

Ocean Academy Charter School  
Curriculum Guide  
Grade 2 - Art



<b>Original Adoption:</b>	August 2025
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<b>OCEAN ACADEMY CHARTER SCHOOL Curriculum</b>	
Content Area: Art	
Course Title: Art	
Grade Level: 2nd	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Mixed Media	31 days
3 Dimensional Art	9 days

<b>OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview</b>	
Content Area: Art	
Unit Title: Unit 1: Mixed Media	Duration: 31 days
Target Course/Grade Level: 2nd	
<b>Introduction/Unit Focus:</b>	
<p>In this unit, students will be introduced to the foundational techniques of drawing, painting, and collage using a variety of tools, materials, and media. They will explore how different art forms can be used together to communicate ideas, express emotions, and tell stories. Through guided instruction and hands-on experimentation, students will practice combining multiple mediums, such as paint, paper, crayon, and found materials to create layered, textured artworks.</p> <p>As they build on previous skills, students will be encouraged to make creative choices and begin working more independently. They will learn how to plan their artwork, make adjustments as they work, and reflect on their process. Projects will emphasize personal</p>	

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expression, problem-solving, and the integration of techniques. By the end of the unit, students will demonstrate their understanding through original compositions that blend two or more art forms, showing growth in both skill and confidence.

**Disciplinary Concepts for the Unit:**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
  - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

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- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>**

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	Conceive and Explore
2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support.	Develop and Investigate

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	1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics	Perceive

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	within both the natural and constructed world.	
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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<p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	
<p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>2.G.A. Reason with shapes and their attributes</p> <ol style="list-style-type: none"> <li>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)</li> <li>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. For example, students partition a rectangle (i.e. the whole) into three equal shares, identify each of the shares as a 'third' and describe the rectangle as three 'thirds'.</li> </ol>	
<p><b>New Jersey Student Learning Standards: <a href="#">Career Readiness, Life Literacies, and Key Skills</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and statement)</b></p>
<ul style="list-style-type: none"> <li>• Different types of jobs require different knowledge and skills.</li> <li>• Income is received from work in different ways including regular payments, tips, commissions, and benefits.</li> <li>• There are benefits and drawbacks to being an entrepreneur.</li> </ul>	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>9.1.2.CAP.4: List the potential rewards and risks to starting a business.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

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follow the instructions they are given literally.	
<b>New Jersey Student Learning Standards: <u>Climate Change</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

<b>Knowledge and Skills</b>
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Use art vocabulary to explain preferences and classify works of art.</li> <li>● Brainstorm and improvise multiple ideas using a variety of materials, tools, and methods.</li> <li>● Share observations about media artworks, identifying meanings and purposes within personal and cultural contexts.</li> <li>● Engage in individual and collaborative art-making by observing and investigating the world, guided by curiosity and personal interests.</li> <li>● Create artwork that tells a story or reflects life events from home, school, or community settings.</li> <li>● Interact responsibly and safely with media arts tools and environments, following safety rules and fairness.</li> <li>● Explain the art-making process and discuss creative choices with peers.</li> <li>● With support and increasing independence, combine different art forms and media content to create media artworks such as illustrated stories or narrated animations.</li> <li>● Categorize artworks by identifying subject matter, mood, details, and formal characteristics.</li> <li>● Explore and develop ideas for media art production with guidance.</li> <li>● Experiment with various tools and materials to build skills and knowledge through different approaches to art-making.</li> <li>● Discuss how media artworks, messages, environments, and ideas relate to everyday life and cultural experiences like family, friends, and popular media.</li> </ul>

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**Unit Enduring Understandings:**

*Students will know...*

- Creativity and innovative thinking are essential skills that can be nurtured through practice and exploration.
- Media arts transform imagination and creative processes into meaningful artistic expressions.
- Artists plan, organize, and develop creative ideas to effectively communicate their artistic intent.
- Artistic experimentation involves balancing freedom and responsibility, safety, and innovation.
- The integration and refinement of aesthetic principles give purpose, meaning, and quality to artworks.
- Artists grow by reflecting on, revising, and refining their work over time.
- Media artists combine different media and content to create complex and unified artworks.
- People create and interact with objects, places, and designs that shape and enrich their lives and communities.
- Presentation and preservation of artworks involve selecting, curating, and considering various criteria, methods, and technologies.
- Artistic appreciation is influenced by personal experiences, interests, and purposes, deepening empathy and awareness.
- Critique and evaluation are vital to understanding and producing media artworks.
- Engagement in media arts helps people explore culture, history, and personal perspectives.
- Understanding connections to daily life and broader social contexts enhances the meaning of artworks.
- Artists require a variety of skills to creatively solve problems and realize their artistic goals.
- Art museums and venues play a role in preserving cultural heritage and shaping ideas through displaying artworks.
- Persistence and collaboration support artistic growth and achievement.
- Art influences how people understand and respond to the world around them.

