



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

Content: Visual Art – P2/ Grade 2 and P3 / Grade 3						
Topic: Texture (Weeks 26-29)						
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-4.1.31 Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)</p> <p>AH-E-4.1.32 Art Elements – Texture</p> <p>AH-E-4.1.33 Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)</p> <p>AH-E-4.1.34 Describe a variety of media and art processes used to produce two- and three-dimensional artwork</p> <p>AH-E-4.1.35 Media – crayon, pencil, paint, fabric, yarn, clay, papier-mache (used to produce art works)</p> <p>AH-E-4.1.36 Media – stone,</p>	<p>POS-AH-P-Va-1 Students experience art with attention given to the elements of art. (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern)</p> <p>POS-AH-P-Va-2 Students demonstrate an awareness of the elements of art and principles of design</p> <p>POS-AH-P-Va-3 Students recognize elements of art and principles of design in two- and three-dimensional works of art</p> <p>POS-AH-P-Va-4 Students identify and use the elements of art and principles of design</p> <p>POS-AH-Pva-5 Students explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art</p> <p>POS-AH-P-Va-6 Students experience a variety of media and processes used for creating works of art</p>					

Content: Visual Art – P2/ Grade 2 and P3 / Grade 3

Topic: Texture (Weeks 26-29)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>wood and metal (properties of media need to be known in order to respond to artworks)</p> <p>AH-E-4.1.37 Art Processes – Two-dimensional drawing, painting and collage</p> <p>AH-E-4.1.38 Art Processes- Three dimensional pottery, sculpture and weaving</p> <p>AH-E-4.1.39 Analyze how an artist uses various media and processes to communicate meaning in a work of art</p> <p>AH-E-4.1.41 Create art works using the elements of art and principles of design</p>	<p>POS-AH-Va-7 Students develop skills in a variety of media and processes used for creating works of art</p> <p>POS-AH-Va-8 Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p>POS-AH-Va-9 Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p>AE-1.13 Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Use art media, tools, techniques and processes • Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings • Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion, 					

Content: Visual Art – P2/ Grade 2 and P3 / Grade 3

Topic: Texture (Weeks 26-29)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<p>transition/gradation, dominance/subordination, harmony, unity) of design in visual works</p> <ul style="list-style-type: none"> • Examine and construct meaning from visual art and architecture • Express an idea, image, or pattern utilizing elements and principles of design <p>AE 2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore the elements and principles of visual art • Create original works of visual art • Discuss visual art works using appropriate concepts and terminology • Produce original individual and group works of 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 and explore a 					

Content: Visual Art – P2/ Grade 2 and P3 / Grade 3

Topic: Texture (Weeks 26-29)

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?)
	variety of artistic styles and forms in visual art <ul style="list-style-type: none">• Identify and express arts concepts in visual art• Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts					