

2nd Grade Art

CREATIVE EXPRESSION: *Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. * Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.*

Related Standard	K-2 Priority Standards	Bloom's Level	2 nd Grade Indicators
N 2 IL 26 VA 1 CP 5	K-2-a. <u>Explore</u> art materials and tools to <u>achieve</u> a range of effects.	3	Become more skillful at drawing, painting, sculpture, and printmaking processes. Demonstrate skillful and appropriate use of tools and materials.
N 3 IL 26 VA 1 CP 2	K-2-b. <u>Create</u> artwork that uses various visual art forms*, artists and/or cultural influences as inspiration.	6	Develop visual perceptual processing skills through observing art and creating art. Use other artists' work as motivation for personal work.
N 1 IL 26 VA 1 CP 2 CP 6	K-2-c. <u>Create</u> art that communicates ideas from imagination and experiences, <u>tells</u> stories and/or <u>demonstrates</u> understanding.	6	Combine simple shapes to create complex objects. Create balance and symmetry in artwork. Create movement through rhythm, pattern, and line. Demonstrate use of the entire picture plane in a composition.
	Big Ideas		Drawings can be a plan for other types of art. Line creates shape. Objects are made up of many simple shapes. Many colors can be made by mixing the primary colors. The color wheel is an important artists tool in painting. Ceramics as a 3-D version of a 2-D concept.
	Essential Questions		How does my knowledge of how things are broken down into lines and shapes help me become better at drawing? How can I use color to create a mood or express myself? Is my project made for function, decoration, or both?

CRITICISM AND AESTHETICS: *Students will reflect upon and assess the characteristics and merits of art works.*

Related Standard	K-2 Priority Standards	Bloom's Level	2 nd Grade Indicators
N 5 IL 25 VA 3 CP 2	K-2-a. <u>Discuss</u> the artist's choice of subject matter and how it influences intent and interpretation.	5	Describe visual facts that artwork can include. Compare artist's choices of subject matter and how the differences influenced their interpretations. Identify still life in works of art.
N 5 IL 25 VA 3 CP 6	Begins in grade 3		
N 5 IL 27 VA 2 CP 5	K-2-b. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures). This could be an interdisciplinary trip.	2	Identify characteristics of respectful behavior when viewing art shows outside school, art displays in school, during demonstrations and discussions about art. *field trips in 3 rd grade
N 3 IL 27 VA 2 CP 2 CP 5	K-2-c. <u>Identify</u> overall visual effect and related personal responses.	1	Identify and describe how elements (visual facts of art) can be manipulated to create a visual effect. Identify foreground and background in artwork. Identify the use of balance and symmetry in artwork. Identify the representation of movement through rhythm, pattern, and line in art.
N 6 IL 27 VA 2 CP 5	K-2-d. <u>Identify</u> the role of art in daily life.	1	<u>Identify</u> ways people <i>use</i> art every day.
N 3 IL 25 VA 3 CP 7	K-2-e. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and <u>demonstrate</u> understanding in the visual arts.	3, 2	Make connections and comparisons between art vocabulary related to materials, tools, and skills to describe a variety of professional artworks with similarities to their own.
	Big Ideas		People can use art vocabulary to describe and compare the visual effects of works of art. People can understand others ideas using the visual vocabulary of art.
	Essential Questions		How does understanding the artwork of others help us become more purposeful when creating our own art?

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CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

Related Standard	K-2 Priority Standards	Bloom's Level	2 nd Grade Indicators
N 4 IL 27 VA 2 CP 3 CP 5	K-2-a. <u>Explain</u> how cultural heritage, beliefs, and events are shown through the arts.	5	<p>Recognize that artists of various cultures have contributed to our heritage.</p> <p>Identify culturally significant objects and events portrayed in a work of art.</p> <p>Identify and use clues found in a work of art (objects, figures, colors) to learn about its cultural heritage.</p>
N 4 IL 27 VA 2 CP 3	K-2-b. Students will <u>recognize</u> why art made by people reflects creative decisions.	2	<p>Identify culturally significant objects and events portrayed in 2 works of art from different cultures.</p> <p>Compare/contrast the choices of/differences in the subject matter (objects, figures, colors) of the two and discuss the creative choices of the artists.</p> <p>Recognize that architecture is an art form.</p>
	Big Ideas		<p>People of many cultures make art for similar reasons.</p> <p>Some of the ideas in my art are similar to the art of others.</p>
	Essential Questions		<p>How is art influenced by past or present cultures?</p> <p>How is my art inspired by past or present cultures?</p>

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CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.

Related Standard	K-2 Priority Standards	Bloom's Level	2 nd Grade Indicators
N 2 IL 26 VA 1 CP 5	K-2-a. <u>Use</u> materials and tools in a safe and responsible manner while <u>making</u> art and <u>keeping</u> the art room clean.	3, 6	Use art tools and materials safely, the way teacher demonstrates. Clean up after yourself and as a team.
N 3 IL 26 VA 1 CP 2	K-2-b. In the studio environment of the art room students will <u>follow</u> the rules so that everyone can <u>create</u> art.	5	Listen, watch carefully, follow directions and demonstrate skillful use of tools and materials.
N 1 IL 26 VA 1 CP 2 CP 6	K-2-c. <u>Participate</u> in art making with a positive attitude and willingness to try hard.	3	Try hard, keep trying; mistakes are something we learn from; make your best art.
N 6 IL 27 VA 2 CP 5	K-2-d. <u>Demonstrate</u> awareness that works of art reflect the artist's personal point of view.	3	Identify differences in student artwork, and understand them, because we have many experiences and values.
	Big Ideas		Safe, respectful, responsible and ready!
	Essential Questions		How does my behavior affect my learning and creative expression?

4/17/12