

Discipline The Arts

Grade 2

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1041

The Arts Discipline: **Methods and Materials.** Students will demonstrate knowledge of the methods and materials unique to the visual arts

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

Student Learning Objectives

Students will:

- experiment and explore with tools and materials safely and properly.
- produce art using a variety of subject matter, themes, events, and symbols.

Suggested Instructional Strategies

Instructor will:

- demonstrate methods of using a variety of materials.
- provide choices through making a wide range of materials available to students.
- encourage experimentation, exploration, and risk-taking through making choices.

Assessment

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State Standards 1042

The Arts Discipline: **Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

2.1 For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork

Explore how color can convey mood and emotion

For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

2.2 For line, explore the use of line in 2D and 3D works

Identify a wide variety of types of lines in the environment and in artwork

For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.

2.3 For texture, explore the use of textures in 2D and 3D works

Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork

Create representations of textures in drawings, paintings, rubbings, or relief

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works

Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works

Identify patterns and symmetrical forms and shapes in the environment and artwork.

Explain and demonstrate ways in which patterns and symmetrical shapes may be made

For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance

Demonstrate an understanding of foreground, middle ground, and background

Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

Student Learning Objectives

Students will:

- identify/mix secondary colors, learning warm/cool colors.
- use shape as a repeat pattern, overlapping pattern, and showing differences between free form and geometric shapes.
- explore possibilities and limitations of line, creating rhythm, representing objects, and drawing figures.
- translate 2D form to 3D form.
- use line and pattern to create texture and incorporate actual textures into artwork.

Suggested Instructional Strategies

Instructor will:

- continue to review and expand on color theory skills.
- encourage students to explore further with 2D and 3D forms.
- discuss line, texture, shape, and form and its importance in a composition.

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State Standards 1043

The Arts Discipline: Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.1 Create 2D and 3D artwork from d

Student Learning Objectives

Students will:

- use creative thinking to produce original art from imagination, memory, and observation.
- express ideas, feelings, and values in original works of art.

Suggested Instructional Strategies

Instructor will:

- show examples of artists who work from memory, observation, and abstraction.
- provide students with choices by making a wide range of materials available.
- show examples of abstract and expressive art.

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State Standards 1044

The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion

For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

Student Learning Objectives

Students will:

- select from their own portfolio, works for exhibition.
- begin to distinguish characteristics of style in works of art.
- view and discuss work of art preserved in a museum/gallery.

Suggested Instructional Strategies

Instructor will:

- introduce and/or review artists' styles and art movements.
- discuss elements of a strong work of art.
- encourage students to talk about their work and how it was created.
- encourage students to re-think and re-work their art work.
- display student work throughout the school and possibly the community.

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The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.2 Classify artworks into general categories, such as painting, print-making, collage, sculpture, pottery, textiles, architecture, photography, and film
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks
- 5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

Student Learning Objectives

- Students will:
- expand art vocabulary in discussing works of art.
 - begin to distinguish characteristics of style in works of art.
 - express personal preferences after talking about works of art.
 - appreciate and respect works of others and self.
 - view and discuss works of art preserved in a museum or gallery.

Suggested Instructional Strategies

- Instructor will:
- encourage students to use appropriate art vocabulary.
 - continually introduce new vocabulary relevant to projects.
 - help students analyze their own work through verbal expression.
 - hold group critiques and encourage discussion.
 - encourage students to observe each others' work.

Assessment

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Strand Connections

State Standards 1051

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities

For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

Student Learning Objectives

Students will:

- describe art that communicates ideas, feelings, and moods.
- recognize that art can contribute to the quality of daily life.
- recognize that all people are consumers of art.
- begin to recognize that careers involve art knowledge and skills.

Suggested Instructional Strategies

Instructor will:

- display artists that convey feeling and mood through their work.
- discuss how artists contribute to society.
- discuss different careers in art (video).

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Strand Connections

State Standards 1052

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, play-wrights, illustrators, painters, sculptors, craftspeople, or architects
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

Student Learning Objectives

Students will:

- begin to recognize that careers involve art knowledge and skills.
- recognize that all people are consumers of art.
- begin to exhibit awareness of art based on sensitivity to the natural and man-made environment.

Suggested Instructional Strategies

Instructor will:

- bring an awareness of art in the community through field trips, pictures, and discussions.
- give examples of general products created by artists.
- create projects that are environmentally aware.

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Strand Connections

State Standards 1053

The Arts Discipline: **Concepts of Style, Stylistic Influence, and Stylistic Change:** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by indentifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;

- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

Student Learning Objectives

Students will:

- begin to identify the art created by people from different cultures.
- begin to recognize that art reflects characteristics of different periods in history.
- recognize that in history a variety of media, tools and materials were used by artists.
- produce original works of art that reflect awareness of other cultures.

Suggested Instructional Strategies

Instructor will:

- display art from other cultures.
- discuss the role of artists in various cultures past and present.
- discuss careers in art throughout history.
- create lessons that reflect cultural awareness.

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State Standards 1054

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

Student Learning Objectives

Students will:

- describe the processes by which art is produced.
- respond to the art elements found in works of art as well as natural and man-made objects.

Suggested Instructional Strategies

Instructor will:

- give students opportunity to view art "in-process" to understand how it was made.
- make resources available (books, video, etc.) for such.
- expose students to methods and materials from other cultures.

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Strand Connections

State Standards 1055

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;
- memorizing and singing American folk songs to enhance understanding of history and geography;
- using short dance sequences to clarify concepts in mathematics.

Student Learning Objectives

Students will:

--produce art using a variety of subject matter, themes, events, or symbols.

Suggested Instructional Strategies

Instructor will:

--create lessons to reflect diversity by building on foreign language skills.
--use the computer as a resource for subject matter and themes of art.

Assessment