



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

Content: Visual Art – P2/ Grade 2 and P3 / Grade 3						
Topic: West African Art (Weeks 22.25)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-4.2.31 Identify various purposes for creating works of art</p> <p>AH-E-4.2.32 Purposes of Art – expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects)</p> <p>AH-E-4.2.33 Identify the role of visual arts in different cultures</p> <p>AH-E-4.2.34 Cultures – West African</p> <p>AH-E-4.2.37 Subject Matters – landscape, portrait, and still life</p>	<p>POS-AH-P-Va-10 Students explore art from different cultures, periods and styles</p> <p>POS-AH-P-Va-11 Students experience art from different cultures, periods and styles</p> <p>POS-AH-P-Va-12 Students develop an awareness of different cultures, periods and styles</p> <p>POS-AH-P-Va-13 Students recognize and begin to understand works of art as belonging to particular cultures, periods and styles</p> <p>POS-AH-P-Va-14 Students identify works of art from particular cultures, periods and style</p> <p>AE-2.22 Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p>					

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

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

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