

Roanoke County Schools * Second Grade Art Curriculum

Visual Arts Standards of Learning

The standards for grade two focus on obtaining a supply of ideas for creating art. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas using a large variety of materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will incorporate unanticipated results of art making actions into works of art.
- 2.2 The student will use literary sources to generate ideas for works of art.
- 2.3 The student will identify and use:
 - secondary colors - orange, violet and green.
 - shapes - geometric and organic.
 - three-dimensional forms - cube, cylinder, sphere, pyramid and cone.
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.5 The student will create a still life work of art using inanimate objects as a visual source.
- 2.6 The student will depict objects in proportion within a work of art.
- 2.7 The student will collaborate with others to create a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.10 The student will create a work of art by manipulating clay.

Cultural Context and Art History

- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.12 The student will identify symbols that various cultures use to represent a common theme.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.

Judgment and Criticism

- 2.14 The student will express opinions with supporting statements regarding works of art.

- 2.15 The student will categorize works of art by subject matter, including portrait, landscape, and still life.
- 2.16 The student will distinguish between natural objects and objects made by man in the environment.

Aesthetics

- 2.17 The student will discuss local public art and its value to the community.
- 2.18 The student will describe the meanings and feelings evoked by works of art.
- 2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

The following SOL requirements have been adopted by Roanoke County Schools for use in addition to those previously listed: (Roanoke County does not provide art instruction in grades K and 1.)

- 2.20 RC The student will use appropriate vocabulary relating to art experiences.
- 2.21 RC The student will properly use and care for art materials and tools.
- 2.22 RC The student will practice safety precautions when using tools.
- 2.23 RC The student will create a variety of lines.
- 2.24 RC The student will create textures in various ways.
- 2.25 RC The student will repeat a design in sequence to form a pattern.
- 2.26 RC The student will demonstrate knowledge of symmetrical and radial balance.
- 2.27 RC The student will demonstrate knowledge of parts to the whole.
- 2.28 RC The student will demonstrate the skills and processes necessary for drawing, painting, printmaking, sculpture, crafts, ceramics and commercial art commensurate with his developmental level.

Preface

Objectives:

- 2.20 RC The student will use appropriate vocabulary related to art experiences.
- 2.14 The student will express opinions with supporting statements regarding works of art.
- 2.21 RC The student will use and care for materials properly.
- 2.22 RC The student will practice safety precautions when using tools.
- 2.28 RC The student will demonstrate the skills and processes necessary for drawing, painting, printmaking, sculpture, crafts, ceramics and commercial art commensurate with his developmental level.

Instructional Strategies:

The above objectives are to be addressed through the second grade art program. Appropriate terminology is essential to the child's understanding of art. The teacher will provide and use art terminology as it applies to a given unit of study.

The teacher will also demonstrate and guide students in their mastery of certain skills necessary to produce art work. Skills should include but not be limited to: fringing, folding, piercing, curling, weaving, stitching, constructing and modeling. Proper use and care of materials should be emphasized at all times.

Students will use computers, art prints, books and art text as resources for learning about artists and their work. References made to Roanoke County's second grade Art text book, *Portfolios*, by Robyn Montana Turner are in parentheses throughout the units.

When implementing the instructional units for the second grade, these objectives should be included as an integral part of the instructional program.

Instructional Unit One

Goal: Visual Communication and Production

Objective:

- 2.1 The student will incorporate unanticipated results of art making into works of art.

State Core SOL Correlation: None

Instructional Strategies:

The teacher will demonstrate creating artwork from a paint blob. The teacher could read *A Big Mistake* by Lenore Rinder. This illustrates a mistake becoming art.

Suggested Student Activities:

1. Complete drawing from a single line
2. Straw blowing painting
3. Blot painting
4. String pulling print

Assessment:

The students will be assessed through their ability to incorporate mistakes or an uncontrollable variable into works of art through:

1. discussing possibilities.
2. creating a work of art.
3. displaying the student work.

