Visual Arts Curriculum

Grade 2: Unit Five
Collage
Course Description

During their second grade year, artists will continue to add to their artistic repertoires. They will create two-dimensional and three-dimensional art objects using paint, pencil and other drawing materials, clay, and collage materials. Artists will tell their stories from their own perspectives in a visual way. They will also begin to write and talk about their artwork with more sophistication as they add to their vocabulary.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Painting</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Still-Life</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Animal pinch pots</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Tunnel Books</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 5 – extra unit or can cut lessons out of previous lessons</td>
<td>Collage</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>
Educational Technology

Standards

8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.2, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.C.5, 8.2.2.C.6, 8.2.2.D.1, 8.2.2.D.3, 8.2.2.E.1

- **Creativity and Innovation**
  - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
  - Identify trends and forecast possibilities

- **Critical Thinking, Problem Solving, Decision Making**
  - Students use critical thinking skills to plan
  - and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - Identify and define authentic problems and significant questions for investigation
  - Plan and manage activities to develop a solution or complete a project
  - Collect and analyze data to identify solutions and/or make informed decisions
  - Use multiple processes and diverse perspectives to explore alternative solutions

(from [http://www.iste.org](http://www.iste.org))
## 21st Century Life & Career Skills

### Standards:

#### Learning and Innovation Skills:
- **Creativity and Innovation**
  - Use multiple points of view to create alternative solutions.

- **Accountability, Productivity, and Ethics**
  - Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities.

- **Critical Thinking and Problem Solving**
  - Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
  - Apply critical thinking and problem solving skills in classroom and family settings.

- **Cross-Cultural Understanding and Interpersonal Communication**
  - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- **Collaboration, Teamwork, & Leadership**
  - Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

- **Career Awareness**
  - Identify various life roles and civic and work related activities in the school, home, and community.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

- **1.1.2.D.1**

  **Content Statement:** The basic elements of art and principles of design govern art creation and composition.

  **Cumulative Progress Indicator:** Identify the basic elements of art and principles of design in diverse types of artwork.

- **1.1.2.D.2**

  **Content Statement:** Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.

  **Cumulative Progress Indicator:** Identify elements of art and principles of design in specific works of art and explain how they are used.

- **1.2.2.A.1**

  **Content Statement:** Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

  **Cumulative Progress Indicator:** Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

- **1.2.2.A.2**

  **Content Statement:** The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

  **Cumulative Progress Indicator:** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
**Content Statement:** Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

**Cumulative Progress Indicator:** Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

- 1.3.2.D.2

**Content Statement:** Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

**Cumulative Progress Indicator:** Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

- 1.3.2.D.3

**Content Statement:** Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

**Cumulative Progress Indicator:** Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

- 1.3.2.D.4

**Content Statement:** Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.

**Cumulative Progress Indicator:** Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5

**Content Statement:** Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

**Cumulative Progress Indicator:** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.1

**Content Statement:** Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

**Cumulative Progress Indicator:** Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2

**Content Statement:** Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

**Cumulative Progress Indicator:** Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3

**Content Statement:** Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

**Cumulative Progress Indicator:** Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4

**Content Statement:** Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
Cumulative Progress Indicator: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

- 1.4.2.B.1

Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.

Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

- 1.4.2.B.2

Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.

- 1.4.2.B.3

Content Statement: Contextual clues are embedded in works of art and provide insight into artistic intent.

Cumulative Progress Indicator: Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Interdisciplinary Connections

**Mathematics:**

Represent and solve problems involving addition and subtraction.
CCSS.MATH.CONTENT.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.
CCSS.MATH.CONTENT.2.OA.B.2
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Work with equal groups of objects to gain foundations for multiplication.
CCSS.MATH.CONTENT.2.OA.C.3
Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
CCSS.MATH.CONTENT.2.OA.C.4
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Measure and estimate lengths in standard units.
CCSS.MATH.CONTENT.2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
CCSS.MATH.CONTENT.2.MD.A.2
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
CCSS.MATH.CONTENT.2.MD.A.3
Estimate lengths using units of inches, feet, centimeters, and meters.
CCSS.MATH.CONTENT.2.MD.A.4
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.
### Interdisciplinary Connections

<table>
<thead>
<tr>
<th>CCSS.MATH.CONTENT.2.MD.B.5</th>
<th>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.MATH.CONTENT.2.MD.B.6</td>
<td>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</td>
</tr>
<tr>
<td>Work with time and money.</td>
<td>CCSS.MATH.CONTENT.2.MD.C.7</td>
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<tr>
<td>Work with time and money.</td>
<td>CCSS.MATH.CONTENT.2.MD.C.8</td>
</tr>
<tr>
<td>Represent and interpret data.</td>
<td>Represent and interpret data.</td>
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<tr>
<td>Reason with shapes and their attributes.</td>
<td>Reason with shapes and their attributes.</td>
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<tr>
<td>Reason with shapes and their attributes.</td>
<td>Reason with shapes and their attributes.</td>
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<tr>
<td>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</td>
<td>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</td>
</tr>
</tbody>
</table>
describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**English Language Arts:**

**Key Ideas and Details:**
CCSS.ELA-LITERACY.RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.

**Craft and Structure:**
CCSS.ELA-LITERACY.RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.6
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Integration of Knowledge and Ideas:**
CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.2.8
(RL.2.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.2.9
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Range of Reading and Level of Text Complexity:**
CCSS.ELA-LITERACY.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with
Interdisciplinary Connections

scaffolding as needed at the high end of the range.
**Grade:** 2nd  
**Unit:** Five  
**Topic:** Collage

