

**Art 2**  
**Time Allotted - Twenty Class periods**  
**Grade Level - Second Grade**

**Biblical Worldview Essential Questions**

- How can we enjoy God’s creation and the beauty He has made in the world?**  
**How can we use our talents to glorify God with our art?**  
**What skills can we practice that will help us do our best to glorify God with our art?**  
**How can we practice observing creation in our world?**

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> <li>➤ observe from nature the beauty of the Master Artist’s design for creation.</li> <li>➤ be able to name and apply the elements of art in their work.</li> <li>➤ name and use secondary and warm/cool colors in works of art.</li> <li>➤ be able to name and use these principles of art in their work: repetition, contrast and balance.</li> <li>➤ produce art work that depicts nature, stories and events while using real or imaginary sources of inspiration.</li> <li>➤ name, describe and categorize art and its production techniques.</li> <li>➤ use paper sculpture techniques in creating a 3D piece of art work.</li> <li>➤ describe works of art from a variety of world cultures.</li> <li>➤ discuss various responses to works of art.</li> <li>➤ discuss beauty and the basic purposes of art in relation to what pleases God.</li> </ul>	<p><u>Teacher-led discussions</u></p> <p><u>Surprise Box</u></p> <p><u>Demonstrations</u> by instructor</p> <p><u>Viewing</u> of videos</p> <p><u>Viewing and Discussion</u> about artwork examples from posters, books, etc.</p> <p><u>Drawings</u> on the board by teacher</p> <p><u>Playing of music</u> to set a mood, describe a culture or time period</p>	<p>Please refer to list: “DBCS Available Art Materials”</p> <p>Please refer to bibliography</p> <p>videos</p> <p>world art: posters, actual art work</p> <p>elements of art chart</p> <p>principles of art chart</p> <p>color wheel</p> <p>nature objects</p> <p>nature cards depicting birds and fish</p> <p>music CD’s: “World Flutes” “Rain and Thunder” (for example)</p> <p>paper sculpture chart</p> <p>Surprise Box</p> <p>“Where Art Thou?” art memory game</p>	<p>Teacher walk-around observation</p> <p>Student answers on individual dry-erase boards</p> <p>Thumbs up - Thumbs down</p> <p>Teacher-made rubrics</p> <p>Group responding techniques</p> <p>Participation in class discussions</p> <p>Teacher Observation of art work</p> <p>correct completion of Color Wheel chart</p>