

VISUAL ART CURRICULUM STANDARDS SECOND GRADE

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Grade Level Expectations (GLEs)

The student will

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 1.3 Explore a variety of processes.
- 1.4 Recognize and demonstrate levels of craftsmanship.

Checks for Understanding (Formative/Summative Assessments)

- 1.1 Demonstrate, consistently, a developmentally appropriate use of tools and media (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper).
Use tools in a safe and responsible manner.
- 1.2 Paint, glue, cut, sculpt, draw, collage, and print at a developmentally appropriate level.
Use appropriate vocabulary to describe a technique.
- 1.3 Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, mixed media).
- 1.4 Produce artwork with developmentally appropriate levels of craftsmanship.
Identify levels of craftsmanship in artwork.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Demonstrate a precision in the use of teacher selected tools and media in a safe manner.
- 1.1.2 Demonstrate a precision in and explore the use of teacher selected tools and media in a safe manner.
- 1.1.3 Execute the intended use of tools and media as modeled by the teacher.
- 1.2.1 Demonstrate a variety of teacher sequenced techniques.
- 1.2.2 Demonstrate a precision in a variety of teacher sequenced techniques.
- 1.2.3 Execute a variety of teacher selected techniques.
- 1.3.1 Demonstrate a variety of teacher selected processes.
- 1.3.2 Demonstrate a precision in a variety of teacher selected processes.
- 1.3.3 Execute a variety of teacher selected processes.
- 1.4.1 Recognize levels of craftsmanship as modeled by the teacher.

- 1.4.2 Identify and apply levels of craftsmanship.
- 1.4.3 Apply levels of craftsmanship.

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions

Grade Level Expectations (GLEs)

The student will

- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 2.3 Understand and apply purpose in art.
- 2.4 Understand and apply context in art.

Checks for Understanding (Formative/Summative Assessments)

- 2.1 Demonstrate developmentally appropriate knowledge of the elements of art.
Use appropriate vocabulary to identify the elements of art.
- 2.2 Demonstrate developmentally appropriate knowledge of the principles of design.
Use appropriate vocabulary to identify the principles of design.
- 2.3 Demonstrate developmentally appropriate knowledge of the purposes of art.
- 2.4 Demonstrate developmentally appropriate knowledge of contexts in art.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Classify examples of the elements of art.
- 2.1.2 Use chosen elements of art.
- 2.1.3 Demonstrate chosen elements of art.

- 2.2.1 Recognize examples of the principles of design.
- 2.2.2 Recognize and describe examples of the principles of design.
- 2.2.3 Classify and use examples of the principles of design.

- 2.3.1 Classify and explain purposes of artwork selected by the teacher.
- 2.3.2 Explain selected purposes and apply in student's art.
- 2.3.3 Implement selected purposes in student's art.

- 2.4.1 Identify context of artwork selected by the teacher
- 2.4.2 Identify selected context and apply in student's art.
- 2.4.3 Implement selected context in student's art.

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Grade Level Expectations (GLEs)

The student will

- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 3.2 Analyze subject matter, symbols, and ideas in the student's own art.
- 3.3 Analyze subject matter, symbols, and ideas in others' art.

Checks for Understanding (Formative/Summative Assessments)

- 3.1 Choose developmentally appropriate subject matter with teacher guidance.
Choose developmentally appropriate symbols with teacher guidance.
Choose developmentally appropriate ideas with teacher guidance.
- 3.2 Create and analyze artwork using developmentally appropriate subject matter.
Create and analyze artwork using developmentally appropriate symbols.
Create and analyze artwork using developmentally appropriate ideas.
- 3.3 Analyze, in a developmentally appropriate way, subject matter in others' artwork.
Analyze, in a developmentally appropriate way, symbols in others' artwork.
Analyze, in a developmentally appropriate way, ideas in others' artwork.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Choose subject matter, symbols, and ideas in the student's own art.
- 3.1.2 Select and apply subject matter, symbols, and ideas for the student's own art.
- 3.1.3 Implement chosen subject matter, symbols, and ideas in the student's own art.
- 3.2.1 Summarize subject matter and symbols in the student's own art.
- 3.2.2 Examine subject matter, symbols, and ideas in the student's own art.
- 3.2.3 Analyze and evaluate subject matter, symbols, and ideas in the student's own art.
- 3.3.1 Summarize subject matter and symbols in others' art.
- 3.3.2 Examine subject matter, symbols, and ideas in others' art.
- 3.3.3 Analyze and evaluate matter, symbols, and ideas in others' art.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Grade Level Expectations (GLEs)

