



NUMi
FOUNDATION
Celebrating People, Planet & Possibility

Second Grade

Second grade uses the creation of art as a means to conduct age appropriate exploration of concepts of self, family, and community, while also exploring the link between art and nature and the use of art as a means of self-expression. Students will learn to appreciate and see themselves in nature, and practicing expressing their nature-inspired visions by creating art.

Students will develop an ability to observe nature, draw inspiration from it, and express that inspiration through artistic creation. Students will learn about using sources such as music, story, and feelings to inspire the creation of art.

The cumulative project is an age appropriate discussion of major artists such as Dali and Kahlo, that allows students to gain an appreciation for how these masters employed the concepts covered by the curriculum, supplemented by opportunities for the students to use the works of these renowned artists as inspiration for their own art. Students will also explore cultural arts from Ancient Egypt and Mexican and Native American cultures, using these art forms to enhance their understanding of other cultures.

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Week 1: Lesson 1

GRADE 2

Sketchbooks

Where do my drawings live?

STANDARDS

CCSS 2.SL.6

Visual Arts Content Standards 2.1

OBJECTIVES

- To meet and introduce each other
- To discuss that this class will allow them to draw, paint and create art
- To create sketchbooks for each child

MATERIALS

- 2 pieces of cardboard, each at 8.5" x 5.5" – for each student
- Piece of thick canvas material at 8.5" x 11" in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class)

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

Preparation:

Teacher should review procedure for creating sketchbooks, gather materials and extra help for the class.

Procedure:

Teacher sets up an assembly line of the different stages and demonstrates.

Stage 1:

- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

Stage 2:

- Lay 2 pieces of cardboard next to each other, leaving about 1" gap between them.
- Apply glue to cardboard pieces
- Lay piece of canvas on top of cardboard and gap. Paste.

Stage 3:

- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:

- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.

- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.
- Thread through canvas strip and into next point.
- Continue to sew book back and forth through points until end at 4th point (inside of book). Knot.
- This is a critical phase to make sure string is tight, pages are aligned, the book is

Stage 5:

- Decorate cover of book with design, name of author, name of book, dates...
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:



Week 1: Lesson 2

GRADE 2

Rock Sculpture Installation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES

- To create rock sculptures for an installation
- To discuss what qualities of themselves they see in the rocks
- To draw pictures of the sculptures in their sketchbooks

MATERIALS

- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses
- Sketchbooks

Preparation:

Gather natural materials from outdoors. Pick a site outdoors for the rock sculpture installation.

Procedure:

- If possible, take the students outdoors to collect natural materials. If not, use materials collected by the teacher. Use this as an opportunity to show the students your love of nature. Model respect for the gifts of nature.
- Ask the students to create a collage or sculpture that shows something about themselves. Use simile and metaphor for comparisons in their descriptions, for example, they may say they run like the wind. Or if they smile a lot, the project might show something about their smile.
- Ask the students to share their work with each other and talk about it.
- Have the children answer your prompt, “Are you like the air, fire, earth, water? Or are you like a tree, stone or rain?” Then have them act out being one of these.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

If possible, leave the installation up outdoors or inside. Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Educators are increasingly becoming aware of how nature deficits affect children. When possible, teacher should take their students outdoors to connect with nature. When this is not possible, teachers are encouraged to bring nature into the classroom. Many of the activities in the NUMI curriculum encourage work with natural objects. The following article may be of interest.

[http://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature InfoSheet.pdf](http://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature%20InfoSheet.pdf)



Week 2: Lesson 1

GRADE 2

Nature Sculptures

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.2, 1.3, 2.1

OBJECTIVES

- To create lasting nature sculptures
- To see qualities in natural materials
- To draw natural materials in their sketchbooks

MATERIALS

- Rocks, sticks, flower blossoms, mosses, grasses and other natural materials
- Cardboard on which to place sculpture
- Wire or glue to glue sculpture pieces together
- Sketchbooks with pencils or crayons

Preparation:

Gather materials.

Procedure:

- Have students pick the materials they wish to sculpt.
- Allow time to create the sculptures.
- Discuss the qualities of the natural materials used in the sculptures.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 2

GRADE 2

Caterpillars, Butterflies and Bees, Oh My!

Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3, 4.3

OBJECTIVES

- To create a large mural collage for display
- To discuss which qualities of these creatures are similar to human qualities
- To draw these in sketchbooks

MATERIALS

- Large mural paper any color
- Various bits of fabric, paper and small natural materials
- Scissors
- Glue
- Crayons
- Sketchbooks

Procedure:

- Discuss that the mural made today will have caterpillars, butterflies, bees and other natural creatures set in a forest of trees and plants.
- Using scraps of fabric and paper, the children will create the living beings to fill this forest.
- When the mural is finished, it should be hung for all to see.
- After cleaning up, the students should have time to draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Some information about caterpillars, butterflies and bees:

<http://www.gardenswithwings.com/factsinfo/articles/2009NL/PollinatorsAndFlowers.html>



Week 3: Lesson 1

GRADE 2

Art Takes Nature as Its Model – Painting Leaves

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES

- To create leaf paintings
- To discuss how everything in Nature comes in different colors, shapes and sizes

MATERIALS

- Leaves collected from outdoors
- Watercolor paints in jars, brushes, water
- White paper for each student at least 12" by 14" or larger
- Sketchbooks and pencils or crayons

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Instruct the children to choose one or more leaves that remind them of themselves or someone they love.
- Give each student a piece of painting paper.
- Set up small red, yellow and blue paint.
- Have each child paint the colors of their leaf or leaves by picking one color, dabbing it on the paper and watch it spread, then add in another color in that leaf next to the first color and watch how the colors blend together.
- When finished and paper is dry, take one or more leaves and trace around them with a marker or pencil and display for the class to see.
- In their sketchbooks, they should draw the painted leaves.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 2

Parade of Clouds

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3

OBJECTIVES

- To look at the sky and describe it
- To draw the sky
- To draw the sky in sketchbooks

MATERIALS

- Large sheet of drawing paper for each child
- Crayons
- Cotton balls
- Glue
- Sketchbooks with pencils or crayons

Procedure:

- Read the poem to the class.

Parade Of Clouds

As I lie on my back,
Gazing up at the sky.
I see two fleecy lambs,
Bounding by.

And all of a sudden,
What do I see?
Why, a big polar bear,
Glaring down at me.

Now

- Ask the children what they see in the sky.
- Ask them to finish the poem above.
- Then, have them create a sky scene on paper.
- Go outside to see the cloud-filled sky and speak about what they see, for example, animals, people's faces, or dragons. Have them watch until one thing dissolves into another. If it is not possible to go outdoors, show pictures of these to the children and discuss.
- Ask the children to create clouds on paper by pulling and stretching the cotton to make the shapes and things they see in the sky.
- Ask each child to speak about their clouds.
- Then the children will draw clouds in their sketchbooks.
- After clean-up, have the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 1

GRADE 2

Sandy Feet

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1, 4.3

OBJECTIVES

- To discuss sand in nature
- To make sandy feet prints

MATERIALS

- Sand
- Water
- Dark color paper
- Spray glue or adhesive
- Sketchbooks with pencils and crayons

Preparation:

This may be messy. The sand prints may be made outside.

Procedure:

- Have students remove shoes and socks.
- Let children step in water, sand and then on paper.
- Spray the adhesive on the paper once children have stepped away.
- While prints are drying, have children sketch their feet in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 2

GRADE 2

Large Nature Mural Creation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3, 4.2

OBJECTIVES

- To review the signs of nature in which the children have seen themselves
- To create a mural of scenes in nature with crayons, pencils and glued objects from nature

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, sand—any materials that would help to create a scene of sky, earth and ocean. These might be left over from past projects or collected anew with a walk outdoors.
- Glue
- Sketchbooks and pencils and crayons

Preparation:

Think of this as a review of the first four weeks of the children seeing themselves in nature. Try to think of a place where the mural might hang for the school to see.

Procedure:

- Discuss the fun the children have had creating art and seeing themselves in nature.
- Tell the class that they are going to create a large mural or picture of nature.
- Assign or have the children choose if they will work on the sky, earth or ocean.
- Distribute materials and let the children create the mural.
- When finished, have the students draw their ideas of nature in their sketchbooks.

Wrap up:

Have the students clean up using your routine.

Notes/Feedback:



Week 5: Lesson 1

GRADE 2

Painting with Blended Colors

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.2.2, 3.1, 3.3

OBJECTIVES

- To blend colors using red, yellow and blue
- To create a color wheel

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Background Information:

Two versions of the color wheel are presented here. Please choose the one that works best for your students.

**Procedure:**

- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.

- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 2

GRADE 2

The Sun in the Sky

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.2.2, 3.1

OBJECTIVES

- To paint the sun surrounded by sky

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher speaks about the golden yellow sun in the sky surrounded by blue that is lightest near the sun and grows darker as it moves further away from the sun.
- The students begin by painting a bright yellow sun in the center of the paper.
- Then, the students surround the sun with pale blue paint without touching it and have the blue become stronger as it moves away from the sun.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 2

My Heart in the Sky

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.2.2, 2.4, 3.1

OBJECTIVES

- To paint a landscape with family members
- **MATERIALS**
 - Water color painting paper of at least 18" by 24"
 - Water in which to soak the paper
 - Red, Yellow and Blue water color paint
 - Water jars with water
 - Paint brushes at least ¾" in width
 - Painting Boards on which to place the wet paper
 - Sponges
 - Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher speaks about a landscape that the children know, in the area in which the school is set or perhaps one from a story the children have heard.
- The students begin by painting the landscape leaving places for their family members who they represent in different colors or shades of colors.
- When painting is finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE 2

The Dance of Colors

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.4.2

OBJECTIVES

- To review the feelings that colors give us
- To move or dance with color

MATERIALS

- The paintings created by the teacher or children in prior lessons
- Cloths in one color of red, yellow, blue, orange, green, purple
- Sketchbooks with pencils and crayons

Procedure:

- Have the children create a color story.
- Give one child (or more if more fabric is available) a fabric and ask them to show you how the color would move. Have other children move with their color. Then have two colors at once and finally three together and see how the children model the feelings of the colors brought in the stories.

- Have the children draw in their sketchbooks about the colors.

Wrap up:

The students will clean up using your routine.

Notes/Feedback:



Week 7: Lesson 1

GRADE 2

Hand Jive Installation

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.2.5, 3.1, 3.3

OBJECTIVES

- To create a sculpture of hands in red, orange, yellow, green, blue and purple

MATERIALS

- Cardboard
- Red, yellow and blue water paint
- Scissors
- Wire
- Clean-up materials
- Sketchbook with pencils or crayons

Procedure:

- Have red, yellow and blue paint set up.
- Have each child paint a hand print by brush in a blended color
- Let each child make several.

- Once handprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 2

GRADE 2

Leaves of Color

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.1.1, 1.2, 1.3, 2.1, 2.2

OBJECTIVES

- To create color leaf patterns

MATERIALS

- Crayons
- Kitchen grater
- Wax Paper
- Electric Iron
- Sketchbooks with pencils or crayons

Preparation:

Taking children out into nature is always a wonderful way for them to learn. If possible, take them out to collect leaves. If not possible, collect them in assorted sizes, shapes and colors and have available in class.

Procedure:

- Have children shred crayons with shredder.
- Lay out sheets of wax paper in approximate size of 12" by 14".
- Have the children lay leaves on the wax paper.
- Then have the children spread shredded crayon on top of the leaves.
- Lay a second sheet of wax paper on top of the leaves and iron until crayon wax melts and wax papers are melted to each other.
- Decorate windows with these creations.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 1

GRADE 2

My T-Shirt Garden of Color

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES

- To create a colorful T-shirt garden of color

MATERIALS

- Assorted colorful crayons
- Popsicle (craft) sticks
- Drawing Paper
- Glue
- Flower pots filled with dirt in which to grow flowers.
- Seeds to grow flowers
- Sketchbooks with pencils or crayons

Procedure:

- Have children draw T-shirts on paper with one color crayon on each, print their name and cut them out.
- Have children glue the paper T-shirts onto the craft sticks and stick into flower pots filled with dirt or sand.
- Have children plant flower seeds in pot with instructions on how to help the seeds grow.
- Let the children discuss their T-shirt garden and how the colors make them feel.
- When finished, the children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE 2

Painting Beautiful Colors

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 2.2.4, 3.2

OBJECTIVES

To create original paintings with beautiful colors
To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Background Information:

Review with the class how they have worked with color to show feelings. This class provides an opportunity for each child to express him or herself with a free drawing of color.

Procedure:

- Ask each child to think of a beautiful color picture they would like to remember in paint.
- When finished, they may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 2

Touchable Textures

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES

- To touch assorted textures in a box and describe them before seeing them.
- To see the textures and compare them to how they felt when not seen.
- To draw the textures with crayons.
- To draw in sketchbooks

MATERIALS

- Six textures—sandpaper, velvet, silk, burlap, flannel, cotton balls
- Box that closes in which the textures fit
- Drawing Paper
- Crayons
- Sketchbooks

Preparation:

Cut the textures into sizes that fit inside the box and close.

Procedure:

- Have each child put their hand in the box and feel the textures without seeing them.
- When each child has felt the textures in the box, ask them what they felt.
- Have the children draw what they felt.
- Then open the box and let the children see what they felt.
- Finally, let the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE 2

Unusual Brushes

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards 2.1.1, 1.3, 2.2

OBJECTIVES

- To feel and describe feathers, sticks and cotton swabs with words
- To use the feathers, sticks and cotton swabs to paint feathery and other strokes and designs

MATERIALS

- Large turkey feathers
- Sticks of various thicknesses
- Cotton swabs
- Watercolor paper of at least 18" by 24"
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Ink to paint with
- Sketchbooks and pencils and crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- Give each child a feather. Tell them that the feathers came from birds and should be treated with respect and that sticks come from nature and should be respected.
- Tell the children that they will paint soft, feathery strokes on their paper and then use ink to paint with sticks and cotton swabs.
- When finished, have the children discuss the look of the strokes.
- Have students write haiku poems or poetic metaphors for what they feel, e.g., soft as a cloud I rest my head on.
- The children will then draw feathers in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For additional information on turkeys and their feathers:

<http://www.pbs.org/wnet/nature/my-life-as-a-turkey-wild-turkey-fact-sheet/7299/>



Week 10: Lesson 1

GRADE 2

Dry Beans and Grains

Revealing Myself Through Design and Texture

STANDARDS

VACS 2.2.1, 2.3, 2.5

OBJECTIVES

- To create a self-portrait texture collage of beans and grains
- To draw in sketchbooks

MATERIALS

- Cardboard base size 12" by 14"
- An assortment of dry beans and grains
- Glue
- One class mirror
- Sketchbooks, pencils and crayons

Background Information:

Using food products in art creation is a sensitive subject. Explain to the students that these products were bought to teach an art lesson to them and that they should not use

their food at home for such a project without permission of the grown-ups with whom they live.

Procedure:

- Let the children look at the dry beans and grains and describe them and then touch them and describe again.
- Discuss how the children will put their dry beans and grains on their cardboard to create a self-portrait of themselves. Will it be by color, size, texture, or shape? Give them opportunity to see themselves in the mirror.
- Then, with dry beans and grains in piles or bowls for students to take and glue on their cardboard, they should begin.
- When finished, children should look at each other's collage.
- In their sketchbooks, the children should draw a collage of dry beans and grains.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For names of beans, legumes and grains, see these websites:

<http://www.cropsreview.com/grain-legumes.html>

<http://www.realsimple.com/food-recipes/shopping-storing/food/common-types-grains>



Week 10: Lesson 2

GRADE 2

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 2.1.2, 3.1, 3.3, 4.1, 4.2, 4.4, 5.4

OBJECTIVES

- To visit the Oakland Museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

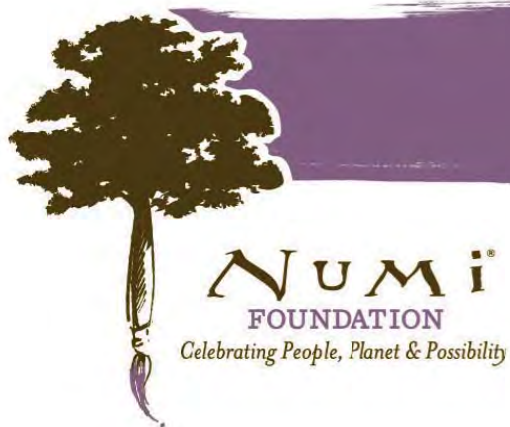
Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 11: Lesson 1

GRADE 2

Creating Animals

Revealing Myself Through Design and Texture

STANDARDS

VACS 2. 2.1

OBJECTIVES

- To discuss what is frightening and wonderful about animals
- To choose an animal to create
- To discuss why he or she wants to create this animal
- To make the animal
- To draw in sketchbooks

MATERIALS

- Various pieces of textiles (silk, wool, burlap, fake fur)
- Scissors
- Needles and thread
- Stuffing
- Sketchbooks and pencils or crayons

Procedure:

- Let each child choose a cloth to make their animal.
- Have the child discuss why they chose this animal.
- Let each child draw the form of their animal on the folded cloth and then cut to make two sides.
- Have the children sew their animals around the sides leaving a bit open to fill the form.
- Stuff the animal and finish sewing.
- Display and discuss project.
- Draw in sketchbooks

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is about animals that frighten us:

<http://www.animalplanet.com/wild-animals/top-ten-scary-animals/>



Week 11: Lesson 2

GRADE 2

Clay Animals

Revealing Myself Through Design and Texture

STANDARDS

VACS 2 2.1, 4.3

OBJECTIVES

- To discuss what animal the child would like to be
- To use clay to design the animal the child would like to be
- To draw in sketchbooks

MATERIALS

- Clay
- Clay board
- Damp cloth
- Water spray bottle (for teacher)
- Sketchbooks and pencils or crayons
- Animal books for children to see

Preparation:

The clay should be divided into even balls and placed on boards for students.