**Unit Essential Questions:**

- How do media artists develop ideas and form artistic intent?
- In what ways does collaboration affect and expand creativity?
- What attitudes and environments encourage or discourage taking creative risks?
- Why might artists choose to follow or break from artistic traditions?
- How do artists decide on the resources and criteria needed for their creative investigations?
- How do artists evaluate the effectiveness of their work and learn from trial and error?

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- Why is caring for materials, tools, and equipment important for safety and health?
- What responsibilities come with creative freedom?
- How do objects, places, and designs influence people’s lives and communities?
- How do artists create works that communicate meaning and artistic quality?
- How do media artists refine and improve their artworks over time?
- What methods are used to select artworks for preservation and presentation?
- Why do people value and preserve certain artworks and cultural objects?
- How does persistence help artists grow and improve?
- How are complex media artworks created, and how is “completion” determined?
- How do media artists use tools and techniques to foster creativity and innovation?
- How do context, audience, and setting influence the presentation of media artworks?
- How does sharing artworks publicly help artists learn and develop?
- How do personal experiences influence our relationship with art?
- What is the role of art criticism and art vocabulary in understanding artworks?
- How do museums and other venues impact cultural appreciation and understanding?
- How does making and engaging with media artworks enrich our lives and awareness?
- How can art help us understand different cultures, histories, and perspectives?
- How do other art forms and everyday life inform the creation and response to media arts?

**Instructional Plan**

- Mixing primary colors
- Use lines, shapes, and patterns to create pictures
- Compose simple works of art to respond to selected themes
- Demonstrate proper use of materials and clean up
- Utilize art terminology
- Portraits
- Landscapes
- Still lifes
- Realistic/Abstract drawing
- Scribble drawings
- Create product in the style of a master artist
- Experiment with mixing colors
- Identify primary and secondary colors
- Experiment with various painting techniques
- Crayon/Oil resist
- Realistic/Abstract painting
- Symmetrical art
- Mosaics
- Finger and manipulative painting
- Experiment with various painting tools / stamping
- Understand that multiple mediums can be combined in a single artwork
- Printing

Drawing guides and/or tracers will be available for students who need additional help.

## Evidence of Student Learning

### Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

### Summative Assessments

- Teacher made assessments

### Benchmark Assessments:

- District benchmark or interim assessments

### Alternative Assessments

- Based on IEP or 504 as needed

### Performance Tasks:

- Project produced as a result of learning

## Suggested Options for Differentiation

### Special Education

- Follow all IEP modifications.
- Use visuals, step-by-step picture directions, and modeling of art techniques.
- Pre-teach and review key vocabulary (tools, colors, shapes).
- Provide small-group or one-on-one support.
- Assign a peer tutor or “buddy” during activities.
- Offer preferential seating near teacher or materials.
- Use gestures or movements to reinforce vocabulary.
- Allow extra time to complete projects.
- Accept oral explanations in place of written responses.
- Provide adapted tools (e.g., larger paintbrushes, easy-grip scissors).
- Offer scribes or augmentative communication devices when needed.

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### Students with 504 Plans

- Follow the 504 plan.
- Provide extra time for projects.
- Offer small-group or quiet workspace.

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- Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted art tools and materials.
  - Allow use of communication devices when needed.
- 

**Students at Risk of School Failure**

- Provide visuals and demonstrations of art techniques.
  - Pre-teach vocabulary and provide word/picture banks.
  - Break down projects into smaller, manageable steps.
  - Offer peer support or tutoring.
  - Provide preferential seating.
  - Give frequent check-ins and encouragement during projects.
- 

**Gifted and Talented**

- Ask open-ended, higher-level questions about art (e.g., “What do you notice?” “Why do you think the artist chose these colors?”).
  - Encourage exploration of different media and techniques.
  - Provide choice in projects and materials.
  - Offer enrichment activities such as research on artists or cultural art traditions.
  - Allow leadership opportunities (helping peers, leading a group activity).
  - Encourage independent or extended projects.
  - Provide opportunities for presentations, exhibitions, or sharing with the class.
- 

**Multilingual Learners**

- Collaborate with ESL/MLL specialists.
  - Provide visuals, labels, and gestures to explain directions.
  - Pre-teach key art vocabulary with pictures.
  - Allow extra time to complete projects.
  - Pair students with supportive peers.
  - Accept oral or visual demonstrations instead of written responses.
  - Use sentence frames for reflection (e.g., “My picture shows \_\_\_”).
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**Diversity and Inclusion**

- Include art projects that reflect diverse cultures and traditions.