**Description:** Artists will be able to explore a variety of collage materials (2D solid paper and pattern paper, 3D materials), discover characteristics of collage (overlap, edge to edge, over the edge, tear, crumple, fold) and then use their own language to create a final collaborative community collage.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Through the exploration of collage materials, students will be able to select and combine solid and pattern color paper in a balanced collage (2 days). | • *What is a collage?*  
• *How are collages made?*  
• *How can you select and combine the materials to make a balanced collage?* | • Identify the difference between solid and pattern paper.  
• Define balance in artwork and relate it to mathematics.  
• Identify 3 qualities of Haring’s work | Literary Links:  
- *The Iridescence of Birds: A Book About Henri Matisse [Book]* by Patricia MacLachlan  
- *Matisse's Garden Children's Book* - MoMA Design Store  
- *Henri Matisse: Meet the Artist [Book]* by Patricia Geis  
- *Henri Matisse: Drawing with Scissors [Book]* by Jane | Choose two solid color papers and three patterned paper choices.  
You have to TEAR your paper (instead of cutting with scissors). Design your collage first by laying out the pieces.  
Then, glue it down using the brush and glue.  
The entire sheet needs to be full with no white space showing.  
It has to be non- |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>O'Connor</td>
<td>representational</td>
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<td></td>
<td></td>
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<td>Images:</td>
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<tr>
<td></td>
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<td></td>
<td>Henri Matisse cut-outs: <a href="http://www.henri-matisse.net/cut_outs.html">http://www.henri-matisse.net/cut_outs.html</a></td>
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<td></td>
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<td>Websites:</td>
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<td></td>
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<td>Matisse making a cut-out: <a href="https://www.youtube.com/watch?v=GN0okOq8Hyc">https://www.youtube.com/watch?v=GN0okOq8Hyc</a></td>
<td></td>
</tr>
<tr>
<td>• Through the representation of collage materials, students will be able to select and combine solid and pattern color paper for the background of their self-portrait collage.</td>
<td>What is a self-portrait? How can I tear paper to add as the background for my self-portrait collage?</td>
<td>Tearing paper using different techniques Plan a background and follow it</td>
<td>Images: Romare Bearden’s Conjure Woman: Videos: Principles of art: <a href="https://www.youtube.com/watch?v=0d0ObqRHkbM">https://www.youtube.com/watch?v=0d0ObqRHkbM</a></td>
<td>Take self-portrait photographs. Decide on an atmosphere where you think your current self should reside for this collage. It can be at your house, outside, on a playground, in school, outside our school, and much more! Tearing the collage materials, you must create a background for</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
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<td>Skills</td>
<td>Resources</td>
<td>Sample Activities</td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>1.3.2.D.4, 1.3.2.D.5</td>
<td></td>
<td></td>
<td></td>
<td>your self-portrait.</td>
</tr>
<tr>
<td>• Students will continue to work on the backgrounds of their self-portrait. • Students will add self-portrait features using their copied photographs combined with other collage materials. (2 days)</td>
<td>• How does my work compare and contrast to Bearden’s? • How do I make my work more powerful, intricate, and specific to who I am?</td>
<td>▪ Cut collage materials and reproductions of photographs with purpose ▪ Plan for a finished piece that is representational, but made in an abstract way.</td>
<td>Literary Links:</td>
<td>Finish adding torn collage to the background. Using self portrait photo copies and other collage materials, recreate your face.</td>
</tr>
<tr>
<td>NJDOE: 1.1.2.D.1, 1.1.2.D.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5</td>
<td></td>
<td></td>
<td>Images:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hannah Hoch collages: <a href="https://www.artsy.net/artist/hannah-hoch">https://www.artsy.net/artist/hannah-hoch</a></td>
<td></td>
</tr>
<tr>
<td>• Students will to plan and create a</td>
<td>• What will your background</td>
<td>▪ Build on using peers as resources.</td>
<td>Images:</td>
<td>Make a future self-portrait.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Romare Bearden’s</td>
<td></td>
</tr>
</tbody>
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Literary Links:

Images:

Hannah Hoch collages: https://www.artsy.net/artist/hannah-hoch

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</table>
| future self-portrait collage.   | be and why?         | ▪ Tearing paper using different techniques  
▪ How will you create this background? What materials (colors, patterns) will you use?  
▪ Plan a background and follow it  
▪ Make a diptych so that the future self-portrait goes with the current self-portrait | *Pittsburg Memory:* https://www.nga.gov/feature/bearden/170-025.htm  
*NGA and Romare Bearden:* https://www.nga.gov/feature/bearden/img-list.shtm | Decide on an atmosphere where you think your future self should reside for this collage. It can be another country, your place of employment, with a family of your own, with friends, a fictional or non-fictional place, and much more! It should be the atmosphere that best describes you in the future.  
Tearing the collage materials, you must create another background for your self-portrait. |
| NJDOE: 1.1.2.D.1, 1.1.2.D.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5 |                      |        |           |                  |

- Students will think about and imagine how they will look in the future. (2 days)
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collage</td>
</tr>
<tr>
<td>• Tear</td>
</tr>
<tr>
<td>• Self-portrait</td>
</tr>
<tr>
<td>• Reproduction</td>
</tr>
<tr>
<td>• Background</td>
</tr>
<tr>
<td>• Foreground</td>
</tr>
<tr>
<td>• Middle ground</td>
</tr>
<tr>
<td>• Diptych</td>
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</tbody>
</table>