Instructional Unit Two

Goal: Visual Communication and Production

Objective:

2.2 The student will use literary sources to generate ideas for works of art.

State Core SOL Correlation: English [2.1](#), [2.2](#), [2.3](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

Instructional Strategies:

The teacher will read such stories as *Johnny Appleseed*, *The Giving Tree*, *The Seasons of Arnold's Apple Tree*. (This is an excellent opportunity to correlate with the second grade classroom teacher.)

Suggested Student Activities:

1. Create an apple print pattern.
2. Draw a shape to a form using the apple shape.
3. Illustrate trees showing emotion.
4. Create a season collage - using apple trees.

Assessment:

The student will be assessed according to their ability to use a literary source to create works of art through:

1. reading a literary source.
2. discussing illustrations.
3. creating an illustration.

Instructional Unit Three

Goal: Visual Communication and Production

Objective:

2.3-1 The students will identify and use secondary colors - orange, violet, and green.

State Core SOL Correlation: [English 2.2](#), Math [2.12](#), [2.19](#), [2.20](#)
Science [2.1](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

Instructional Strategies:

Identify primary and secondary colors in art works such as Marc Chagall's "The Red Rooster" (Unit 1, Lesson 3, page 11) or Henri Matisse's "The Snail" (Unit 2, Lesson 4, page 25). Demonstrate mixing the primary colors to create the secondary colors using tempera paints, watercolors or colored pencils.

Suggested Student Activities:

1. Create a repeated pattern using primary and secondary colors in tempera.
2. Create a gadget print using secondary colors only.
3. Create rubbings using secondary colors and crayons or oil pastels.

Assessment:

Students will be assessed according to their ability to identify and create secondary colors through:

1. naming colors.
2. mixing colors.
3. creating a work of art.
4. displaying student work.

Instructional Unit Four

Goal: Visual Communication and Production

Objective:

2.3-2 The student will identify and use shapes - geometric and organic.

State Core SOL Correlation: English [2.2](#), Math [2.12](#), [2.19](#), [2.20](#),
Science [2.1](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

Instructional Strategies:

Explain the difference between geometric and organic shapes. Show examples of both (Unit 2, Lesson 4, page 22). Discuss where the shapes would occur, such as organic shapes in nature, and geometric shapes in safety signs.

Suggested Student Activities:

1. Cut geometric shapes to create a safety collage.
2. Demonstrate printmaking using geometric shapes (Unit 2, Lesson 4, page 23).
3. Trace or make rubbings of a natural object to create an organic shape.
4. Demonstrate sign rubbings (Unit 6, Lesson 18, page 113).
5. Create shape pendants (Portfolio project, page 95).

Assessment:

Students will be assessed through their ability to identify and create geometric and organic shapes through:

1. naming and categorizing shapes.
2. creating a work of art.
3. displaying student work.

Instructional Unit Five

Goal: Visual Communication and Production

Objective:

2.3-3 The student will identify and use three-dimensional forms - cube, cylinder, sphere, pyramid, and cone.

State Core SOL Correlation: English [2.2](#), Math [2.12](#), [2.19](#), [2.20](#),
Science [2.1](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

Instructional Strategies:

Show the actual three-dimensional forms and compare them to the two-dimensional shapes. Demonstrate how to draw and shade each shape. Discuss where these shapes can be found in real life (Unit 2, Lesson 6, page 31). Include vocabulary: cone, cube, sphere, cylinder, pyramid.

Suggested Student Activities:

1. Transform the shape to a form by using construction paper crayons on black paper.
2. Cut real life objects out of magazines that depict the three-dimensional forms.
3. Use at least one of the three-dimensional forms in a realistic drawing.

Assessment:

The students will be evaluated based upon their ability to identify and use the three-dimensional forms cube, cylinder, sphere, pyramid, and cone through:

1. identifying forms by name and in objects.
2. drawing and shading forms.
3. creating a work of art using forms.
4. displaying student work.

Instructional Unit Six

Goal: Visual Communication and Production

Objective:

- 2.4 The student will communicate an environmental or historical theme in a work of art.

