

## Young Scholars of Western Pennsylvania Charter School

### 2nd Grade Visual Arts YSWPCS

- Timeframe - Trimester

First Trimester

Big Idea(s)

Drawing and Self-Expression  
Developing Confidence in drawing

Standard(s)

OCDEL:

9.1 I, J, L, M, P

9.3 A - E

9.4 B, D

Projects

Fall Trees

- Using pencil first, students will learn how to draw a skeletal tree using the letter Y. They will learn how to position the tree near the lower middle of the paper instead of at the very bottom of the paper in order to create depth.
- Students will draw a gentle wavy line that cuts through the middle of the tree for the horizon line. From the bottom of the tree, they will draw a shadow shape of the tree trunk.
- Once the simple drawing is complete, students will use oil pastels to create a fall scene.

Pumpkins in Simple Perspective

- The class will discuss foreground, middleground, and background. On a long, skinny piece of paper, students will draw a large pumpkin in the middle. This first pumpkin is in the foreground.

- On each side of the middle pumpkin, students will draw a half pumpkin shape, then another attached to those pumpkins. These are the middleground pumpkins.

- After the middleground pumpkins, students will continue to draw increasingly smaller pumpkins as they move toward the background.

#### Objective(s)

Discover different types of materials used for drawing

Begin to learn how to accurately represent objects

Utilize different drawing techniques to create unique artworks

Develop verbal skills through describing artwork

Understand foreground, middleground, and background

#### Materials/Resources/Techology

Paper

Pencils

Oil Pastels

Crayon

#### Vocabulary

Line

Shape

Texture

Pattern

Design

Focal Point

Foreground

Middleground

Background

#### Assessment(s)

Observation

Work Habits

Assessment of finished product

- Timeframe - Trimester

Second Trimester

Big Idea(s)

Studying Famous Artists' work

Using famous works as inspiration

Developing drawing and painting skills

Standard(s)

OCDEL:

9.1 I, J, L, M, P

9.3 A - E

9.4 B, D

Projects

Complementary Color Op Art Drawings

- Students will begin by discussing the complementary color pairs and choosing a pair that they would like to use.

- On paper, students will trace their hands in different directions in order to fill up the space of the paper. Once they are traced, they will outline the hands with black marker.

- Students will begin filling the traced hands with wavy lines, then fill the space around the hands with wavy lines as well.

- Using one color, students will fill in every other space of their traced hands, creating a white and color stripe pattern. Once the hands are finished, the students will use the corresponding complementary color to fill in the background in the same manner.

Mona Lisa Drawings

- Students will learn about Leonardo da Vinci and about the time during which he lived.

- Class will view and discuss an image of the Mona Lisa. Students will be asked to describe the painting and share what they like or do not like about it.
- Using a small oval template, students will trace the shape for the head. They will use photocopies of the Mona Lisa at their tables to draw her hair and eyes. As a class, we will discuss how to create the Mona Lisa's smile.
- Students are encouraged to change the background from the original, or make other minor changes in their drawing.

Objective(s)

- Understand and use complementary colors
- Discuss artists' lives and work
- Create unique works of art

Materials/Resources/Techology

- Paper
- Pencils
- Colored pencils
- Templates
- Images of Mona Lisa

Vocabulary

- Op art
- wavy lines
- Complementary colors
- Leonardo da Vinci
- Mona Lisa

Assessment(s)

- Observation
- Work habits
- Assessment of final piece

- Timeframe - Trimester

### Third Trimester

#### Big Idea(s)

Creating abstract works

Working with paint

Introduction to sculpture

#### Standard(s)

OCDEL:

9.1 I, J, K, L, M, P

9.2 A, B, G

9.3 A - E

9.4 B, D

#### Projects

##### Kandinsky Paintings

-Students view and discuss "Black Circle" by Wassily Kandinsky and describe what they know about the term abstract

- Using a large circle template, students trace a circle in the middle of their paper and begin adding lines and circles inside of it, similar to the Kandinsky work.

- Once the students have a completed drawing, they begin painting first by using only warm colors. During the next class, after the warm colors have dried, they use the cool colors. We discuss using the warm and cool colors separately so that if colors mix, they do not turn brown.

##### Found Object Sculpture

- Students will view different types of sculptures and the materials that they are made of. We will discuss as a class what materials were used to create the sculpture, and what other kinds of materials can be used to make a sculpture. There will be a focus on Louise Nevelson's assemblage sculptures.

- Using a piece of styrofoam as a base, students will be able to collect many different objects - buttons, wire, beads, etc. - and arrange them onto the foam in an interesting manner. As students are working, we will discuss how to create a sense of balance and how to use the space well.

- Students will be given an opportunity to vote on a color for the sculptures and they will be spraypainted outside of class (by the teacher, not students).

---

### Objective(s)

Learn how to create an abstract composition  
Utilize warm and cool colors of paint to create good color balance  
Continue to develop control of paintbrushes  
Create an asymmetrical sculpture using found materials  
Discuss the advantages of creating a single color sculpture

### Materials/Resources/Techology

Heavy paper  
Pecils  
Circle templates and rulers  
Tempera paint  
Images of Kandinsky's "Black Circle" painting  
Images of famous sculptures, especiall Louise Nevelson's assemblage sculptures  
Styrofoam blocks  
Various small materials (beads, wire, buttons, etc.)  
Glue

### Vocabulary

Abstract  
Composition  
Warm and Cool Colors  
Assemblage  
Found object

### Assessment(s)

Observation  
Work Habits  
Assessment of final piece

