

# Grade 2

# Scope & Sequence 2023-2024

Unit 1: <b>Lines, Colors, Patterns</b>	Unit 2: <b>Lines, Colors, Patterns, UAE National Day</b>	Unit 3: <b>Color Theory</b>	Unit 4: <b>Famous Artist</b>	Unit 5: <b>Form and Space</b>	Unit 6: <b>Form, Space, My Experiences</b>
Aug 28 – Oct 31, 2023	Oct 31 – Dec 8, 2023	Jan 2 – March 10, 2024	March 10 – April 1st, 2024	April 15 – May 13, 2024	May 13 – June 17, 2024
<p>Main Topics:  <b>Introduction/ base assessment</b>  <b>International DOT Day</b></p> <p>-Read “The Dot” story and do introductory Dot coloring /painting activities.                      -Adjust to the Art Room, Tools, School Rules and Art Rules.</p>	<p>Main Topics:  <b>There are different types of Lines</b></p> <p>-Crayon and watercolor Singing Lines.                      -Paper Line Sculpture.                      -Lines and Patterns Name project.                      -UAE National Day Art.</p>	<p>Main Topics  <b>The Color Wheel</b>  <b>Mixing</b>  <b>Primary/Secondary Colors</b></p> <p>-Primary to Secondary Colors.                      -Complementary Colors.                      -Continuous Line, Blind Contour Drawings.</p>	<p>Main Topics  <b>Cubism and Pablo Picasso</b></p> <p>-Pablo Picasso Faces.                      -Art Show – Famous Artists                      -Critique Discussion</p>	<p>Main Topics  <b>Earth Day, Recycling , Clay Sculpture</b></p> <p>-Make Earth Day Art.                      -Practice working with Clay.                      -Practice working with recycled materials.</p>	<p>Main Topics  <b>Recycling , Inventions, Personalized Summer Art</b></p> <p>-Finish recycling sculptures                      -Practice thinking of inventions, drawing coloring and writing about them.                      -Think of a personal experience and make a Summer Artwork about it.</p>
<p>Standards:                      VA:Cr2.1.2 - a. Experiment with various materials and tools to explore personal interests in a work of Art or Design.                      VA:Cr2.2.2 - a. Demonstrate safe procedures for using and cleaning Art tools, equipment, and studio spaces.</p>	<p>Standards:                      VA:Cr1.1.2 - a. Collaboratively brainstorm multiple Artmaking approaches to an Art or Design problem.                      VA:Pr5.1.2 - a. Distinguish between different materials or Artistic techniques for preparing Artwork for presentation.</p>	<p>Standards:                      VA:Cr2.2.2 - a. Demonstrate safe procedures for using and cleaning Art tools, equipment, and studio spaces.                      VA:Cr1.2.2 - a. Create Art or Design with various materials and tools to explore personal interests, questions, and curiosity.</p>	<p>Standards:                      VA:Re9.1.2 - a. Use learned Art vocabulary to express preferences about Artwork.                      VA:Pr5.1.2 - a. Distinguish between different materials or Artistic techniques for preparing Artwork for presentation.                      VA:Pr6.1.2 - a. Analyze how Art is exhibited</p>	<p>Standards:                      VA:Re7.1.2 - a. Recognize and describe visual characteristics of one's natural and constructed environments.                      VA:Cn11.1.2 - a. Compare and contrast differently designed objects that have a similar function.</p>	<p>Standards:                      VA:Cn11.2.2 - a. Brainstorm and share ideas that would improve one's personal or family life.                      VA:Cr2.1.2 - a. Experiment with various materials and tools to explore personal interests in a work of Art or Design.</p>

