

Second Grade Visual Art Curriculum

Standard A: A student should be able to create and perform in the arts.

A student who meets the content standard should:

1. Participate in dance, drama, music, visual arts, and creative writing;
2. Refine artistic skills and develop self-discipline through rehearsal, participation, and revision;
3. Appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.
5. Collaborate with others to create and perform works of art?
6. Integrate two or more art forms to create a work of art; and
7. Investigate careers in art production.

ACTIVITIES

- Identify primary, secondary and neutral colors by name.
- Use repetition to create a simple pattern
- Creates designs using overlapping shapes.
- Uses line, shape, and color to communicate ideas.
- Use actual and simulated texture in an artwork.
- Explore the use of warm/cool and light/dark colors
- Use the color wheel to see relationships between colors.
- Uses art materials in a safe and responsible manner.
- Use printmaking to design shapes and patterns.
- Using a variety of materials, collaborate with one or more students to create a mural with a community theme.
- Use color, line, shape, space, and texture in a variety of ways.
- Interact with an artist in the classroom if available.
- Explore the work of an artist/illustrator familiar to the students (e.g. Dr. Seuss).
- Create illustrations in journals, and student-produced books.

ASSESSMENT:

- Display of student work
- Teacher observation

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Standard B: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

1. Recognize Alaska Native cultures and their arts;
2. Recognize United States and world cultures and their arts;
3. Recognize the role of tradition and ritual in the arts;
4. Investigate the relationships among the arts and the individual, the society, and the environment;
5. Recognize universal themes in the arts such as love, war, childhood, and community;
6. Recognize specific works of art created by artists from diverse backgrounds;
7. Explore similarities and differences in the arts of world cultures;
8. Respect differences in personal and cultural perspectives; and
9. Investigate careers relating to arts history and culture.

ACTIVITIES

- Discuss how art is and has been used to record events, stories, rituals, and ideas.
- Observe art from many cultures.
- Identifies artwork in the school, home, and community.

ASSESSMENT:

- Display of student work
- Teacher observation

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Standard C: A Student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

1. Know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme.
2. Examine historical and contemporary works of art, the works of peers, and the student's own works as follows:
 - a. Identify the piece;
 - b. Describe the use of basic elements;
 - c. Analyze the use of basic principles;
 - d. Interpret meaning and artist's intent;
 - e. Express and defend an informed opinion;
3. Accept and offer constructive criticism;
4. Recognize and consider an individual's artistic expression;
5. Exhibit appropriate audience skills; and
6. Investigate careers relating to arts criticism.

ACTIVITIES

- Develop a vocabulary for critiquing/discussing art.
- In artworks, identify different elements (lines, shapes, etc.) in representational, abstract, and non-objective paintings.
- Understands a good artwork shows craftsmanship, originality and purpose.
- Knows that differences in media, techniques, and processes cause different effects and responses from the viewer.
- Recognizes the expression of emotion in art.
- Look at spatial organization (composition) in works of art.
- Analyze the use of various tools in works of art.
- Recognizes art can purposely be realistic, representational, or abstract.
- Display own artwork in the classroom.

ASSESSMENT:

- Display of student work
- Teacher observation

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Standard D: A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

1. Make statements about the significance of the arts and beauty in the student's life;
2. Discuss what makes an object or performance a work of art;
3. Recognize that people tend to devalue what they do not understand;
4. Listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
5. Consider other culture's beliefs about works of art;
6. Recognize that people connect many aspects of life through the arts;
7. Make artistic choices in everyday living; and
8. Investigate careers related to the search for beauty and meaning, which is aesthetics.

ACTIVITIES

- Develop a meaningful art vocabulary (elements and principles of design).
- Explore how art enriches own life through everyday objects and works of art.
- Understands that specific artworks can elicit different responses.
- Distinguishes among multiple purposes for creating works of art.

ASSESSMENT

- Display of student work
- Teacher observation
- Student samples