Water spray bottle filled with water is for teacher to use on clay when it becomes too dry to model

Procedure:

- To review the discussion from last class about animals the children would like to be.
- To discuss how to model clay in hands, not breaking into pieces, but keeping in one piece.
- Teacher models how to use clay to form an animal.
- Discuss what characteristics of the animal is interesting? Why does the child want to be that animal?
- Students use clay to model their animals.
- When finished, children observe each other's animal.
- Students draw their animals in their sketchbooks.

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:



Week 12: Lesson 1

GRADE 2

Music Makes Me Move

Revealing Myself Through Design and Texture

STANDARDS

CCSS 2 1a, b, c, d

OBJECTIVES

- To discuss how music makes us feel and move
- To listen to three musical pieces and dance after each piece with or without fabric
- To discuss how each piece made the children feel
- To draw in sketchbooks

MATERIALS

- Music on YouTube or choice of machine
- Tchaikovsky's 1812 Overture, Bach's Toccata in Fugue in D minor, Beethoven's 5th Symphony
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.
- Play Tchaikovsky's 1812 Overture and let children dance with or without fabric.
- Play Bach's Toccata in Fugue in D minor and let children dance with or without fabrics to music.
- Play Beethoven's 5th Symphony and let children dance with or without fabrics to music.
- Discuss how each piece of music made them feel.
- Draw the music or dancing in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about why music is important in schools:

<http://www.nafme.org/20-important-benefits-of-music-in-our-schools/>



Week 12: Lesson 2

GRADE 2

Instrument Making

Revealing Myself Through Design and Texture

STANDARDS

CCSS 2 1a, b, c

OBJECTIVES

- To discuss how music is made
- To make an instrument and use it to make music
- To draw in sketchbooks

MATERIALS

- Strong box
- Pencil and circle to trace
- Scissor
- Rubber bands of different thickness
- Sketchbooks with pencils or crayons



[A basic rubber-band guitar](#)

Preparation:

If an adult who plays guitar is available, have them play songs with the class when their guitars are finished.

Background Information:

Sound is formed by vibrations. Have the children lightly touch the instrument and feel vibrations while the rubber bands are being strummed.

Procedure:

- Discuss how music is made and what instruments the children know.
- On box, have students trace a circle and cut it out.
- Fold circle and glue on box as shown.
- Attach 6 rubber bands of different thicknesses to box with fasteners.
- Play music.
- Draw instruments in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 1

GRADE 2

My Family

Seeing My Family Through Nature

STANDARDS

VACS 2 1.1, 1.3

OBJECTIVES

- To discuss what family means to the children
- To discuss who the people are in our families
- To discuss siblings in our families
- To read the poem, "Brother"
- To write poems in free verse about families
- To create a display of objects in nature that represent our family
- To draw in sketchbooks

MATERIALS

- Cardboard platform for display (11" x 14")
- Natural objects: shells, leaves, sticks, pebbles, small pinecones, etc)
- Glue
- Book or poems
- Sketchbooks with pencils or crayons

Preparation:

Brother

By [Mary Ann Hoberman](#)

I had a little brother
 And I brought him to my mother
 And I said I want another
 Little brother for a change.
 But she said don't be a bother
 So I took him to my father
 And I said this little bother
 Of a brother's very strange.
 But he said one little brother
 Is exactly like another
 And every little brother
 Misbehaves a bit he said.
 So I took the little bother
 From my mother and my father
 And I put the little bother
 Of a brother back to bed.

- Mary Ann Hoberman, "Brother" from The Llama W

Procedure:

- Discuss what family means and who is in our families.
- Teacher reads the poem, "Brother" which the class discusses.
- Each child writes a poem in free verse (no exact rules) about their family.
- Each child creates a collage display of natural objects to represent their family.
- Draw in sketchbooks.

Wrap up:

If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:



Week 13: Lesson 2

GRADE 2

Family Circle Wreaths

Seeing My Family Through Nature

STANDARDS

CCSS 2 1a,b,c

VACS 2 1.1, 1.3, 2.1

OBJECTIVES

- To review conversations about families
- To discuss how good friends are like family members
- To discuss the symbolism of a circle always continuing
- To discuss how families are like circles
- To make a Family Circle Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS

- Vines (grape, ivy or other) for each child
- Felt to make family members
- Scissors
- Sketchbooks with pencils or crayons

Procedure:

- Review conversations about families.
- Discuss how good friends are like family members.
- In a circle, teach the song, “Make New Friends.”
- Show how to bend vines in a circle to make a wreath.
- Have each child make a felt person to represent each of their family members and themselves to attach to Family Circle Wreath.
- Discuss how this wreath will remind them that their family is a circle without end.
- Draw in sketchbooks about families.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 1

GRADE 2

Animals and My Family

Seeing My Family Through Nature

STANDARDS

CCSS 2 1a, b, c

OBJECTIVES

- To discuss pets the children may have
- To discuss animals families have seen in nature that are not pets
- To discuss how pets at home and animals in nature are different
- To discuss how different animals make us feel
- To create poems about animals in nature
- To write the poems on paper and illustrate with animal drawings for display
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Pencils and crayons
- Sketchbooks with pencils and crayons

Procedure:

- Discuss the pets children have.
- Discuss animals families have seen in nature that are not pets.
- Discuss how pets at home and animals in nature are different.
- Discuss how different animals make us feel.
- Create poems about animals in nature and how they make us feel.
- Write the poems on paper and illustrate with animal drawings.
- Draw in sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 2

GRADE 2

Funny Names

Seeing My Family Through Nature

STANDARDS

CCSS 2 SL4a

OBJECTIVES

- To discuss names and what they are used for
- To discuss names of family members
- To re-tell the story of Rumpelstiltskin from Grimm's Stories
- To act out the story of Rumpelstiltskin
- To create a display of Rumpelstiltskin out in the forest that several children work on.
- To draw in sketchbooks

MATERIALS

- Cardboard for base
- Small sticks, dried plants, fabric, buttons, yarn, paper
- Glue
- Sketchbooks and pencils or crayons

Procedure:

- Discuss names and what they are used for.
- Discuss names of family members.
- Read or re-tell the story of Rumpelstiltskin.
- Create a display of Rumpelstiltskin in the forest.
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 2

Puppet Family Stories

Seeing My Family Through Nature

STANDARDS

VACS 2 2.1

OBJECTIVES

- To discuss how puppets can represent members of a family
- To discuss how families live together in and with nature
- To make cloth puppets to represent family members
- To make a puppet stage
- To present puppet plays
- To draw in sketchbooks

MATERIALS

- 12" by 12" pieces of fabric in different colors
- Markers in various colors
- Yarn for hair, ribbons and buttons for clothing
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage

- Sketchbooks with pencils or crayons

Procedure:

- Discuss how puppets can represent members of a family
- Discuss how puppets can tell a story about a family
- Use markers to create faces and clothing on fabric and glue on yarn for hair and ribbons and buttons for clothes
- To make a puppet stage to use to perform puppet plays with glove families.
- To perform family puppet plays created by the children using subjects such as the stories of their family in nature.
- To draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has information about using puppets with children:
<http://www.creativityinstitute.com/puppetsineducation.aspx>



Week 15: Lesson 2

GRADE 2

Beach Story

Seeing My Family Through Nature

STANDARDS

VACS 2 2.1, 2.3

OBJECTIVES

- To create individual stories about trips to the beach
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS

- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or markers
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.
- Discuss fun things to do at the beach. (Play with a beachball or have children pretend to swim or surf.)
- Create a beach scene with sand and paint or markers on cardboard.
- Display and discuss projects.
- Sketch in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE 2

Our Unique Story

Expressing My Family Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 2, 4

OBJECTIVES

- To work in groups of two to tell a story of a place, time or feeling the children remember in their family
- To draw that memory
- To briefly write the story
- To tell the story to the class
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- Working in groups of two, the children will discuss a place, time or feeling the children remember in their family. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have children write a brief version of the story.
- Have the children tell the story to the class using costume pieces if they wish.
- Have the children draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**TEACHER SUPPLEMENT:**

The following website has information about the benefits of storytelling for children.