State Core SOL Correlation: English [2.2](#), [2.3](#)

[Math SOLs](#) [Science SOLs](#) [English SOLs](#) [History – Social Science SOLs](#)

Instructional Strategies:

Environment: Discuss topics being taught in the science classroom; such as weather, seasonal changes, plants, and animals. Show various paintings where artists have used these topics in their artwork. Include vocabulary: season, environment.

Historical: Discuss and show artwork and symbols of the Native American Indians.

Suggested Student Activities:

1. Seasonal collage.
2. Sponge paint clouds.
3. Crayon resist of Indian symbols.
4. Paper cup weaving.
5. Decorative tepees.
6. Clay pots.
7. Clay jewelry.
8. Cut paper playgrounds (Unit 2, Lesson 6, page 33).

Assessment:

The students will be assessed based on their ability to depict an environmental or a historical theme in their artwork through:

1. identifying the theme.
2. creating a work of art.
3. displaying student work.

Instructional Unit Seven

Goal: Visual Communication and Production

Objective:

- 2.5 The student will create a still life work of art using inanimate objects as a visual.

State Core SOL Correlation: None

Instructional Strategies:

Set up a still life arrangement in clear view of all the students. Discuss the difference between animate and inanimate objects. Demonstrate how to draw the objects, discussing such words as shape, form, and shadow. Include vocabulary: still life, inanimate, shape, form and shadow.

Suggested Student Activities:

1. Paint shapes from a still life, using inanimate objects such as a collection of balls, plastic trucks, etc.
2. Draw a stuffed animal from a still life setting.

Assessment:

The student will be assessed based upon their ability to create a work of art from a still life through:

1. identifying inanimate objects.
2. creating art work based on these objects.
3. displaying student work.

Instructional Unit Eight

Goal: Visual Communication and Production

Objective:

2.6 The student will depict objects in proportion within a work of art.

State Core SOL Correlation: None

Instructional Strategies:

Show examples of various artworks and discuss size and proportion. Point out objects in the foreground, middle ground and background. Discuss how these objects vary in size, color, placement and detail.

Suggested Student Activities:

1. Draw a face with features in the correct proportion (Unit 2, Lesson 5, page 26).
2. Create an island treasure map using the correct proportions.
3. Draw and color a desert scene depicting the cacti in proportion showing near and far.

Assessment:

The students will be assessed through their ability to create objects in proportion within their artwork by:

1. recognizing size relationships.
2. creating a work of art using their knowledge of proportion.
3. displaying student work.

Instructional Unit Nine

Goal: Visual Communication and Production

Objective:

2.7 The student will collaborate with others to create a work of art.

State Core SOL Correlation: English [2.2](#), Math [2.13](#), [2.14](#), [2.18](#), [2.19](#), [2.20](#), Science [2.1](#)

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

Discuss the importance of cooperation when working in groups, and the necessity of sharing and conserving materials, taking turns, and in contributing a part to a whole as in creating group murals or making sets, costumes and props for plays. Divide the class into three or four small groups. Have each group choose a theme and then paint a mural dealing with that theme. Allow the students to make the decisions concerning the production of the mural (Unit 5, Lesson 13, pages 84 and 97).

Suggested Student Activities:

1. Create the scenery for a play in Language Arts class. Props and costumes may be added.
2. Create a life size Egyptian sarcophagus using roll paper, paint, and markers.
3. Create a large-scale Native American tepee.
4. Create a sectional mural where student cut-outs contribute to a large piece (ex. flower shapes, city buildings, Egyptian figures, etc).

Assessment:

The students will be assessed on their ability to work cooperatively in a group situation through:

1. contributing to a group activity.
2. displaying work.

Instructional Unit Ten

Goal: Visual Communication and Production

Objective:

- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination and resource materials.

