

## Content Outline for Arts Integration Visual Art and Theatre – Grade 2

Target Skills/Concepts	Language Arts Target Skills	Visual Art/Theatre Handbook K-2 Art Prints	Visual Art/Theatre Handbook K-2 Theatre Activities	Additional Interdisciplinary Connections
<b>QUARTER 1</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Line types/Characteristics</li> <li>• Line directions</li> <li>• Feelings and moods</li> <li>• Using Lines in artworks and surroundings</li> <li>• Shapes in surroundings               <ul style="list-style-type: none"> <li>- Closure of a line</li> <li>- Object creation Geometric shapes/free form vs. organic</li> <li>- Perspective (near/far)</li> <li>- Artworks illustrating Shape-to-form</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Poetry</li> <li>• Drawing Conclusions: Summarizing</li> <li>• Sensory Images/Literary Devices: Metaphor/Simile</li> <li>• Story elements: Setting</li> <li>• Sentence Structure: Capitalization/Punctuation/ Parts of Speech</li> </ul>	<p><i>Still life with Cherries</i>, p. 40</p> <p><i>The Tragedy</i>, p. 46</p> <p><i>Still life with Cherries</i>, p. 40</p> <p>Family #1, 35</p> <p>Cyclist, p. 33</p>	<p>Body Expression: Feeling Appealing, p. 70</p> <p>Movement and Mime: Animal Movements, p. 76</p> <p>Character Development: Freeze Please, p.192</p>	<p>Original Learning Village Lesson Plans</p> <p><b>Science:</b> organic shapes using lines and lines in our environment</p> <p><b>Language Arts:</b> Descriptive sentences; parts-to-the-whole relates to literary structures</p> <p><b>Dance:</b> Movement with lines</p> <p><b>Literature Link:</b></p> <p><i>City Street</i> by Douglas Florian</p> <p><i>When a Line Bends...A Shape Begins</i> by Rhonda Gowler Greene</p> <p><i>The Shape of Me and Other Stuff</i> by Dr. Seuss</p> <p><i>The Amazing Book of Shapes, Shapes to Make, Patterns to Create</i> by Lydia Sharman</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Participate in guided dramatic play               <ul style="list-style-type: none"> <li>- Using imagination to create character roles</li> <li>- Individual and group scenarios</li> <li>- Role of audience practiced</li> </ul> </li> <li>• Demonstrate focused behavior in guided dramatic play               <ul style="list-style-type: none"> <li>- Creative drama</li> <li>- A variety of class performances</li> </ul> </li> <li>• Develop awareness of voice as means of expression</li> <li>• Respond to feelings resulting from various stimuli</li> <li>• Examine and respond to various sensory stimuli</li> <li>• Explore a variety of ways to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Poetry</li> <li>• Drawing Conclusions: Summarizing</li> <li>• Sensory Images/Literary Devices: Metaphor/ Simile</li> <li>• Story elements: Setting</li> <li>• Sentence Structure: Capitalization/Punctuation/ Parts of Speech</li> </ul>	<p><i>Woman with Flowers and Vegetables</i>, Diego Rivera</p> <p><i>Luxembourg Gardens</i>, William Glackens</p> <p><i>The Scream</i>, Edvard Munch</p> <p><i>Banjo Player</i>, Henry Tanner</p>	<p>Body Expression: Feeling Appealing, p. 70</p> <p>Movement and Mime: Animal Movements, p. 76</p> <p>Character Development: Freeze Please, p.192</p>	

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<b>QUARTER 2</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Textile qualities</li> <li>• Texture rubbings               <ul style="list-style-type: none"> <li>- Visual/tactile textures</li> </ul> </li> <li>• Pattern</li> <li>• Color in Artworks               <ul style="list-style-type: none"> <li>- Emotions</li> <li>- Realism/fantasy</li> <li>- Moods</li> <li>- Primary/secondary/ warm/cool colors</li> <li>- Tints and shades</li> <li>- Artworks using color</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sequence: Steps in a Process</li> <li>• Drawing Conclusions: Fact and Opinion</li> <li>• Sensory/Images/Literary Devices: Rhyme/Rhythm/ Repetition</li> <li>• Cause and Effect</li> <li>• Writing Forms: Writing Process</li> </ul>	<p><i>Tar Beach</i>, p. 43  <i>Parade on Hammond Street</i>, p. 38  <i>The Sunny Side of the Street</i>, p. 42  <i>Hockey Players</i>, p. 37  <i>Tar Beach</i>, p. 43</p>	<p>Observation/Focus: Mirror, p. 86            Body Expression: What's Cooking, p. 74            Articulation: Vowels and Consonants, p. 116            Warm-Ups: Creations, p. 69</p>	<p>Original Learning Village Lesson Plans  <u>Science</u>: textures in nature, animal textures  <u>Language Arts</u>: words that describe texture  <u>Math</u>: symmetry in nature  <u>Social Studies</u>: cultural differences in art  <u>Literature Link</u>:  <i>Too Many Tamales</i> by Gary Soto  <i>Have You Seen My Cat?</i> By Eric Carle  <i>Ed Emberley's Drawing Book of Animals</i> by Ed Emberley</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of roles in life and fantasy situations through guided dramatic play               <ul style="list-style-type: none"> <li>- Improvisational skills and techniques for character creation</li> <li>- Use/knowledge of theatre terms</li> </ul> </li> <li>• Observe the role of leaders in group activities               <ul style="list-style-type: none"> <li>- Focused attention</li> <li>- Sensory awareness</li> </ul> </li> <li>• Develop ability to join with and respond to others by utilizing directing skills               <ul style="list-style-type: none"> <li>- Teacher/student side coaching</li> <li>- Awareness of director</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sequence: Steps in a Process</li> <li>• Drawing Conclusions: Fact and Opinion</li> <li>• Sensory/Images/Literary Devices: Rhyme/Rhythm/ Repetition</li> <li>• Cause and Effect</li> <li>• Writing Forms: Writing Process</li> </ul>	<p><i>Family No. 1</i>, Charles Alston  <i>Parade on Hammond Street</i>, Allan Crite  <i>Banjo Lesson</i>, Henry Tanner</p>	<p>Observation/Focus: Mirror, p. 86            Body Expression: What's Cooking, p. 74            Articulation: Vowels and Consonants, p. 116            Warm-Ups: Creations, p. 69</p>	