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- Involve families in sharing cultural art forms or artifacts.
- Provide alternative formats for projects when needed.
- Use visuals and clear, simple instructions.
- Encourage respect for all styles of expression.
- Provide sufficient wait time for responses.
- Establish a nurturing classroom environment with structured routines.

**Supplemental Resources**

**Teacher Notes**

**OCEAN ACADEMY CHARTER SCHOOL  
Unit 2 Overview**

**Content Area: Art**

**Unit Title: Unit 2: 3 Dimensional Art**

**Duration: 9 days**

**Target Course/Grade Level: 2nd Grade**

**Introduction/Unit Focus:**

In this unit, students will be introduced to the exciting world of three-dimensional art. They will explore various techniques and use a wide range of materials to create artwork that has depth, height, and width. Through hands-on activities, students will learn to distinguish between two-dimensional (flat) and three-dimensional (sculptural) art forms. This understanding will be supported by a variety of instructional resources, including visual examples, step-by-step demonstrations, and supplemental materials tailored to different learning needs. Students will have opportunities to experiment with clay, paper, recycled objects, and other media that encourage creativity and problem-solving in three dimensions. By the end of the unit, students will demonstrate their growing knowledge of three-dimensional art through the completion of projects that show their ability to use space and form effectively. This process will not only build their technical skills but also deepen their appreciation for the diverse ways artists express ideas in physical form.

**Disciplinary Concepts for the Unit:**

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Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

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Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
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	and tools through various approaches to art making.	
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**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- D. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - E. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - F. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

2.G.A. Reason with shapes and their attributes

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. For example, students partition a rectangle (i.e. the whole) into three equal shares, identify each of the shares as a ‘third’ and describe the rectangle as three ‘thirds’.

**New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)**

**Core Ideas**

**Performance Expectations (Identified with Standard Number and statement)**

- Different types of jobs require different knowledge and skills.
- Income is received from work in different ways including regular payments, tips, commissions, and benefits.
- There are benefits and drawbacks to being an entrepreneur.

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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**New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

**Core Ideas**

**Performance Expectations (Identified with Standard Number and Statement)**

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**New Jersey Student Learning Standards: [Climate Change](#)**

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Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Knowledge and Skills
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Use art vocabulary to explain preferences and classify artworks.</li> <li>● Share observations and identify meanings and purposes of artworks considering personal and cultural contexts.</li> <li>● Create artworks that tell stories or describe life experiences from home, school, and community.</li> <li>● Explore form ideas for art production with guidance and support.</li> <li>● Brainstorm and improvise multiple ideas using a variety of tools, materials, and methods.</li> <li>● Discuss and reflect with peers about choices made during the art-making process.</li> <li>● Categorize and describe artworks by identifying subject matter, mood, details, and formal characteristics.</li> <li>● Engage in both individual and collaborative art making by observing and investigating the world and responding to personal interests.</li> <li>● Interact appropriately and safely with art tools and environments, respecting rules and fairness.</li> <li>● Build skills and knowledge of materials and tools through experimentation and various art-making approaches.</li> <li>● With guidance and growing independence, combine art forms and content to create unified artworks.</li> <li>● Discuss how artworks, messages, environments, and ideas relate to everyday life, culture, and social connections.</li> </ul>

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**Unit Enduring Understandings:**

*Students will know...*

- Artists and designers experiment with forms, structures, materials, and approaches, balancing creativity with safety and responsibility.
- Creativity and innovative thinking are important skills that can be developed and refined.
- Three-dimensional artists plan, organize, and develop ideas to communicate artistic intent effectively.
- The process of forming, integrating, and refining aesthetic components gives artworks meaning, purpose, and quality.
- Through reflection and critique, artists develop excellence by revising and refining their work over time.
- People engage with objects, places, and designs that influence and empower their lives and communities.
- Three-dimensional artists integrate various media to create complex and unified artworks.
- Presentation and preservation of artworks involve careful selection and consideration of methods, technologies, and contexts.
- Artists and viewers alike are influenced by personal experiences, interests, and understandings in appreciating art.
- Engagement with art builds aesthetic and empathetic awareness that fosters appreciation of self, others, and the environment.
- Critique and evaluation are essential to appreciating, understanding, and producing artworks.
- Making 3D artworks helps people explore culture, history, perceptions, and experiences to make meaningful connections.
- Understanding the social, cultural, and historical contexts enriches an artist's work and its interpretation.
- Artists require diverse skills to creatively solve problems and realize artistic goals.
- Art museums and venues play vital roles in preserving cultural heritage and shaping ideas through artworks.