State Core SOL Correlation: None

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

Discuss the source of inspiration for a work of art and show other works by various artists using the same resource. Some examples may be:

1. Families as subjects (Unit 3, page 40) - Artists: Henry Moore “Family Group” (page 40) and Palmer C. Hayden “Midsummer Night in Harlem” (page 9).
2. Musicians as subjects (Unit 4, Lesson 11, page 68) - Artists: Edvard Manet “The Fifer” and Pablo Picasso “The Three Musicians”.

Suggested Student Activities:

1. Using images from textbooks to create art -cut silhouette from black paper and paint a background.
2. Illustrate a dream.
3. Create a word collage from magazines reflecting a theme.
4. Figure - Shadow Portraits (Unit 4, Lesson 2, page 73).
5. Drawing of your own family (Unit 1, Lesson 2, page 9).
6. Create a collage of a Musician (Picasso style).

Assessment:

The students will be assessed according to their ability to use a variety of resources to create art through:

1. identifying common themes in art work.
2. creating art work.
3. displaying student work.

Instructional Unit Eleven

Goal: Visual Communication and Production

Objective:

2.9 The student will create a two-dimensional work of art.

State Core SOL Correlation: Science [2.8](#)

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

Discuss the difference between two-dimensional and three-dimensional work. Show various types of three-dimensional work (ex. weaving, clay pottery, masks, and paper mache). Compare these to two-dimensional drawings, paintings and collages.

Suggested Student Activities:

1. Egyptian masks.
2. Paper Chinese Dragons.
3. Book binding: Zig-zag books (Unit 5, Lesson 15, page 91).
4. Wire sculptures.
5. Playground designs (Unit 2, Lesson 6, page 33).
6. Circular Weaving (Unit 6, Portfolio Project, page 114).
7. Indian Vests (Unit 4, Portfolio Project, page 74).
8. Sack Masks (Unit 6, Lesson 17, page 109).

Assessment:

The students will be assessed on their ability to create a three-dimensional piece of art by:

1. identifying two and three-dimensional art.
2. creating three-dimensional art.
3. displaying student work.

Instructional Unit Twelve

Goal: Visual Communication and Production

Objective:

2.10 The student will create a work of art by manipulating clay.

State Core SOL Correlation: None

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

The student will discuss the qualities of clay; describing such terms as wedge, leather hard, groaner, bisque ware, kiln, coil, slip, slab and pinch pot. Based upon the chosen project, the teacher will demonstrate the techniques in building clay.

Suggested Student Activities:

1. Indian pinch pot (Unit 3, Lesson 8, page 49).
2. Indian jewelry (Unit 5, Lesson 14, page 89).
3. Story teller figure (Unit 4, Lesson 11, page 69).
4. Textured frame.
5. Clay slab sarcophagus with mummy inside.
6. Thumbprint pot (Unit 3, Portfolio Project, page 54).
7. Clay pendants (Unit 5, Portfolio Project, page 94).

Assessment:

The students will be assessed based on their ability to create a work of art by manipulating clay through:

1. identifying hand-building methods.
2. creating a clay project.
3. displaying student work.

Instructional Unit Thirteen

Goal: Cultural Context and Art History

Objectives:

- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.

State Core SOL Correlation: Math [2.25](#), Science [2.1](#), [2.7](#)

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

- 2.12 The students will identify symbols that various cultures use to represent common themes.

State Core SOL Correlation: History and Social Science [2.1](#), [2.2](#), [2.3](#)

- 2.13 The students will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.

State Core SOL Correlation: Math [2.13](#), [2.18](#), [2.20](#)

- 2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

State Core SOL Correlation: None

Instructional Strategies:

Show examples of prints displaying various types of art, artifacts and architecture from Ancient Egypt, Ancient China and the American Indians. These examples can be compared and contrasted to similar American art styles. The written language, pottery, and religious architecture are examples.

Special attention can be placed on Egyptian hieroglyphics, pharaohs and sarcophagus, Chinese ideograms and bamboo brush, and American Indian symbols.

Suggested Student Activities:

1. Create an Indian Blanket showing some of the Indian symbols.
2. Navajo Sandpainting (Transparency 2-27).
3. American Indian Pictograph.

