



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

| <b>Content: Visual Art – P2/ Grade 2 and P3 / Grade 3</b>   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| <b>Topic: Overview/Principles of Design (Weeks 30-32)</b>   |  |  |   |   |   |  |
| <b>Content</b><br>(What do your students need to KNOW?)   | <b>Demonstrators</b><br>(What do your students need to be able to DO?)   | <b>Assessment</b><br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?) | <b>Activities</b><br>(HOW will you teach it?) | <b>Resources</b><br>(What MATERIALS will you need?) | <b>Differentiation</b><br>(How will you reach the DIVERSITY of learners?) | <b>Literacy Connection</b><br>(How will you use READING and WRITING with this material?) |
| <p><b>AH-E-4.1.31</b> Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design)</p> <p><b>AH-E-4.1.33</b> Principles of Design – organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)</p> <p><b>AH-E-4.1.34</b> Describe a variety of media and art processes used to produce two- and three-dimensional artwork</p> <p><b>AH-E-4.1.35</b> Media – crayon, pencil, paint, fabric, yarn, clay, papier-mache (used to produce art works)</p> <p><b>AH-E-4.1.36</b> Media – stone, wood and metal (properties of media need to be known in order to respond to artworks)</p> | <p><b>POS-AH-P-Va-1</b> 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><b>POS-AH-P-Va-2</b> Students demonstrate an awareness of the elements of art and principles of design</p> <p><b>POS-AH-P-Va-3</b> Students recognize elements of art and principles of design in two- and three-dimensional works of art</p> <p><b>POS-AH-P-Va-4</b> Students identify and use the elements of art and principles of design</p> <p><b>POS-AH-Pva-5</b> 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><b>POS-AH-P-Va-6</b> Students experience a variety of media and processes used for creating works of art</p> |  |   |   |   |  |

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| <p><b>AH-E-4.1.37</b> Art Processes – Two-dimensional drawing, painting and collage</p> <p><b>AH-E-4.1.38</b> Art Processes- Three dimensional pottery, sculpture and weaving</p> <p><b>AH-E-4.1.39</b> Analyze how an artist uses various media and processes to communicate meaning in a work of art</p> <p><b>AH-E-4.1.41</b> Create art works using the elements of art and principles of design</p> | <p><b>POS-AH-Va-7</b> Students develop skills in a variety of media and processes used for creating works of art</p> <p><b>POS-AH-Va-8</b> Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p><b>POS-AH-Va-9</b> Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p><b>AE-1.13</b> Students recognize and begin to understand a variety of media and processes used for creating works of art</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Use art media, tools, techniques and processes</li> <li>• Use drawing, painting, print making, modelings and constructing to communicate ideas and feelings</li> <li>• Explore the elements (space, line, shape/form, value, texture, color) and principles (balance, emphasis, contrast, variety, repetition, movement, rhythm, pattern, proportion/distortion,</li> </ul> |  |   |   |   |  |

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|   | <p>transition/gradation, dominance/subordination, harmony, unity) of design in visual works</p> <ul style="list-style-type: none"> <li>Examine and construct meaning from visual art and architecture</li> <li>Express an idea, image, or pattern utilizing elements and principles of design</li> </ul> <p><b>AE 2.22</b> Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations</p> <p><b>Demonstrators</b></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 visual art works using appropriate concepts and terminology</li> <li>Produce original individual and group works of 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 and explore a</li> </ul> |  |   |   |   |  |

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