<http://www.storyarts.org/classroom/>



Week 16: Lesson 2

GRADE 2

Tangrams

Expressing My Family Through Color

STANDARDS

CCSS 2 SL 1a, b, c

VACS 2 1.1, 1.2

OBJECTIVES

- To discuss tangrams
- To create a tangram of an animal in the family or another's family
- To draw in sketchbooks

MATERIALS

- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Paint to create background on page
- Materials necessary for one color paint
- Sketchbooks and pencils

Preparation:

Enlarge the square in the Teacher Supplement for the children to cut.

Procedure:

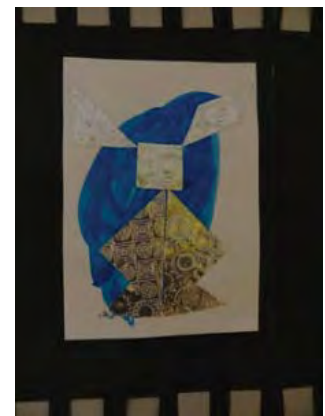
- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animal pets the children have or know in other places.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.





Week 17: Lesson 1

GRADE 2

Up, Up in the Air

Expressing My Family Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 4

VACS 2 3.1, 5.1

OBJECTIVES

- To discuss hot air balloons
- To show the children images of hot air balloons
- To play, sing or read lyrics to Up, Up and Away
- To tell a teacher created short story about a trip in a hot air balloon
- To create a hot air balloon with each child's family seen in the balloon
- To draw in sketchbooks

MATERIALS

- Access to computer for hot air balloon images and music for song
- Drawing Paper
- Crayons or markers
- Sketchbooks and pencils

Procedure:

- Discuss hot air balloons and show images to children.
- Listen to the music for the song, "Up, Up and Away," or read/sing the lyrics.
- Tell a teacher created story about a trip in a hot air balloon.
- Have each child draw a hot air balloon with their family seen in the balloon.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Images of hot air balloons:

<https://www.google.com/search?q=art+project+ideas&biw=864&bih=416&tbm=isch&tbid=1&source=univ&sa=X&sqi=2&pjif=1>

How Hot Air Balloons Work:

<http://www.virginballoonflights.co.uk/ballooning-science.asp>

YouTube performance of Up, Up and Away:

www.youtube.com/watch?v=5akEgsZSfhg

"Up, Up And Away" Lyrics

Wouldn't you like to ride in my beautiful balloon?
 Wouldn't you like to glide in my beautiful balloon?
 We could float among the stars together, you and I
 For we can fly

Up, up and away in my beautiful, my beautiful balloon

The world's a nicer place in my beautiful balloon
 It wears a nicer face in my beautiful balloon
 We can sing a song and sail along the silver sky
 For we can fly

Up, up and away in my beautiful, my beautiful balloon

Suspended under a twilight canopy
We'll search the clouds for a star to guide us on
If by some chance you find yourself loving me
We'll find a cloud to hide us, keep the moon beside us

Love is waiting there in my beautiful balloon
Way up in the air in my beautiful balloon
If you'll hold my hand we'll chase your dreams across the sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon
Up and away, up, up and away, up, up and away



Week 17: Lesson 2

GRADE 2

My Family of Origami Sailboats

Expressing My Family Through Color

STANDARDS

VACS 23.2, 3.3

OBJECTIVES

- To discuss origami
- To use drawing paper to create an ocean scene
- To make an origami sailboat for each member of each child's family
- To glue origami sailboats on ocean scene
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Crayons
- Colorful origami paper
- Sketchbooks

Preparation:

View YouTube video in Teacher Supplement

Read Origami with Rachel Katz (See Teacher Supplement)

Procedure:

- Discuss the art of origami.
- Create ocean scenes on drawing paper.
- Fold origami sailboats for every member of each family.
- Glue the sailboats onto the scene in order of age or role in family.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

YouTube segment with instructions for origami folding to create a sailboat:

<https://www.youtube.com/watch?v=FFwcRP6CzRE>

This website has information about origami:

<http://www.origamiwithrachelkatz.com/origami/origami.php>



Week 18: Lesson 1

GRADE 2

Name in Color

Expressing My Family Through Color

STANDARDS

VACS 2 3.1, 3.3

OBJECTIVES

- To have children identify their family or last name
- To have children print their family or last name on scrap paper
- To have children paint their family or last name in color
- To have children decorate their names with crayons
- To draw in sketchbooks

MATERIALS

- Painting paper cut to 7" by 21" or close
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾" in width

- Scrap paper
- Crayons
- Sketchbooks

Background Information:

Asian name painting is an art that decorates letters of one's name with rainbow pictures, Hawaiian flowers, fish, birds, animals, exotic birds and dolphins. The idea is to illustrate the person's name with their gifts which may be similar to qualities of animals, flowers and other objects in nature. A YouTube example is listed in the Teacher Supplement.

Procedure:

- To print last names on scrap paper
- To show examples of name paintings from YouTube or other sources and discuss how their gifts and talents can be represented by animals, flowers or other things in nature.
- To paint last names on painting paper to stretch across the entire paper
- When paint dries, decorate letters with signs of nature
- Draw in sketchbooks

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

www.youtube.com/watch?v=Ygey2FKOQeI



Week 18: Lesson 2

GRADE 2

Aboriginal Rainbow Serpent

Expressing My Family Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 3

VACS 2 3.1, 3.2

OBJECTIVES

- To discuss rainbows (See Teacher Supplement)
- To discuss connection between colors of rainbow and members of families
- To hear the Australian Aboriginal story, “Rainbow Serpent” (See Teacher Supplement)
- To paint the rainbow serpent
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18” by 24”
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint

- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks with pencils or crayons

Preparation:

Read the information in the Teacher Supplement about rainbows and the story for this lesson.

Procedure:

- Discuss rainbows
- Discuss how rainbows might seem like a family with each color so close to the next
- Tell the story, "The Rainbow Serpent"
- Paint the rainbow serpent and the world the serpent created
- Draw in sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Dreamtime Stories - the Rainbow Serpent

Here is a recount of the Aboriginal dreamtime creation myth involving the Rainbow Serpent:

In the Dreamtime all earth lay sleeping. Nothing moved. Nothing grew. One day the Rainbow Serpent awoke from her slumber and came out from under the ground.

She travelled far and wide and eventually grew tired and curled up and slept. She left marks of her sleeping body and her winding tracks. Then she returned to the place where she had first appeared, and called to the frogs, "Come out!"

The frogs came out slow because their bellies were heavy with water, which they had stored in their sleep. The Rainbow serpent tickled their stomachs and when the frogs laughed, water ran all over the earth to fill the tracks of the Rainbow serpents' wanderings. This is how lakes and rivers were formed.

With water, grass and trees sprang up. Also all animals awoke and followed the rainbow serpent across the land. They were happy on earth and each lived and gathered food with his own tribe. Some animals live in rocks, others on the plains and others in trees and in the air.

The Rainbow Serpent made laws that they all were to obey, but some became quarrelsome and made trouble. The Rainbow Serpent said, "Those who keep my laws will be rewarded; I shall give them human form. Those who break my laws will be punished and turned to stone, never to walk the earth again.

The lawbreakers became stone and turned to mountains and hills, but those who kept the laws were turned into human form. The Rainbow Serpent gave each of them their own totem of the animal, bird or reptile from whence they came. The tribes knew themselves by their totems. Kangaroo, emu, carpet snake, and many, many more. So no one would starve, the Rainbow Serpent ruled that no man should eat of his totem, but only of other totems. This way there was food for everyone.

The tribes lived together on the land given to them by the Rainbow Serpent or Mother of Life and knew the land would always be theirs, and no one should ever take it from them.



Week 19: Lesson 1

GRADE 2

Things My Family Likes to Do

Expressing My Family Through Color

STANDARDS

VACS 2 2.1, 2.3, 2.5

OBJECTIVES

- To discuss things the children's families like to do
- To have each child create a collage of the things their families like to do
- To display and discuss the collages
- To write a haiku poem about the things their families like to do
- To draw in sketchbooks

MATERIALS:

- Magazines with photos for collages
- Drawing Paper for collages
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss the things each child's family likes to do.
- Create a collage of things each child's family likes to do.
- Display and discuss the collages.
- Write haikus about the things the families like to do.
- Draw in sketchbooks.

