

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"> ➤ observe from nature the beauty of the Master Artist’s design for creation. ➤ be able to name and apply the elements of art in their work. ➤ name and use secondary and warm/cool colors in works of art. ➤ be able to name and use these principles of art in their work: repetition, contrast and balance. ➤ produce art work that depicts nature, stories and events while using real or imaginary sources of inspiration. ➤ name, describe and categorize art and its production techniques. ➤ use paper sculpture techniques in creating a 3D piece of art work. ➤ describe works of art from a variety of world cultures. ➤ discuss various responses to works of art. ➤ discuss beauty and the basic purposes of art in relation to what pleases God. 	<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>