

## Art – Second Grade

**Description** Instruction in visual art for second grade students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

**Textbooks/Resources** *Art Connections – Grade 2 – SRA-McGraw-Hill, 2005*

**Required Assessments**

**Board Approved** June 2007

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### AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

## AASD K-12 Art Standards

### I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

### II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

### III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

### IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Theory:</b> Identify specific elements and principles in art and understand how they relate to 2-D and 3-D art forms.</p>	<p><b>Performance will be satisfactory when the student:</b>  <u>*Demonstrates understanding of grade level Elements and Principles of Art and Vocabulary:</u>  <u>Elements:</u>  <u>Line:</u> Understands up/down=<u>vertical</u>, side/side=<u>horizontal</u>, corner/corner=<u>diagonal</u>; light, dark, castle line, overlapping (loops), combine, alternate.  <u>Shape:</u> Relates to geometric shapes; 2-D and 3-D: circle=sphere, square=cube, triangle=cone.  <u>Color:</u> Identifies primary and secondary colors.                      -Learns to mix two primary colors to make a secondary color: Yellow+Red=Orange, Yellow+Blue=Green, Red+Blue=Violet.                      -Understands color representation (color identifies objects).                      -Identifies colors in animals and natural habitats.                      -Explores use of color in human environments: personal spaces, themes, traditions.                      -Observes color in artist's examples.  <u>Texture:</u> Identifies surface textures on objects/subject matter: (i.e.; veins on leaves, scales on fish, fur on animals, etc.).  <u>Space:</u> Examines background, horizon line.  <u>Form:</u> Learns the concept of 3-D: height, width, depth= a shape that can be seen from all sides (top, bottom, outside or inside).  <u>Principles:</u>  <u>Balance:</u> Understands concept of symmetry (side-by-side):                      -same, equal or identical.                      -identifies this principle in reallife: butterfly, human face, etc.                      -understands <u>proportion</u>: more than, less than, larger than, smaller than, (differences in amounts and size).  <u>Repetition:</u> Explores uses of repeated lines, shapes and colors to create patterns, visual "detail", specific to an object/subject matter, or to create a symmetrical pattern.</p>	<p>-Project samples.                      -Interactive observations.                      -Verbally associates art vocabulary with art process.                      -Performance tasks.                      -Verbal quiz.</p>

<p><b>Above objective aligned with AASD standards:</b>  <b>Communication Arts</b>  <b>Mathematics</b></p>		
<p><b>2. Art Production:</b>                  Strengthen visual perception and fine-motor skills and develop control in the use of tools and materials.</p>	<p><b>Performance will be satisfactory when the student:</b>  <u>*Skills/Techniques/Mediums-</u>                  -Develops ability to follow and complete a multi-step process to create artwork.                  -Includes 2-step clean-up of tools and work space, as part of the art process.                  -Explores/experiences characteristics of “process specific” art mediums, such as:                      -crayon resist, glue-line prints, papier mache’, clay, etc.  <u>Tools/Materials:</u> (* in addition to previous grade level supplies)                  Creates with regular size crayons in wide range of colors, regular size pencils, markers, scissors, school glue, tempera cake paints, large pan water color pallets, payons, papier mache’ or similar process material, red clay, sculpty clay, plastic clay tools, stamping markers or other specialty markers, color mixing tray, specialty papers and add-ons, raffia, twines, tie-dye paper, dippety-dye, colored chalks, foils, tissue papers, shaped sponges, found objects (leaves, pine cones, sticks, food objects, cotton balls, straws, Styrofoam), etc.  <u>Drawing:</u> observes animal (pets, farm, zoo, etc.) shapes/textures/details; explores types of line, direction of line, tracing, scratch drawing, glue line; creates symmetrical images and designs; style portraits: clown  <u>Painting:</u> mixes own secondary colors and identifies in uses with: tempera, watercolor or payons, crayon resist, etc.  <u>Printmaking:</u> explores object printing; surface textures/shapes, food prints, folded paper watercolor print, etc.  <u>Sculpture:</u> (paper): creates with 3-D construction techniques: roll, fold, cut, curl, crumple, glue, etc.                  (papier mache’): on simple form: balloon, cardboard tube; puppets, fish, animal, etc.                  (clay): learns pinch pot, shaped slab and flat coil techniques; Incorporates incised textures w/tools.                  (wire): uses pipe cleaners, color wire: learns twist, wrap, loop.</p>	<p>-Performance check list.</p> <p>-Project samples.</p> <p>-Verbal/visual description of processes.</p> <p>-Art display.</p>

	<p><u>Crafts</u>: uses cardboard loom; learns simple weaving, cardboard loom, simple stitchery, knots (tie a bow), use of yarn/fiber/fabric embellishments, etc.</p> <p><u>*Safety-</u>          -Displays awareness and practice of all safety skills, rules and requirements in use of tools/materials:            -in personal space.            -in the classroom and school environment.</p> <p><u>*Craftsmanship-</u>          -Practices positive work habits.          -Follows multi-step production and becomes aware of time-management in completing activities.          -Develops eye-hand coordination and visual/perceptual skills.          -Understands expectations of “<u>finished</u>” work vs. “<u>done</u>”, (ie.; “<i>good enough</i>”)</p>	<p>-Performance tasks: safety, rules, routines.</p> <p>-Teacher observation.          -Follows sequential steps.</p> <p>-Informal functional art skills assessment.          -Self assessment.          -Simple picture/word assessment rubric.</p>
<p><b>Above objective aligned with AASD standards:</b>  <b>Communication Arts</b>  <b>Science</b></p>		

<p><b>3. Creative Self:</b> Develop personal expression in the portrayal of images and ideas. Relate art to traditions/celebrations.</p>	<p><b>Performance will be satisfactory when the student:</b>  <u>*Expression-</u>                      -Effectively expresses ideas with a variety of mediums.  <u>*Problem Solving-</u>                      -Begins to explore personal preferences in response to the creative process.  <u>*Communicate Ideas-</u>                      -Incorporates personal experiences from family/community into artwork (cultural/traditional connections).</p>	<p>-Project samples. -Verbal/visual descriptions. -Prior knowledge inventory.</p>
<p><b>4. Art in Society:</b> Introduction to relevant artists, art forms, and concept that art is a part of our everyday world.</p>	<p><b>Performance will be satisfactory when the student:</b>  <u>*History-</u>                      -Connects simple stories about artists and their work.                      -Observes examples of artist work to stimulate ideas about art and use of subject matter.                      -Learns how art influences cultural traditions.  <u>*Aesthetic Awareness-</u>                      -Develops critical observation skills.                      -Observes art concepts in artist examples.                      -Observes art concepts in visual surroundings.  <u>*Appreciation-</u>                      -Recognizes art as a part of our everyday world.  <u>*Consumer Awareness-</u>                      -Becomes aware of the influence that art has in our daily lives, traditions and celebrations.  <u>*Communication-</u>                      -Expresses likes/dislikes and personal opinions about examples of grade level appropriate artistic/cultural styles.                      -Incorporates own experiences into art work.  <u>*Careers-</u>                      -Identifies art related careers that are historic: (i.e., pioneers: weaver, candle maker, tinsmith, etc.).                      -Parallels traditional art with contemporary careers or products.</p>	<p>-Interactive observations. -Verbal responses to art exemplars. -Prior knowledge inventory.</p>

**Above objective aligned with AASD standards:**

**Communication Arts**

**Social Studies**

**Science**

**Consumer Education**