Wrap up:

Have children clean up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.rookiemag.com/2012/03/collaging-for-beginners/>

How To Write a Haiku:

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Week 19: Lesson 2

GRADE 2

Art in Nature: Installation

Revealing My Family Through Design and Texture

STANDARDS

VACS 2 3.1, 4.1, 4.2, 5.1

OBJECTIVES

- Discuss Installation Art (See Teacher Supplement)
- Have children watch the Goldsworthy video
- Have children create an installation art piece about themselves outdoors
- If an outdoor installation is not possible, create an installation site inside school
- Photograph and display these
- Draw in sketchbooks

MATERIALS

- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- Sketchbooks and pencils

Procedure:

- Discuss installation art with the children. They may remember an earlier class that had an exhibit that they left up for others to see.
- Play the YouTube video of Andy Goldsworthy (See Teacher Supplement).
- Have children create an outdoor installation piece. If not possible, have them create a piece indoors. The piece should reflect something about themselves.
- Have a discussion about how they showed their family in the installation.
- Photograph the installation and display photographs in the classroom.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website contains information about installation art.

<http://dictionary.reference.com/browse/installation+art>

This YouTube video called, "Rivers and Tides" has information from Andy Goldsworthy, an installation artist about his work.

https://www.youtube.com/watch?v=f7sZv4_0Fvg



Week 20: Lesson 1

GRADE 2

My Home

Revealing My Family Through Design and Texture

STANDARDS

VACS 2 2.1

OBJECTIVES

- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To draw in sketchbooks

MATERIALS

- Clay or plasticene
- Clay boards to model on
- YouTube capability
- Sketchbooks and pencils

Procedure:

- Discuss different types of homes the children know about.
- Show the YouTube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.

- Have each student create a model of the home in which they live.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Show this YouTube video of homes around the world:

<https://www.youtube.com/watch?v=mVoLH7DLqal>



Week 20: Lesson 2

GRADE 2

Museum Visit

STANDARDS

VACS 3.3, 4.2, 5.4

OBJECTIVES

- To visit the Oakland Museum or other museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 21: Lesson 1

GRADE 2

Felted Family Tree

Revealing My Family Through Design and Texture

STANDARDS

CCSS 2 1a, b, c, 3

VACS 2 2.1

OBJECTIVES

- To discuss the symbolism of a Family Tree
- To create a felted tree with leaves representing family members
- To draw in sketchbooks

MATERIALS

- Felt pieces in assorted sizes and colors
- Yarn and needle with which to sew
- Pencil with which to trace
- Scissors
- Stuffing
- Sketchbooks and pencils

Procedure:

- Introduce the idea of Family Trees.
- Have each child cut two identical felt trees.
- Then have each child cut a leaf large enough to write a name on it.
- Have each child sew the tree together, using a blanket stitch, (see Teacher Supplement) stuff and close-up the sewing.
- Then have each child sew on a leaf with the name of a family member written on it.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information on what a Family Tree is:

https://en.wikipedia.org/wiki/Family_tree

Instructions for blanket stitch:

<http://www.holiday-crafts-and-creations.com/how-to-do-blanket-stitch.html>



Week 21: Lesson 2

GRADE 2

The Initial of My Family Name

Revealing My Family Through Design and Texture

STANDARDS

CCSS 2 1a, b, c, 3

VACS 2 2.1

OBJECTIVES

- To review that a child's last name is also called a family name.
- To sew a felted initial of the child's last name
- To draw in sketchbooks

MATERIALS

- Felt pieces in assorted sizes and colors
- Yarn and needle with which to sew
- Pencil with which to write
- Scissors
- Stuffing
- Sketchbooks and pencils

Procedure:

- Review that a child's last name is also called a family name.
- Using felt approximately 8 ½ by 11", have each child write their letter on the felt filling the felt.
- Once felt is cut, have each child sew a blanket stitch (see Teacher Supplement) around the perimeter of the letter.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Instructions for blanket stitch:

<http://www.holiday-crafts-and-creations.com/how-to-do-blanket-stitch.html>



Week 22: Lesson 1

GRADE 2

Nature is Alive!

Seeing My Community Through Nature

STANDARDS

CCSS 2 RL 4

VACS 2 2.1

OBJECTIVES

- To see the nature in every community
- To take the children on a nature walk or, if not possible, to describe an imaginary walk through the community
- stopping to see nature along the way
- To create a 3D nature scene of the community
- To write a haiku poem about nature
- To draw in sketchbooks

MATERIALS

- Cardboard folded in half (like an L) on which the children may glue items
- Bits of moss, grass, small plant pieces, pebbles, etc
- Glue
- Writing paper

- Sketchbooks and crayons or pencils

Procedure:

- Discuss how nature is present in the community
- Take a walk outdoors or hear teacher's detailed and imagination filled story of a walk in the community pointing out nature. (See Teacher Supplement)
- If that is not possible, create an indoor nature field.
- Each child will create a 3D scene (or diorama) of nature in the community.
- Each child will create a haiku poem about nature. (See Teacher Supplement)
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article talks about the importance of nature to children:

This article explains how to write a haiku poem:

<http://outdoornation.org.uk/2013/02/12/the-importance-of-access-to-nature-for-children/>

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Week 22: Lesson 2

GRADE 2

Bugs, bugs and more bugs!

Expressing My Community Through Color

STANDARDS

VACS 2 2.1

OBJECTIVES

- To discuss how insects (bugs) are part of nature and in every community
- To discuss which insects the children have seen
- To have the children create a wall mural of a community nature scene with bugs created from magazine photos
- To draw in sketchbooks

MATERIALS

- Large mural paper
- Magazines with photos of insects or magazine pages that the children will cut into bugs
- Pipe cleaners (chenille) and other materials to make bugs 3D
- Pencils
- Wiggly-eyes, cheerios or fruit loops
- Black markers

- Glue

Procedure:

- Discuss how insects are a part of nature and in every community.
- Discuss which insects the children have seen.
- Have children work together to create a community nature scene with bugs.
(See Teacher Supplement for photos of insects)
- Have children cut out photos of bugs or create bugs by cutting shapes of bugs from other photos that are not bugs per se.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website will give you pictures of insects for the class:

<http://www.insectidentification.org/>



Week 23: Lesson 1

GRADE 2

Community Wall

Expressing My Community Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 6

VACS 2 2.1

OBJECTIVES

- To discuss what images of color are in the school's neighborhood
- To work in small groups to create parts of a community mural
- To draw in sketchbooks

MATERIALS

- Large mural paper
- Water color paint in red, yellow and blue
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Crayons
- Sketchbooks

Preparation:

In this project, small groups will be painting and using crayons on the mural while other groups are working in their sketchbooks. Plan your groups ahead of the activity.

Procedure:

- Discuss what images of color are in the school neighborhood—color of sky, ground, buildings, sun, signs, cars, trees and such.
- Assign children in groups and start working on the mural with the first groups while those who are waiting draw in their sketchbooks.
- First do the big painting of sky and ground and then let other groups add the details of the community in color crayons.
- Display the finished mural for the class to see.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 2

Map My Community!

Expressing My Community Through Color

STANDARDS

CCSS 2 SL 1a, b, c

VACS 2 2.2

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads
- To draw a large floor map of the community in small groups
- To have students write words on the map to name places and things
- To create a rhyme of color words describing things in the community, example:
 - Trees are tall and green and red bugs on the ground don't want to be seen, etc
- This rhyme should be written on the board or easel paper for the children to see and read.
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- Crayons and markers

- Black board white board or easel paper
- Sketchbooks

Preparation:

Know the community around the school in order to help the children name the sights.

Procedure:

- Discuss community and what it means.
- List things in the community to put on map.
- In small groups, have the children draw a map of their community.
- Create a rhyme of color words and write on the board or paper to read.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This PowerPoint has information about map making with children:

<ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf>

This article has more information about map making:

<http://eelink.net/eetap/info112.pdf>



Week 24: Lesson 1

GRADE 2

Futuristic Buildings

Revealing My Community Through Design and Texture

STANDARDS

CCSS 2 SL 1a, b, c

VACS 2 2.1

OBJECTIVES

- To discuss how building look in our community
- To tell the children to imagine buildings in the future in different shapes
- To discuss working with clay or plasticine
- To model a futuristic building with unusual shape
- To draw in sketchbooks

MATERIALS

- Clay or plasticine with boards and wet cloths
- Sketchbooks with crayons or pencils

Preparation:

Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to

work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

- Discuss how buildings look in the community.
- Imagine how buildings might look in the future—like a ball, like a tree, like the moon...
- Show the class the photos of futuristic buildings from the Teacher Supplement or other sources.
- Explain how you want the children to work with the clay
- Model a futuristic building with an unusual shape.
- Draw in sketchbooks

Wrap up:

Have children clean-up using your new clay/plasticine routine.