4. Festive Vests (Unit 4, Portfolio Project, page 74).
5. Pueblo Adobe Houses.
6. Create a painting showing the Chinese New Year festivities.
7. Using bamboo brushes practice the basic Chinese calligraphy strokes and copy various ideograms.
8. Create an Egyptian hieroglyphic, Native American petroglyphs or Chinese brush illustration telling a story of the culture that created it.
9. Egyptian blue hippos.
10. Draw and color neighborhood friends (Unit 1, lesson 1, page 4).

Assessment:

The students will be assessed on their ability to compare the art, artifacts, and architecture of other cultures with that of their own, identify symbols from various cultures, and identify art from other cultures, including Ancient Egypt, Ancient China and American Indians by:

1. identifying symbols from various cultures.
2. identifying art from other cultures.
3. discussing the ways that the art of a culture reflects beliefs and attitudes.
4. creating a work of art.
5. displaying student work.

Instructional Unit Fourteen

Goal: Judgment and Criticism

Objective:

2.15 The student will categorize works of art by subject matter, including portrait, landscape and still life.

State Core SOL Correlation: Math [2.20](#), Science [2.1](#)

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

Explore and examine various subject matter categories such as portraits, landscapes, and still life. Show examples of artists works and discuss the subject matter and what category each piece would fall under.

Suggested Student Activities:

1. Draw a portrait of a classmate (Unit 2, Lesson 5, pages 26-29).
2. Portraits on a computer (page T29b).
3. Paint a floral still life with a wallpaper vase.
4. Using oil pastels, create a seasonal landscape.

Assessment:

The students will be assessed according to their ability to categorize works of art by subject matter through:

1. discussing different subject matter categories.
2. creating a work of art.
3. displaying student work.

Instructional Unit Fifteen

Goal: Judgment and Criticism

Objective:

- 2.16 The student will distinguish between natural objects and objects made by man in the environment.

State Core SOL Correlation: Math [2.25](#), Science [2.1](#)

[Math SOL](#) [Science SOL](#) [English SOL](#) [History – Social Science SOL](#)

Instructional Strategies:

Discuss natural or man made subject matter.

Suggested Student Activities:

Natural Objects:

1. Animal stamp prints (Unit 2, Portfolio Project, page 34).
2. Neighborhood gardens (Unit 1, Lesson 3, page 12).

Man-made Objects:

1. Draw a stuffed animal.
2. Design a playground (Unit 2, Lesson 6, page 32).
3. Neighborhood Shadow Box (Unit 1, Portfolio Project, page 14).

Assessment:

The students will be assessed on their ability to distinguish between natural and man-made objects by:

1. identifying objects that are natural and man made.
2. creating a project.
3. displaying student work.

Instructional Unit Sixteen

Goals: Aesthetics

Objectives:

2.17 The student will discuss local public art and its value to the community.

State Core SOL Correlation: None

Instructional Strategies:

Discuss popular examples of local public art and its importance to the community and to the individual, such as the Mill Mountain Star, and the Roanoke Regional Airport Sculpture. Refer to Unit 5, Lesson 13, page 82.

Suggested Student Activities:

1. Sketch popular public art by memory or photo.
2. Design a sculpture to be placed in front of your school.

Assessment:

The students will be assessed based on their ability to discuss the value of public art through:

1. identifying local art.
2. discussing the value of local art.
3. designing public artwork.
4. displaying student work.

Instructional Unit Seventeen

Goal: Aesthetics

Objective:

2.18 The student will describe the meanings and feelings evoked by works of art.

State Core SOL Correlation: None

Instructional Strategies:

Discuss the way feelings can be shown in a work of art through choice of colors, lines, shapes, textures, and use of space. Show works of art that evoke feelings and meaning due to the subject matter portrayed. For example: Choose paintings which show dancers such as William Johnson's "Jitterbugs" (Unit 4, page 60), Edgar Degas' "Dancers Practicing at the Bar" (Unit 4, Lesson 12, page 72) and Miriam Shapiro's "Master of Ceremonies" (Unit 6, page 117). Discuss similarities and differences.

