

**S. Pijanowski // Art**

**Unit 2- Creating 2D Art**

**2nd Grade Art Show Lesson - Space Scenes**

**Lesson Overview:**

Students will learn about creating 2D art through a mixed-media project. Students will experiment with new painting techniques, learn about oil pastels and color-mixing, and create a story in their art using collage.

**Unit/Week Overview:**

**Monday:** Students will learn about presenting their work in the art show. Students will experiment with painting techniques to create a galaxy.

**Tuesday:** Students will learn about mixing colors using oil pastels. Students will use these skills to create a planet for their space scene.

**Wednesday:** Students will learn about using visual details to create a story. Students will also learn how to collage. Students will combine ideas to turn their space environment into an active story using characters and objects.

**Thursday:** Students will work on craftsmanship and continue to add details to finish their artwork.

**Friday:** Fitness Friday

**Standards:**

Unit 2: Creating 2D Art

Students will create art using the elements of art and principles of design and continue looking for them when viewing and discussing works of art. Various types of mediums will be used in creating 2-D works of art.

- VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
- VA2.CR.3 Understand and apply media, techniques and processes of two-dimensional art.
- VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).
- <https://inspire.gadoe.org/collection/50.003/2158>

### **Lesson Procedures (Tuesday)**

- We will begin class lined up at the door with a reminder of expectations.
- Students will go to the rug and show they are “ready to learn”; sitting on the rug, voices off, turned toward the board. We will say our mantra together to get class started.
- We will review what we learned yesterday and what stage of the project is complete. Then, we will discuss adding planets as our ‘middle ground’.
- Students will watch a short demonstration of how to use oil pastels and blend colors. We will review color groups briefly, but students are encouraged to use colors freely. The demonstration will continue to show cutting and gluing the planet on. Expectations will be set for at least one planet to be applied by the end of class.
- Students will be instructed to retrieve their art when their name is called and begin working at their tables. Materials will be available on the green table.
- When finished, students will place their work on the drying rack, clean up, and free-draw or play with blocks
- Students will do a two minute cleanup at the end of class and sit quietly on the rug. One student will receive artist of the day and the class will line up quietly, ready to go.

### **TKES Standards:**

1. Professional Knowledge- The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
  - a. This lesson demonstrates understanding of each of these factors through its alignment with the national and state curriculum standards. The lesson

includes various instructional strategies from short lectures, discussion, to physical demonstrations. The lesson is relevant by incorporating idea generation, experimentation, and various art-making materials and skills. All of these are key to success in the art room and beyond.

2. Instructional Planning- The teacher plans using state and local school district curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.
  - a. The state and local curriculum provide structure for standards of learning, but flexibility for student process and projects. Instruction incorporates short lectures, but also demonstration and discussion. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time.
3. Instructional Strategies - The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning & to facilitate the students' acquisition of key knowledge & skills.
  - a. This particular lesson uses several engagement strategies in the initial portion of the lesson such as group discussion, thumbs up/thumbs down.
3. Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
  - b. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time. Each aspect of the project can be adapted to skill levels and ability.
4. The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
  - a. Most of the lesson focuses on formative assessment throughout the week. This can mean brief check-ins with students during class or looking at their work later to inform who may need extra help. The summative grade comes

later when the project is completed and I can set the finished project alongside formative assessment notes from the week. The S or N is based on student participation, demonstration of effort, and reflection of the concepts taught each day.

5. Assessment Uses - The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students & parents.
  - a. Formative assessments/ learning checks allow for reflection and adjusting the lesson if need be. For example, if I check students' understanding of the mixed-media process throughout class and half of them struggle with the concept, the next day I will start off class explaining it in a new way. Then, I may check in with those students and see if the second explanation was helpful.
6. Positive Learning Environment - The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
  - a. Artist of the Day, PBIS Rewards, and Capybara Time are the art classroom positive reinforcement systems. Students earn PBIS points for following expectations every day as a group or individuals. A student who has exemplified amazing effort, kindness and/or responsibility earns Artist of the Day. The capybara stuffed animal is our class mascot and he will 'visit' quiet tables as encouragement to use calm voice levels.
7. Academically Challenging Environment - The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
  - a. Students are covering advanced concepts with new materials that are challenging for their grade level. They are exploring paint, oil pastel, drawing materials, and collage to make one cohesive image. Students are expected to be problem solvers and communicate with one another to work through problems in their artwork. They are expected to use their creative thinking skills to turn mistakes into something new.

8. Professionalism - The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
9. Communication - The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.