Notes/Feedback:**Teacher Supplement:**

The following are images of futuristic buildings already in existence for you to see or share with your class:

<http://www.weather.com/science/news/futuristic-buildings-around-world-photos>

<http://twistedifter.com/2012/05/25-incredible-concert-halls-around-the-world/>



Week 24: Lesson 2

GRADE 2

Guess My Community Story!

Revealing My Community Through Design and Texture

STANDARDS

CCSS 2 SL 1a, b, c, 4

OBJECTIVES

- To work in groups of two, discuss a place, time or feeling the children remembers in their community
- To draw that memory
- To tell the story to the class leaving out the name of the place in the community
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- In groups of two, discuss a place, time or feeling the children remembers in their community. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have the children tell the story to the class using costume pieces if they wish.
- Have the class guess the name of the place in their community.
- Have the children draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The following website has information about the benefits of storytelling for children:

<http://www.storyarts.org/classroom/>



Week 25: Lesson 1

GRADE 2

Musical Painting

Seeing My World Through Nature

STANDARDS

VACS 2 2.2

OBJECTIVES

- To create a painting of what the child feels hearing the sounds and music selected
- To listen to one or more of the choices on YouTube:
 - <https://www.youtube.com/watch?v=wDwRMlcz0EM> (Relaxing sounds of the El Yunque Rainforest)
 - <https://www.youtube.com/watch?v=aiAmAcaDQrM> (Forest at Night Crickets, Owls, Rain, Wind)
 - <https://www.youtube.com/watch?v=g2k5D-oq2hM> (Beethoven Moonlight Sonata and Nature)

MATERIALS

- Water color painting paper of at least 18" by 24"
- Painting Boards
- Water in which to soak the paper
- Sponges

- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- YouTube accessibility
- Sketchbooks with pencils or crayons

Background Information:

In this lesson, the children will hear sounds from nature and paint what they hear and feel in the sounds and music.

Procedure:

- To listen to a sample of the sounds and music the children will paint to.
- To paint in silence what they "see" in the sounds and music.
- To draw in sketchbooks.

Wrap up:

Clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 2

GRADE 2

Nature as I See It!

Seeing My World Through Nature

STANDARDS

CCSS 2 SL 1a, b, c, 4

VACS 2 2.1, 2.3, 2.5

OBJECTIVES

- To tell the class a story of a teacher's experience in nature or an experience from a book
- To discuss how nature changes in each season, autumn, winter, spring or summer
- To have each child tell a story of their experience in nature in the current season
- To have each child create a nature collage that tells their seasonal nature story
- To draw in sketchbooks

MATERIALS

- Cardboard or similar backing
- Glue
- Assorted natural materials
- Markers for writing
- Sketchbooks and crayons

Procedure:

- Teacher tells a story of being in nature.
- Teacher leads a discussion of how nature changes in each season.
- Each child tells a story of being in nature in the current season.
- Each child creates a nature collage to tell their story.
- Each child writes a sentence on their collage about their story
- Draw in sketchbooks.

Wrap up:

- Have children clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 1

GRADE 2

Chinese Paper Lanterns

Expressing My World Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 3

OBJECTIVES

- To learn the history of Chinese paper lanterns
- To create colorful lanterns to understand more about the Chinese culture
- To see how colorful lanterns bring color into the world
- To draw in sketchbooks

MATERIALS

- Colorful paper of at least 11 x 14
- Scissors
- Pencils
- Tape
- Sketchbooks

Preparation:

Read the history of lanterns included in the Teacher Supplement and tell the children.

Procedure:

- Discuss the history of Chinese paper lanterns.
- To decorate the paper that will be used for lanterns with Chinese characters. (See Teacher Supplement)
- Create colorful lanterns following the steps listed in the Teacher Supplement.
- Discuss how colorful lanterns bring light and color into the world.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The History of Paper Lanterns:

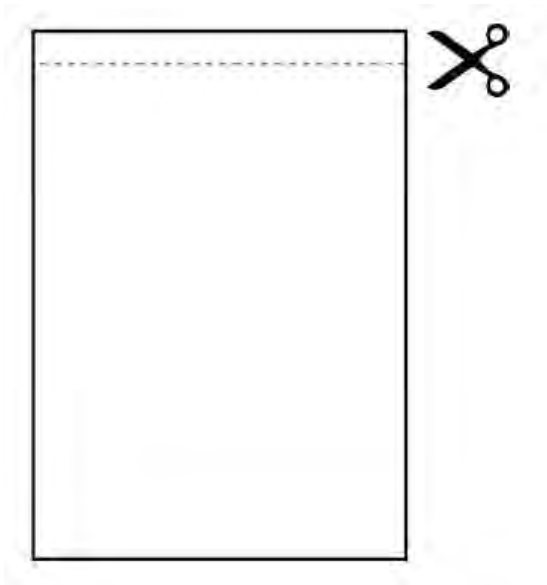
<http://www.historyoflamps.com/lantern-history/history-of-paper-lanterns/>

Chinese letters to use to decorate lanterns:

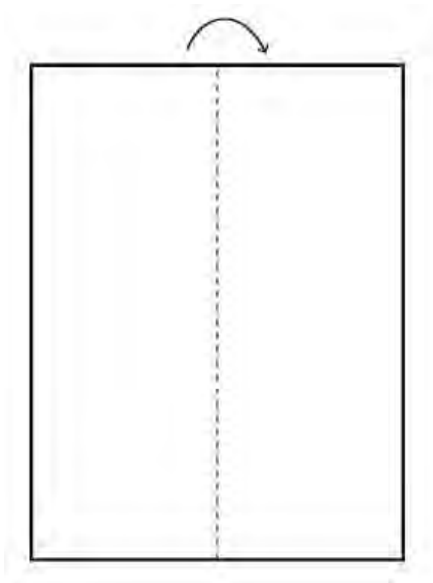
www.google.com/search?q=chinese+letter+drawing&biw=1123&bih=528&tbm=isch&imgil=073j3laKOCJfyM%253A%253BIP

Directions for making Chinese paper lanterns

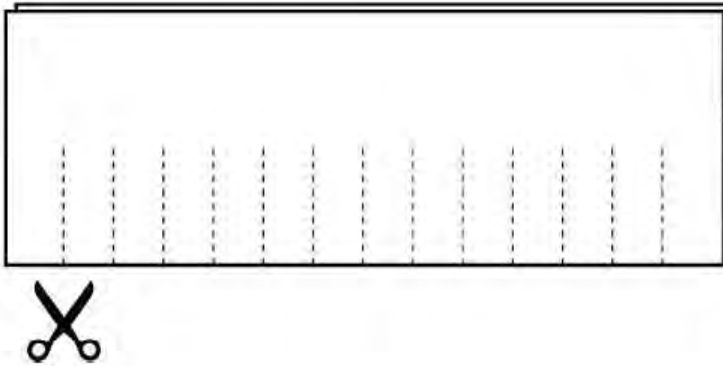
Step 1:



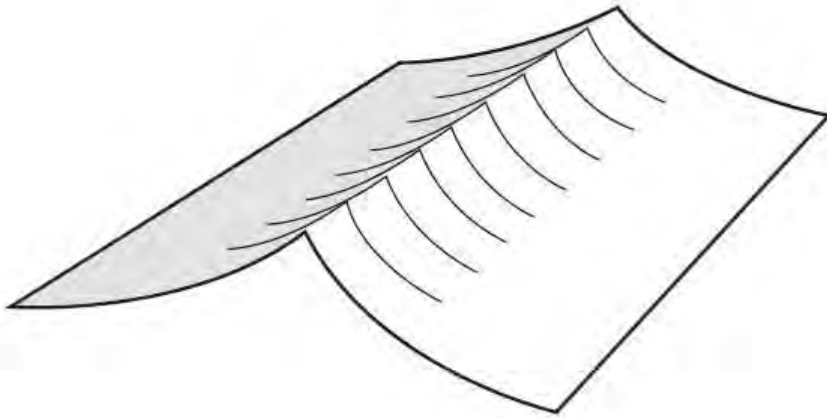
Step 2:



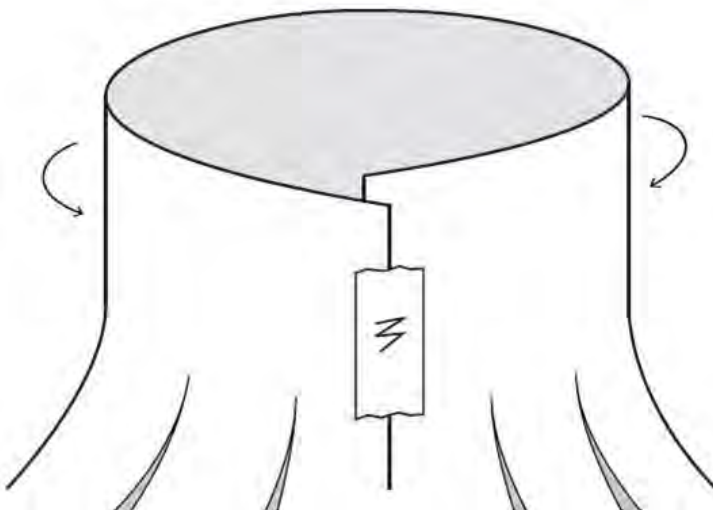
Step 3:



