



Recommended P2 / Grade 2 & P3 / Grade 3 Curriculum Framework

<b>Content: Visual Art – P2/ Grade 2 and P3 / Grade 3</b>						
<b>Topic: Early American (folk/Appalachian) Art (Weeks 11-14)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>AH-E-4.2.31</b> Identify various purposes for creating works of art</p> <p><b>AH-E-4.2.32</b> Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)</p> <p><b>AH-E-4.2.33</b> Identify the role of visual arts in different cultures</p> <p><b>AH-E-4.2.34</b> Cultures – Early American (folk/Appalachian) Art</p> <p><b>AH-E-4.2.37</b> Subject Matters – landscape, portrait, and still life</p>	<p><b>POS-AH-P-Va-10</b> Students explore art from different cultures, periods and styles</p> <p><b>POS-AH-P-Va-11</b> Students experience art from different cultures, periods and styles</p> <p><b>POS-AH-P-Va-12</b> Students develop an awareness of different cultures, periods and styles</p> <p><b>POS-AH-P-Va-13</b> Students recognize and begin to understand works of art as belonging to particular cultures, periods and styles</p> <p><b>POS-AH-P-Va-14</b> Students identify works of art from particular cultures, periods and style</p> <p><b>AE-2.22</b> Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p><b>Demonstrators</b></p>					

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<p><b>AH-E-4.1.32</b> Art Elements – color. (primary and secondary hues) and color groups (warm, cool, neutral) <i>value</i>,</p> <p><b>AH-E-4.1.35</b> Media – crayon, pencil, paint, fabric, yarn, clay, paper, paper-mâche (used to produce artworks)</p> <p><b>AH-E-4.1.37</b> Art Processes – Two-dimensional drawing, painting and collage</p> <p><b>AH-E-4.1.41</b> – Create artwork using the elements of art and principles of design</p>	<ul style="list-style-type: none"> <li>• Explore the elements and principles of visual art</li> <li>• Create original works of visual art</li> <li>• Discuss art works using appropriate concepts and terminology</li> <li>• Produce original individual and group works of visual art</li> <li>• Reflect on, interpret, and revise own work and/or works of others in visual art</li> </ul> <p><b>AE-2.23</b> Students analyze their own and others’ artistic products and performances</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Observe, experience and explore a variety of artistic styles and forms in visual art</li> <li>• Identify and express arts concepts in visual art</li> </ul> <p><b>AE-2.24</b> Students appreciate creativity and the values of the arts and humanities</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of art forms in visual art</li> <li>• Describe reaction to visual art works using basic vocabulary</li> <li>• Respond to the expressive qualities of visual art</li> </ul>					

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	<ul style="list-style-type: none"> <li>Recognize and demonstrate arts concepts used to describe feelings</li> </ul> <p><b>AE-2.25</b> Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Recognize the role of the artist in visual art</li> <li>Demonstrate through products forms of visual art</li> <li>Examine the effects of time, place, and personality on visual art forms</li> </ul> <p><b>AE-2.26</b> Students recognize differences and commonalities in the human experience through their productions, performances and interpretations</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Express openness to differences and commonalities among diverse cultures</li> <li>Investigate and communicate the differences and commonalities in the artistic</li> </ul>					

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	expressions of visual art from diverse cultures <ul style="list-style-type: none"><li>• Demonstrate through products visual art from diverse cultures</li></ul>					