looking at exemplars of contemporary and historical artworks and architecture, their own work and those of peers, students will begin to perceive and analyze the aesthetic characteristics and cultural associations and the multitude of meanings that images convey.

As students mature they will increase their ability to **connect** their own art, in a personal way, to their home, school, local community or the world. Connecting artistic ideas to social, cultural and historical contexts will deepen their understanding of history and the place of art in this context. Mature students will be able to apply formal and conceptual art vocabulary to broader contexts such as architecture, fine arts, media communications and other art forms ( such as music and literature ).

All students will have experiences sharing their art through **presentations**. Selected artworks may be displayed in public spaces such as the Darien Town hall, Darien Library, local stores or the Darien Board of Education. Opportunities for exhibits are more frequent in each school and the home of the child. Displays in the school building, peer discussion, oral presentations, complimentary writing or poetry and creating portfolios as students progress are a facet of the process of presentation. Selecting, reflecting upon and interpreting artwork will require more in depth analysis as students become more proficient.

Unit Name/Description	Essential Content and/or Skills
<b>Drawing</b>	<ul style="list-style-type: none"> <li>● Drawing from direct observation, imagination and memory.</li> <li>● Experiencing multimedia materials ( pastel, oil pastel, pencils, etc)</li> <li>● Learning characteristics of line, pattern, color and shape.</li> <li>● Basic perspective and understanding of space through architecture and landscape study.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>● Basic color theory introduction: primary, secondary colors</li> <li>● Watercolor, tempera, tempera cakes</li> <li>● Landscapes, Cityscapes, animals, imaginary and abstract shapes.</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>● Learning 3-D concepts using a variety of media: clay, paper, wire, beads, modeling clays</li> <li>● Learning fundamental concepts of form, shape and texture.</li> </ul>
<b>Ceramics</b>	<ul style="list-style-type: none"> <li>● Basic hand-building techniques with an emphasis on refining overall form and surface quality.</li> <li>● Learning to properly “join” clay</li> <li>● Low- fire glazes and underglazes.</li> </ul>
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>● Introduction to printmaking: fundamentals using natural objects ( leaves, apples, vegetables)</li> <li>● Focus on line, shape, color and visual rhythm.</li> <li>● Introduce concept of “relief”</li> </ul>