The student will

- 4.1 Understand that art comes from different cultures, times, and places.
- 4.2 Understand that culture, history, and art influence one another.

Checks for Understanding (Formative/Summative Assessments)

- 4.1 Demonstrate developmentally appropriate knowledge of art from different cultures, times, and places.
- 4.2 Demonstrate developmentally appropriate knowledge of how culture and history influence art.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Identify teacher selected art from different cultures, times, and places.
- 4.1.2 Compare and contrast teacher selected art from different cultures, times, and places.
- 4.1.3 Analyze teacher selected art from different cultures, times, and places.

- 4.2.1 Recognize and identify the influences of culture and history in teacher selected artwork.
- 4.2.2 Recognize and identify that culture, history and art influence one another.
- 4.2.3 Discuss that culture, history, and art influence one another.

Standard 5.0 Reflecting and Assessing

The student will reflect upon and assess the characteristics and merits of their work and the work of others.

Grade Level Expectations (GLEs)

The student will

- 5.1 Analyze the characteristics and merits of the student's own work.
- 5.2 Analyze the characteristics and merits of other's work.
- 5.3 Understand that viewers have various responses to art.

Checks for Understanding (Formative/Summative Assessments)

- 5.1 Explain the characteristics and merits of the student's own work to the teacher and/or peers.

- 5.2 Interpret the characteristics and merits of others' work in a teacher-guided group.
- 5.3 Compare and contrast various responses to art with teacher guidance.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Recognize and explain the characteristics and merits of the student's own work as modeled by the teacher.
- 5.1.2 Analyze the characteristics and merits of the student's own work as guided by the teacher.
- 5.1.3 Analyze the characteristics and merits of the student's own work as modeled by the teacher.

- 5.2.1 Recognize and explain the characteristics and merits of others' work as modeled by the teacher.
- 5.2.2 Analyze the characteristics and merits of others' work as guided by the teacher.
- 5.2.3 Analyze the characteristics and merits of others' work as modeled by the teacher.

- 5.3.1 Recognize and identify various responses to art as modeled by the teacher.
- 5.3.2 Compare and contrast various responses to art as modeled by the teacher.
- 5.3.3 Explain various responses to art.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Grade Level Expectations (GLEs)

The student will

- 6.1 Understand connections between visual art and other arts disciplines.
- 6.2 Understand connections between visual art and other disciplines in the curriculum.

Checks for Understanding (Formative/Summative Assessments)

- 6.1 Identify connections between visual art and music.
Identify connections between visual art and theater.
Identify connections between visual art and dance.

- 6.2 Identify connections between visual arts and language arts.
Identify connections between visual art and physical education.
Identify connections between visual art and mathematics.
Identify connections between visual art and social studies.
Identify connections between visual art and science.

Identify connections between visual art and technology.
Identify connections between visual art and school counseling and career guidance.
Identify connections between visual art and health education.
Identify connections between visual art and world languages.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Identify and explain connections between visual art and other standards based arts disciplines as guided by the teacher.
- 6.1.2 Compare and contrast connections between visual art and other standards based arts disciplines as guided by the teacher.
- 6.1.3 Explain connections between visual art and other standards based arts disciplines as guided by the teacher.

- 6.2.1 Identify connections between visual art and other standards based disciplines in as guided by the teacher.
- 6.2.2 Compare and contrast connections between visual art and other standards based disciplines as guided by the teacher.
- 6.2.3 Explain connections between visual art and other standards based disciplines as guided by the teacher.