Suggested Student Activities:

1. Draw lines that evoke the feeling of being at a circus.
2. Create a painting showing how you feel on a rainy cold day.
3. Facial portraits (Unit 2, Lesson 5, page 26).
4. Shadow portraits (Unit 4, Lesson 12, page 72).

Assessment:

The students will be assessed according to their ability to describe meanings and feelings brought on by viewing works of art through:

1. sharing feelings and perceptions.
2. creating a work of art.
3. displaying student work.

Instructional Unit Eighteen

Goal: Visual Communication and Production

Objective:

2.25 RC The student will repeat a design in sequence to form a pattern.

State Core SOL Correlation: None

Instructional Strategies:

Show examples of Klee, Warhol, Matisse and Arp. Discuss the idea of a repeated design and show examples (fabrics, wallpaper, wrapping paper, clothing). Explain that repeated designs have sequence, pattern and rhythm.

Suggested Student Activities:

1. Crayon Scratch Art.
2. Eraser printing.
3. Geometric shape collage.
4. Find uniform objects (ie. toothpicks, straws, buttons, macaroni, seeds, beans, etc.) and glue them to a background to create a repeated pattern.
5. Design a fabric pattern.

Assessment:

The students will be assessed by their ability to create a repeated pattern by:

1. identifying repeated patterns.
2. creating a repeated pattern.
3. displaying student work.

Instructional Unit Nineteen

Goal: Visual Communication and Production

Objective:

2.23 RC The student will create a variety of lines.

State Core SOL Correlation: None

Instructional Strategies:

Show examples of works by artists such as Joan Miro, Wassily Kandinsky, Paul Klee, Picasso and other artists who primarily used line in their work. Discuss types of line: long, short, thick, thin, curved, straight, zig-zag, wavy, dotted, etc.

Suggested Student Activities:

1. Draw lines to music.
2. Straw-blown lines.
3. Crayon scratch art.
4. Object printing.

Assessment:

The students will be assessed based on their ability to create a variety of lines through:

1. identifying line types and qualities.
2. producing lines in art work.
3. displaying student work.

Instructional Unit Twenty

Goal: Visual Communication and Production

Objective:

2.24 RC The student will create texture in various ways.

State Core SOL Correlation: None

Instructional Strategies:

Define texture (real and implied). Point out different textures in the room and in artists' prints (Frank Romero's "Toto", Marc Chagall's "The Red Rooster", Vincent Van Gogh's "Flowering Garden" and Claude Monet's "Bridge Over a Pool of Water Lilies").

Suggested Student Activities:

1. Collage of textures.
2. Clay sculpture such as thumbprint pot (Unit 3, Portfolio Project, page 54).
3. Draw or paint an animal showing texture (Unit 1, Lesson 2, page 6).
4. Draw natural objects (Link to Science, page T 105a).
5. Paint a flower garden.
6. Weave a bookmark (Unit 6, Lesson 16, page 105).

Assessment:

The students will be assessed based upon their ability to produce texture by:

1. identifying texture in the environment and in art.
2. produce textures in art work.
3. display student art work.

Instructional Unit Twenty-One

Goal: Visual Communication and Production

Objective:

2.26 RC The student will demonstrate knowledge of symmetrical balance.

State Core SOL Correlation: None

Instructional Strategies:

Draw a series of shapes on the board including some which are symmetrical and free form. Discuss the concept of symmetry and have students identify symmetrical shapes.

Suggested Student Activities:

1. Blotto.
2. Butterflies.
3. Vase, Bottle or Jar.
4. Mask or Face.
5. Insects.
6. Figures (Kachinas, Nutcrackers, Robots).

Assessment:

The students will be assessed based upon their ability to recognize and describe symmetrical shapes by:

1. identifying symmetrical shapes.
2. produce art work utilizing symmetrical balance
3. display student art work.