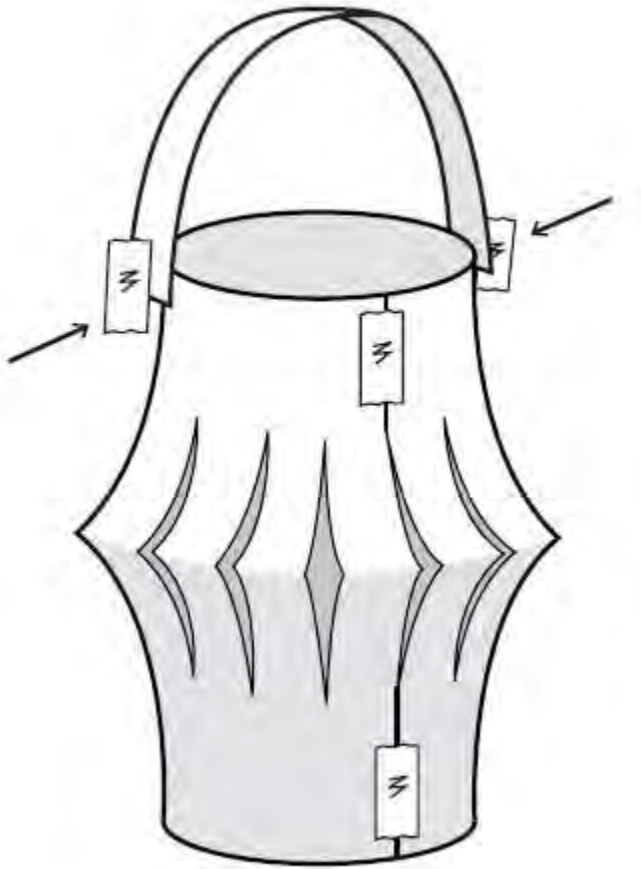
Step 4:



Step 5:



Step 6:





Week 26: Lesson 2

GRADE 2

Earth, Water, Fire and Air

Expressing My World Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 3

VACS 2 1.2

OBJECTIVES

- To discuss the colors of the world's element: earth, water, fire, air
- To use tissue paper to create collages of the colors of the world's elements
- To draw in sketchbooks

MATERIALS

- Card board or similar of 18" x 24"
- Tissue paper in many colors but especially, brown, blue, orange, red, yellow
- Glue
- Sketchbooks and crayons

Procedure:

- Discuss the earth's elements: earth, water, fire, air—what they are and what colors they might be.

- Ask the children where they have seen earth, water, fire and air.
- Explain that they will create tissue ball collages with the elements in mind.
- Explain that they will use tissue paper balled up in small balls to glue on the background.
- Display for all to see and talk about the colors of the elements.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**TEACHER SUPPLEMENT:**

For information about the elements see this website:

<http://www.hometrainingtools.com/a/four-elements>



Week 27: Lesson 1

GRADE 2

Full Moon Tree Silhouettes

Revealing My World Through Design and Texture

STANDARDS

CCSS 2 SL 1a, b, c, 3

VACS 2 1.2

OBJECTIVES

- To discuss the idea of silhouettes and full moons they have seen
- To create trees with bent limbs
- To work with charcoal and paint
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Charcoal sticks
- Black tempera paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the paper
- Sponges

- Sketchbooks with pencils or crayons

Procedure:

- Discuss trees in the world and their limbs with bends and twists.
- Discuss silhouettes.
- Ask the children if they have seen a full moon and discuss how it looks and how it makes things look on Earth.
- Introduce work with charcoal and have the students create a circle shape of white full moon by blackening the rest of the paper. See sample in Teacher Supplement.
- Have students carefully paint a tree with bent limbs over the charcoal.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Definition of silhouette to help discussion with students:

<http://dictionary.reference.com/browse/silhouette>





Week 27: Lesson 2

GRADE 2

Animal Shapes

Revealing My World Through Design and Texture

STANDARDS

VACS 2 1.1, 2.2

OBJECTIVES

- To discuss geometric shapes—circle, square, triangle, hexagon and octagon and their qualities
- To look at samples of animal collages created with geometric shapes
- To create animal collages with geometric shapes
- To draw in sketchbooks

MATERIALS

- Colorful, paper geometric shapes
- Samples of animal collages created with geometric shapes
- Paper
- Glue
- Scissors, if you want the class to cut their own shapes
- Sketchbooks and pencils

Preparation:

Have many colorful paper geometric shapes ready or have template of these shapes for the children to trace and cut with scissors.

Procedure:

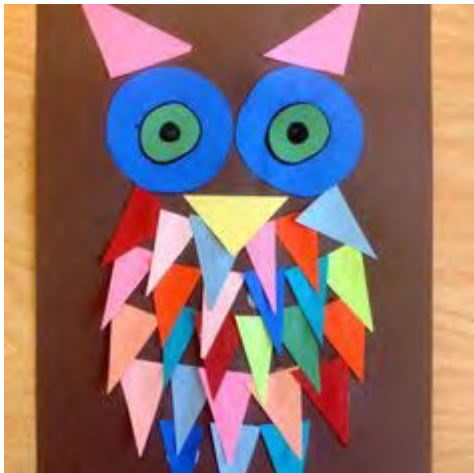
- Show children paper circles, squares and triangles and discuss the qualities of these geometric shapes.
- Show children samples of animal collages created with paper geometric shapes.
- Have children used pre-cut geometric shapes or have them use templates to trace and cut out their own.
- Have children create animal collages on paper.
- Draw in sketchbooks.

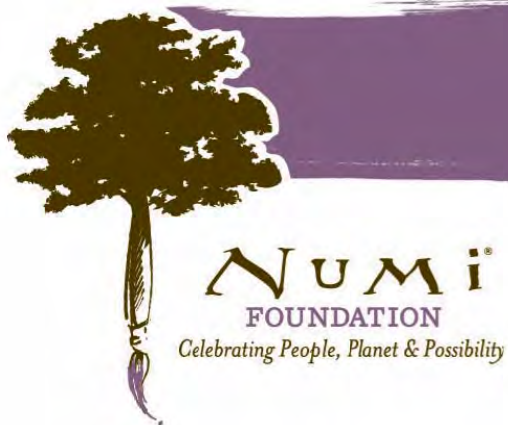
Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Idea samples:





Week 28: Lesson 1

GRADE 2

Art of Mexico

Seeing Art History Through Nature

STANDARDS

CCSS 2 SL 1a, b, c

VACS 2 3.1, 3.2, 3.3

OBJECTIVES

- To discuss the Mexican and Native American art of God's Eyes
- To create this craft
- To draw in sketchbooks

MATERIALS

- Two craft sticks for each child
- Yarn of varied colors for each child
- Sketchbooks and pencils

Procedure:

- Discuss the art of God's Eyes.
- Display a sample or the photo in the Teacher Supplement.
- Follow directions in the Teacher Supplement to create this craft of Mexico.

- Display work.
- Draw in sketchbooks.

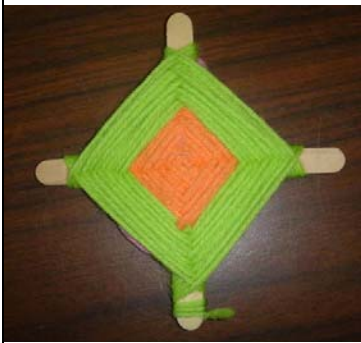
Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

God's Eyes



[Ojo de Dios or Eye of God](#) Huichol Indians of Mexico and the Aymara Indians of Bolivia weave brightly colored yarn on a simple frame of crossed sticks to make a design called "Ojo de Dios" or "Eye of God". Make one for yourself. In Mexico, The central eye was made when a child was born. Each year, a bit of yarn was added until the child turned five at which point the Ojo was complete.

Steps



1 Place 2 sticks together to form an X. This is the frame for the God's Eye.



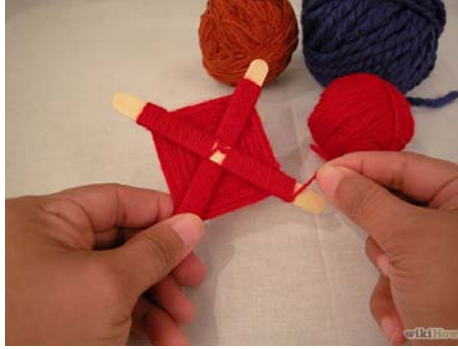
2. Diagonally wrap one side 4 times, then do the opposite side 4 times so it's secure.