**Unit Essential Questions:**

- How do artists develop ideas and form artistic intent?
- In what ways does collaboration influence and expand the creative process?
- What environments and attitudes encourage or discourage taking creative risks?
- Why might artists follow or break from traditions, and how does knowing art history affect creation?
- How do artists decide which resources and criteria to use in their investigations?
- How do artists evaluate the effectiveness of their work and learn from mistakes?
- Why is it important to care for materials, tools, and equipment safely?
- What responsibilities come with creative freedom?
- How do objects, places, and designs impact lives and communities?

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- How can artists create 3D works that convey purpose, meaning, and artistic quality?
- How do artists improve and refine their work through persistence and reflection?
- What criteria and processes are used to select artworks for preservation or display?
- How do time, place, audience, and context influence the presentation of 3D artworks?
- How can sharing artwork publicly help artists grow and learn?
- How do personal experiences shape the way we relate to and understand art?
- What role does art criticism and vocabulary play in interpreting artworks?
- How do museums and other venues influence cultural understanding and appreciation?
- How does making and experiencing art enrich people’s lives and awareness of the world?
- How can art help us understand different cultures, histories, and perspectives?
- How do daily life, other arts, and varied contexts inform the creation and response to 3D artworks?

**Instructional Plan**

- Paper collage
- Paper sculpture
- Pinch pots
- Animal sculpture
- Abstract sculpture
- Mobiles
- Jewelry
- Ornaments
- Identify basic shapes and forms
- Differentiate between two and three dimensional art
- Manipulate paper by folding, cutting, or tearing
- Demonstrate proper use of materials and clean up procedures
- Utilize art terminology

Drawing guides and/or tracers will be available for students who need additional help.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments

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**Benchmark Assessments:**

- District benchmark or interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Project produced as a result of learning

**Suggested Options for Differentiation**

**Special Education**

- Follow all IEP modifications.
  - Use visuals, step-by-step picture directions, and modeling of art techniques.
  - Pre-teach and review key vocabulary (tools, colors, shapes).
  - Provide small-group or one-on-one support.
  - Assign a peer tutor or “buddy” during activities.
  - Offer preferential seating near teacher or materials.
  - Use gestures or movements to reinforce vocabulary.
  - Allow extra time to complete projects.
  - Accept oral explanations in place of written responses.
  - Provide adapted tools (e.g., larger paintbrushes, easy-grip scissors).
  - Offer scribes or augmentative communication devices when needed.
- 

**Students with 504 Plans**

- Follow the 504 plan.
  - Provide extra time for projects.
  - Offer small-group or quiet workspace.
  - Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted art tools and materials.
  - Allow use of communication devices when needed.
- 

**Students at Risk of School Failure**

- Provide visuals and demonstrations of art techniques.
- Pre-teach vocabulary and provide word/picture banks.
- Break down projects into smaller, manageable steps.
- Offer peer support or tutoring.
- Provide preferential seating.

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- Give frequent check-ins and encouragement during projects.
- 

### **Gifted and Talented**

- Ask open-ended, higher-level questions about art (e.g., “What do you notice?” “Why do you think the artist chose these colors?”).
  - Encourage exploration of different media and techniques.
  - Provide choice in projects and materials.
  - Offer enrichment activities such as research on artists or cultural art traditions.
  - Allow leadership opportunities (helping peers, leading a group activity).
  - Encourage independent or extended projects.
  - Provide opportunities for presentations, exhibitions, or sharing with the class.
- 

### **Multilingual Learners**

- Collaborate with ESL/MLL specialists.
  - Provide visuals, labels, and gestures to explain directions.
  - Pre-teach key art vocabulary with pictures.
  - Allow extra time to complete projects.
  - Pair students with supportive peers.
  - Accept oral or visual demonstrations instead of written responses.
  - Use sentence frames for reflection (e.g., “My picture shows \_\_\_”).
- 

### **Diversity and Inclusion**

- Include art projects that reflect diverse cultures and traditions.
- Involve families in sharing cultural art forms or artifacts.
- Provide alternative formats for projects when needed.
- Use visuals and clear, simple instructions.
- Encourage respect for all styles of expression.
- Provide sufficient wait time for responses.
- Establish a nurturing classroom environment with structured routines.

## **Supplemental Resources**

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Teacher Notes