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<b>QUARTER 3</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Space in Artworks/surroundings</li> <li>• Spatial Relationships               <ul style="list-style-type: none"> <li>- Placement of objects (foreground, middleground, background)</li> <li>- Overlapping</li> <li>- Positive/negative space</li> </ul> </li> <li>• Artworks Using space</li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Realistic/Fantasy</li> <li>• Sequence: Beginning, Middle, and End</li> <li>• Drawing Conclusions: Making Judgments</li> <li>• Writing Forms: Poetry</li> <li>• Speaking: Discussions</li> </ul>	<p><i>Tar Beach</i>, p. 43</p> <p><i>The Zapotec Civilization</i>, p. 47</p> <p><i>Dempsey and Firpo</i>, p. 34</p> <p><i>Still life With Cherries</i>, p. 40</p> <p><i>The Sunny Side of the Street</i>, p. 42</p>	<p>Movement and Mime: Body Movements, p. 77</p> <p>Movement and Mime: Story Mime, p. 82</p> <p>Movement and Mime: The Need to Know, p. 83</p> <p>Storytelling: Single Word Pass, p. 99</p>	<p>Original Learning Village Lesson Plans</p> <p><u>Science</u>: color mixing; seasonal changes</p> <p><u>Language Arts</u>: words that identify colors</p> <p><u>Literature Link</u>:</p> <p><i>The Man Who Painted Flowers</i> by Carolyn Croll</p> <p><i>Linnes in Monet's Garden</i> by Christina Bjork</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Explore real and fantasy situations from many cultures through dramatic activities               <ul style="list-style-type: none"> <li>- Use of textbooks/books for research</li> <li>- Multicultural studies</li> </ul> </li> <li>• Develop awareness of a variety of community roles through guided dramatic play and playmaking               <ul style="list-style-type: none"> <li>- Principles of scene writing</li> </ul> </li> <li>• Develop language through social interaction               <ul style="list-style-type: none"> <li>- Emotions and experience for character development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Story Genre: Realistic/Fantasy</li> <li>• Sequence: Beginning, Middle, and End</li> <li>• Drawing Conclusions: Making Judgments</li> <li>• Writing Forms: Poetry</li> <li>• Speaking: Discussions</li> </ul>	<p><i>Kachina Doll</i>, Zuni</p> <p><i>Mummy Case of Lady Teshat</i>, Egyptian</p> <p><i>Sunny side of the Street</i>, Philip Evergood</p>	<p>Movement and Mime: Body Movements, p. 77</p> <p>Movement and Mime: Story Mime, p. 82</p> <p>Movement and Mime: The Need to Know, p. 83</p> <p>Storytelling: Single Word Pass, p. 99</p>	

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<b>QUARTER 4</b>				
<p><b>Visual Art:</b></p> <ul style="list-style-type: none"> <li>• Basic forms               <ul style="list-style-type: none"> <li>- Natural and man-made forms</li> <li>- 3-D forms and sculptures in-the-round</li> </ul> </li> <li>• Creating Art forms               <ul style="list-style-type: none"> <li>- Clay modeling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Structures: Complete Sentence/Fragment/ 4 Types of Sentences</li> <li>• Writing Forms: Expository/ Persuasive writing</li> <li>• Sentence Structure: Capitalization/Punctuation/ Parts of Speech</li> </ul>	<p><i>Tiger Attacking a Buffalo</i> <i>The Banjo Lesson</i>, p. 44 <i>Cyclist</i>, p. 33</p>	<p>Improvisation: Story Dramatization, p. 96</p>	<p>Original Learning Village Lesson Plans <u>Math</u>: space, shape, spatial relationships, Architecture and sculpture <u>Language Arts</u>: descriptive phase <u>Literature Link</u>: <i>Abdul Gasazi</i> by Chris Van Allsburg <i>Mr. Jordan in the Park</i> , by Laura Jane Coats</p>
<p><b>Theatre:</b></p> <ul style="list-style-type: none"> <li>• Develop responsibility through guided dramatic play and develop comprehension of scene design               <ul style="list-style-type: none"> <li>- Elements – setting, scenery, costuming, props</li> <li>- Identify visual elements and aural qualities</li> <li>- Identify design elements needed for classroom dramatization</li> <li>- Safe use of props and costumes discussed and used</li> </ul> </li> <li>• Use literature as a basis for guided dramatic play and character acting               <ul style="list-style-type: none"> <li>- Other art forms explored and integrated</li> </ul> </li> <li>• Respond effectively to dramatic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Structures: Complete Sentence/ Fragment/4 Types of Sentences</li> <li>• Writing Forms: Expository/ Persuasive writing</li> <li>• Sentence Structure: Capitalization/Punctuation/ Parts of Speech</li> </ul>	<p><i>Washington at Yorktown</i>, James Peale <i>Life of a Hunter</i>, Currier and Ives <i>Saltimbanques</i>, Picasso</p>	<p>Improvisation: Story Dramatization, p. 96</p>	