<p>VA:Cr3.1.2 a. Discuss and reflect with peers about choices made in creating artwork.</p>	<p>VA:Cn10.1.2 - a. Identify times, places, and reasons that students make Art outside of school.</p> <p>VA:Cr3.1.2 a. Discuss and reflect with peers about choices made in creating artwork.</p>	<p>VA:Cr2.1.2 - a. Experiment with various materials and tools to explore personal interests in a work of Art or Design.</p> <p>VA:Cr3.1.2 - a. Discuss and reflect with peers about choices made in creating Artwork.</p>	<p>inside and outside of schools and how it contributes to communities.</p> <p>VA:Cr3.1.2 - a. Discuss and reflect with peers about choices made in creating Artwork.</p> <p>VA:Re8.1.2 - a. With guidance, categorize subject matter and identify common themes in works of Art.</p>	<p>VA:Cr1.2.2 - a. Create Art or Design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr2.1.2 - a. Experiment with various materials and tools to explore personal interests in a work of Art or Design.</p> <p>VA:Cr3.1.2 - a. Discuss and reflect with peers about choices made in creating Artwork.</p>	<p>VA:Pr4.1.2 - a. Explain why some objects, artifacts, and Artwork are valued over others.</p>
<p>Reading/Writing: -Reading, comprehending, discussing meanings in The DOT Story.</p>	<p>Reading/Writing: -Reading the names of Lines. -Writing our own name.</p>	<p>Reading/Writing: -Color Wheel vocabulary. -Identifying colors from reading.</p>	<p>Reading/Writing: -Reading, repeating, and understanding the name of the famous Artist and his Art movement.</p>	<p>Reading/Writing: -Reading, repeating, and understanding what recycling means. -Reading and writing words to express Earth day.</p>	<p>Reading/Writing: -Reading and writing about our own inventions to explain our ideas. -Reading and writing about our own personal experiences to express our creativity.</p>
<p>Math: -Dots and Circles- different ways circles can be split up and decorated.</p>	<p>Math: -Seeing how lines can be split into shapes. -Types of lines are mathematical, like the diagonal line.</p>	<p>Math: -Color mixing is mathematical, &amp; scientific and splitting a circle into the color wheel is mathematical (color spectrum).</p>	<p>Math: -Cubism involves shapes which is mathematical.</p>	<p>Math: -Recycling and making sculpture involves mathematical 3-D forms. -It is scientific to identify the importance of Earth day and Recycling.</p>	<p>Math: -It is mathematical and scientific to think of inventions and how parts work. -Different shapes put together can build an invention.</p>
<p>Diyar Learner: -Students Think Critically.</p>	<p>Diyar Learner: -Students inquire &amp; investigate.</p>	<p>Diyar Learner: -Students learn to levels that amaze them.</p>	<p>Diyar Learner: -Students think critically.</p>	<p>Diyar Learner: -Students Learn to levels that amaze them.</p>	<p>Diyar Learner: -Students lead &amp; influence.</p>

<p>-Students inquire &amp; investigate.</p>	<p>-Students Lead &amp; Influence. -Students collaborate. -Students learn to levels that amaze them.</p>	<p>-Students challenge &amp; question. -Students inquire &amp; investigate.</p>	<p>-Students inquire &amp; investigate. -Students lead &amp; influence. -Students collaborate.</p>	<p>-Students inquire &amp; investigate. -Students think critically.</p>	<p>-Students think critically. -Students inquire &amp; investigate. -Students learn to levels that amaze them.</p>
<p>Resources: Visual Aids, DOT Story, Paper circles, Drawing and dry coloring things, paint things.</p>	<p>Resources: Visual Aids, Paper, Pencil, Crayons, Markers.</p>	<p>Resources: Visual Aids, Paper, Pencil, Dry Coloring things, Paint things.</p>	<p>Resources: Visual aids, papers, cut colored papers, scissors, dry coloring things, pencils.</p>	<p>Resources: Visual Aids, drawing things, coloring things, recycling things, white glue, masking tape, clay and tools, paint things.</p>	<p>Resources: Visual Aids, recycling things, masking tape, paper, pencil, dry coloring things, paint things, misc crafty glitter things, white glue.</p>