3. Hold the frame in one hand and keep the sticks in place.



4. With the other hand, wrap the yarn over and around one arm of the X, then over and around the next arm, and so on. Pull the yarn tightly each time and push the yarn down snugly toward the center.



5. Continue working this way until the God's Eye is completed.



Week 28: Lesson 2

GRADE 2

Frida Khalo

Seeing Art History Through Nature

STANDARDS

CCSS 2 SL 1a, b, c, 3

VACS 2 3.1, 3.2, 3.3

OBJECTIVES

- To tell the story of Frida Kahlo
- To copy one of her paintings
- To draw in sketchbooks

MATERIALS

- Printed copies of the paintings included in this lesson
- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges

- Sketchbooks with pencils or crayons

Background Information:

Some of Frida Kahlo's paintings are too hard for children of this age. I have included samples of paintings that include nature and are better suited for second grade students.

Procedure:

- Discuss the story of Frida Kahlo.
- Show the class copies of the paintings included with this lesson.
- Have the children choose one of the paintings to copy.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Use this website for biographical information about Frida Kahlo

<http://mom.me/latina-mom/13259-free-frida-kahlo-printable-coloring-activity/>







Week 29: Lesson 1

GRADE 2

Dali

Expressing Art History Through Color

STANDARDS

CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES

- To tell the story of Dali
- To show the paintings included in the lesson to the children
- To use various materials to create a 3-D version of Dali's timepiece and display on a printed version of the painting
- To draw in sketchbooks

MATERIALS

- Copies of Dali paintings
- A larger copy of Dali's Persistent Memory
- Cardboard, colored paper, tape and scissors
- Sketchbooks and pencils

Procedure:

- Tell the story of Dali.
- Show the children paintings of Dali.
- Using various materials, the children will create clocks as shown in the painting to place on the one larger printed copy of Persistent Memory.
- Display and discuss.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website has complete information about Dali including his paintings and biography:

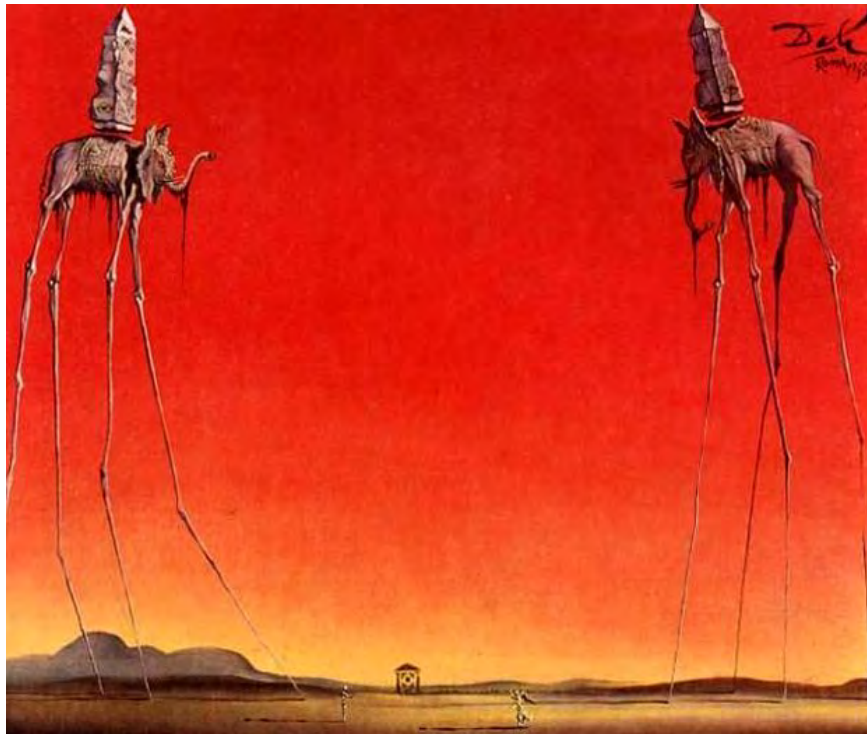
<http://www.virtualdali.com/>

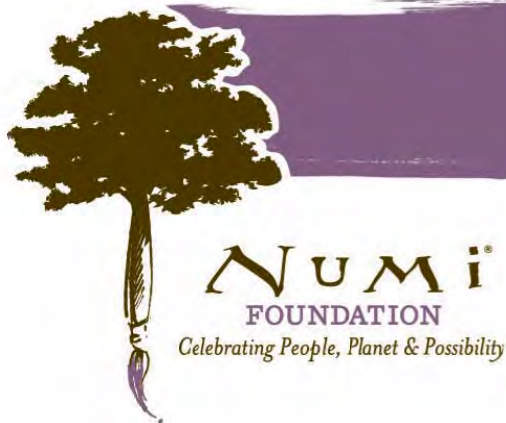
This website has information about surrealism:

<http://www.ducksters.com/history/art/surrealism.php>

The Persistence of Memory







Week 29: Lesson 2

GRADE 2

Marc Chagall

Expressing Art History Through Color

OBJECTIVES

- To discuss the biography of Marc Chagall
- To study his painting, *I and the Village*
- To create a colorful drawing based on Chagall's, *I and the Village*

MATERIALS

- Drawing Paper
- Pencil
- Color Markers
- Sketchbooks

Procedure:

- Discuss the biography of Marc Chagall.
- Show the class the Chagall painting, *I and the Village*.
- Instruct class to draw a pencil line from top left corner to bottom right corner and repeat on the right side forming an X on the page.
- In triangle 1, the children should draw the face of a person in profile, filling the whole triangle.

- In the opposite triangle, the children should draw the profile of an animal.
- In the third triangle, they should draw what the person is thinking about.
- In the fourth triangle, they should draw what the animal is thinking about.
- Finally, they should darken the pencil lines, except for the X, and color in the page as they wish.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.theartstory.org/artist-chagall-marc.htm>

I and the Village- Artist: Marc Chagall-Date: 1911

Daydreaming with Chagall





Week 30: Lesson 1

GRADE 2

Ancient Egyptian Art

Revealing Art History Through Design and Texture

STANDARDS

CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES

- To hear the story of Ancient Egyptian Art and Tutankhamen
- To create a bust of Tutankhamen
- To draw in sketchbooks

MATERIALS

- Photocopy of the bust of Tutankhamun
- Plasticine in gold and blue
- Sketchbooks and pencils

Procedure:

- Tell the class about Ancient Egyptian Art.
- Tell the class the story of Tutankhamun.
- Create small busts of Tutankhamun with plasticine.

- Display busts.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

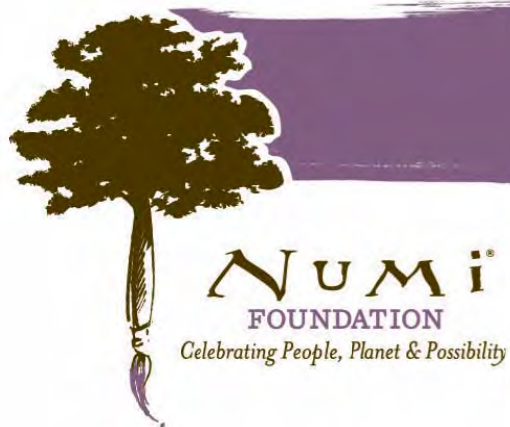
For basic information about Ancient Egyptian Art.

http://www.ducksters.com/history/art/ancient_egyptian_art.php

For information about King Tutankhamun:

<http://www.biography.com/people/king-tut-9512446>

Tutankhamen



Week 30: Lesson 2

GRADE 2

Cartouche from Ancient Egypt

Revealing Art History Through Design and Texture

STANDARDS

CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES

- To discuss cartouches
- To make a foil cartouche
- To draw in sketchbooks

MATERIALS

- Aluminum foil
- Sharpie
- Ball point pen
- Wooden stick (flat on one side and pointed on the other)
- Paper towel
- Sketchbooks and pencils
- YouTube accessibility

Preparation:

Watch the YouTube video listed in the Teacher Supplement.

Procedure:

- Tell the class about cartouche and how they were used in Ancient Egypt.
- Following steps on video to create cartouche.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website has information on what cartouches are.

http://www.ancientegypt.co.uk/pharaoh/explore/cartou_b1.html

This is a seven-minute video that explains in detail how to make a cartouche.

<https://www.youtube.com/watch?v=0mTAeTMdFE>

The chart from which to create letters of the children's names.

http://www.greatscott.com/down/hiero_chart.pdf