



VALWOOD

GO BEYOND

Second Grade Art Curriculum

Second Grade Art Overview

Course Description	Topics at a Glance										
<p>In second grade, color relationships and textural qualities are emphasized. Social and communication skills are further developed through group projects. Students are encouraged to express themselves through art and to appreciate their own uniqueness. Second graders will refine observational skills to become more aware of their environment, and to be able to critique works of art. Learning about art history and culture will include a study of the following artists and regions: Vincent Van Gogh, Diego Rivera, Louise Nevelson, China, India and Alaska. Additional artists and cultures that are not addressed in the art history curriculum at other grade levels may also be included.</p>	<ul style="list-style-type: none"> Artistic intent Individual ideas to make meaning Make connections Language of art Art-making process Historical and cultural ideas are evident in works of art Art has purpose Basic studio skills Art History lessons will be drawn from the grade level Social Studies, Science, and Math curriculum. Other artists and cultures will be included 										
Assessments	Literacy Connections										
<ul style="list-style-type: none"> Pre-assessments Checks for understanding Critiques Observations Student questions/ comments, Performance tasks (planning, in-progress, final assignment) Self and peer assessments 	<p>Listening- process, understand, interpret, and evaluate spoken language in a variety of situations. For example, Power Point, pair and share critique, walk about, looking at and talking about artwork, reading books, etc.</p> <p>Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences. For example, talking about one’s own artwork, talking about the artwork of other artists and cultural periods, etc.</p> <p>Reading- process, understand. Interpret, and evaluate written language (symbols and text) with understanding and fluency. For example, word wall, art vocabulary, art history books, etc.</p> <p>Writing- engage in written communication in a variety of situations for a variety of purposes and audiences. For example, writing artist statement, poetry, self-assessments, etc.</p>										
Grade Level Expectations											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; padding: 5px;">Standard</th> <th style="padding: 5px;">Big Ideas for Second Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Observe and Learn to Comprehend</td> <td style="padding: 5px;"> 1. Artists make choices that communicate ideas in works of art 2. Characteristics and expressive features of art and design are used to identify and discuss works of art </td> </tr> <tr> <td style="padding: 5px;">2. Envision and Critique to Reflect</td> <td style="padding: 5px;">1. Visual arts use various literacies to convey intended meaning</td> </tr> <tr> <td style="padding: 5px;">3. Invent and Discover to Create</td> <td style="padding: 5px;">1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design</td> </tr> <tr> <td style="padding: 5px;">4. Relate and Connect to Transfer</td> <td style="padding: 5px;">1. Visual arts respond to human experience by relating art to the community</td> </tr> </tbody> </table>		Standard	Big Ideas for Second Grade (Grade Level Expectations)	1. Observe and Learn to Comprehend	1. Artists make choices that communicate ideas in works of art 2. Characteristics and expressive features of art and design are used to identify and discuss works of art	2. Envision and Critique to Reflect	1. Visual arts use various literacies to convey intended meaning	3. Invent and Discover to Create	1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design	4. Relate and Connect to Transfer	1. Visual arts respond to human experience by relating art to the community
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Content Area: Visual Arts – Second Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Make informed critical evaluations of visual and material culture, information, and technologies.	
Grade Level Expectation Concepts and skills students master: 1. Artists make choices that communicate ideas in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Express an idea in multiple ways b. Identify and compare ideas and artistic choices found in a work of art c. Make artistic choices to communicate ideas d. The visual process can be either an individual or collaborative effort 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can your choice in art-making change an idea? 2. What are examples of ideas you can observe in familiar works of art? 3. How can art express more than one idea?
	Relevance and Application: <ol style="list-style-type: none"> 1. Restructuring norms offer new opportunities. 2. Traditional and new technologies help artists to communicate ideas. 3. Ideas come in verbal and nonverbal forms and are informed by other disciplines.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Artists make choices to communicate ideas. 2. Ideas are often the result of topics of study, personal experience, exposure to a variety of art forms, and how the medium can inspire new approaches to personal expression

Content Area: Visual Arts – Second Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information ➤ Critique personal work and the work of others with informed criteria 	
GRADE LEVEL EXPECTATION: Second Grade	
1. Visual arts use various literacies to convey intended meaning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> a. Identify, distinguish and interpret the basic characteristics of art. b. Generate and discuss personal interpretations about works of art based on observation. c. Recognize and respect cultural differences in works of art 	Inquiry Questions: <ul style="list-style-type: none"> 1. Why does intended meaning matter? 2. How do you convey meaning without using words? 3. Why is it important to express an idea without words? 4. Who determines the value of a work of art?
	Relevance and Application: <ul style="list-style-type: none"> 1. Interpretations of art change over time and among cultures. 2. Art develops criteria in forming personal opinions.
	Nature of Discipline: <ul style="list-style-type: none"> 1. Through the critical process, people are able to formulate judgments about the artistic and aesthetic merits of works or art.

Content Area: Visual Arts	
Standard: 3. Invent and Discover to Create	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design ➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research 	
GRADE LEVEL EXPECTATION: Second Grade	
Concepts and skills students master:	
<ol style="list-style-type: none"> 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design 2. Expresses how color, texture, form, and other elements can be organized into unified compositions 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Create works of art using familiar and commercial symbols such as hearts, suns, and logos b. Create presentation-ready works of art c. Choose appropriate materials to make art d. Create works of art using various Modalities e. Identify basic shapes and apply them for expressive purposes familiar with primary and secondary colors 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does creating and performing in the arts differ from viewing the arts? 2. How is art discussed? 3. How do artists choose their materials to make works of art? 4. How do artists know when they are finished making a work of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. The arts serve multiple functions such as enlightenment, education, and entertainment. 2. Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into quality products. 3. The artistic process can lead to unforeseen or unpredictable outcomes such as “happy accidents” that occur in making art, or technical or material challenges that lead to discovering something new.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Content Area: Visual Arts	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates:	
➤ Transfer the value of visual arts to lifelong learning and the human experience	
GRADE LEVEL EXPECTATION: Second Grade	
Concepts and skills students master:	
1. Visual arts respond to human experience by relating art to the community	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Communicate observational responses to works of art from a variety of social, emotional, and historical contexts b. Discuss and describe personal artistic experiences c. Discuss community-based and public art d. Familiar with the cultural and aesthetic artifacts of a given region or historical period as identified in the grade level social studies curriculum e. Art History and cultural studies will connect to the topics of study within the grade level social studies curriculum <ol style="list-style-type: none"> i. purpose and meaning ii. role of artists iii. style 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is art important? 2. What does art say about communities? 3. How do art museums support the community? 4. How does a community select public art?
	Relevance and Application: <ol style="list-style-type: none"> 1. The personal connections identified in and through art foster artistic appreciation, interpretation, imagination, significance, and value. 2. The study of art deepens emotional response and inventive decision-making. Current technology provides digital information that can be used to create works of art. 3. The personal connections established in and through art lead to extended understandings of interdisciplinary concepts and subject matter.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Artists tell stories about their lives and communities.